University Studies

University Studies is the home of University-wide academic programs and activities that include the following: a nationally recognized, interdisciplinary, general education curriculum, the All-University Curriculum (AUC); a part-time, adult degree-completion program, the Bachelor of Arts in University Studies (B.U.S.); an interdisciplinary Bachelor of Arts in Multimedia Web Design and Development (MWD®); ABA-approved paralegal studies at the certificate, associate, and bachelor levels; an Associate in Arts in Liberal Arts; and academic advising programs in Pre-medicinal Professions and Pre-Law. In addition, University Studies includes the Center for Reading and Writing (CRW) that assists students in writing and study skills; an intensive English program, the English Language Institute (ELI), for those students whose primary language is not English; and a cocurricular student Mock Trial team.

Facilities
Beatrice Fox Auerbach Computer and Administration Center provides facilities for the All-University Curriculum and the Bachelor of Arts in University Studies.

The Charles A. Dana Hall provides facilities for the Department of Multimedia Web Design and Development, which include a computer classroom, computer laboratory, and research laboratory.

The Beatrice Fox Auerbach Hall provides facilities for paralegal degree programs and houses the Center for Reading and Writing, the Learning Plus program, and the Paralegal Studies program.

All-University Curriculum

The All-University Curriculum (AUC) general education courses are designed to provide shared learning experiences for students in baccalaureate programs at the University of Hartford through a core of common studies. Since faculty from all schools and colleges of the University teach these courses, the curriculum takes full advantage of the diverse resources of the institution. In addition to providing students breadth of knowledge in their liberal education, the All-University Curriculum makes clear the relationships among disciplinary areas of knowledge through integrative, cross-disciplinary courses. These courses also emphasize the development of written and oral communication, critical thinking and problem solving, values identification and independent decision making, social interaction, and responsibility for civic life.

All first-year students who matriculate in baccalaureate programs at the University of Hartford are required to take at least four All-University Curriculum courses during their four years. Each student selects one course from four of the five breadth categories: (1) Living in a Cultural Context: Western Heritage, (2) Living in a Cultural Context: Other Cultures, (3) Living in a Scientific and Technological World, (4) Living Responsively to the Arts, and (5) Living in a Social Context. Students are not required to complete the breadth category that is most closely associated with their major. The All-University Curriculum Committee, in consultation with college and department faculty, determines which breadth categories are required for particular majors and which courses are required for transfer students. Consult your school or college undergraduate program office and faculty advisors for more information.

All-University Curriculum Courses

Living in a Cultural Context:
Western Heritage

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. (Written and Oral Communication, Critical Thinking, and Values Identification)

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 to 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 Communi-
cation and Critical Thinking) Prerequisite: Sophomore standing or permission of instructor.

**AUCW 211 Discovering America II: American Civilization, 1865–1945** [3] This integrative course 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) No prerequisites, open to first-year students.

**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) No prerequisites, open to first-year students.

**Living in a Cultural Context:**

**Other Cultures**

**AUCW 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 and Oral Communication, Values Identification, and Responsibility for Civic Life)

**AUCW 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 insights into the rich and complex beliefs and practices, lifestyles and aspirations of diverse nations. (Oral and Written Communication and Values Identification) Film fee.

**AUCW 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. 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, and 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.

**AUCW 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. (Written and Oral Communication and Values Identification)

**AUCW 160 Literature and Culture of Immigrant Groups in America** [3] An introduction to the literature and culture of immigrant groups using film, literature, and cultural analysis. (Written and Oral Communication and Values Identification)

**AUCW 170 Culture and Sustainable Development in Rural India** [3] A service-learning project designed to support community development in rural India. Bringing together a number of disciplines to work on village infrastructure (e.g., maintaining reliable sources of potable water), students get hands-on experience in creating and maintaining sustainable technology. They also assist in supporting grassroots democracies in which the villagers have a major role in designing, generating, monitoring, and maintaining projects. Students learn a great deal about traditional societies and the complexities that emerge in the interplay between high-tech cultures and ancient values and practices. Prerequisite: Permission of instructor. Study abroad fee. (Written and Oral Communication, Values Identification, and Social Interaction)

**AUCW 210 Cultures and Transnational Corporations** [3] This integrative course exposes 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 re-
strictions and incentives; roles and power balance of transnationals and home/host governments; and questions of ethics. (Written and Oral Communication, Critical Thinking, and Values Identification)

**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/or music produced during the late 18th and the 19th centuries, and encourages the investigation of the romantic impulse across the spectrum of multiple art forms. (Written and Oral 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 ancient Greece. The materials to be considered include poetry, epics, drama, and Platonic dialogues. Some emphasis will be given to architecture, music, and the visual arts. (Written and 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. (Written and Oral Communication, Critical Thinking, and Values Identification)

**AUCA 140 Creativity: The Dynamics of Artistic Expression** [3] This course provides students with a series of 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 the 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. (Written and Oral 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 constitute the adult journey. (Written and Oral Communication, Critical Thinking, 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 macro environment of business, probes the various disciplines of business administration, and explores selected contemporary issues that are entwined with the economic fortunes of American firms. (Written and Oral Communication and Critical Thinking) This course does not fulfill an AUCS requirement for students matriculated in the Barney School of Business.

**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 reading and films include anthropology, cultural studies, philosophy, economics, literature, and sociology. (Values Identification, Critical Thinking, and Written Communication)

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 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 insights 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 the 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, media and the arts, and engineering are presented. Students prepare and debate case studies. (Oral and Written Communication, Values Identification, and Critical Thinking) Prerequisite: Junior standing or permission of instructor.

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, and the suggestion of possible ways of dealing with them. (Written and Oral Communication, Critical Thinking, 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. (Written and Oral Communication and Critical Thinking) Laboratory fee.
AUCT 141 Epidemics and AIDS Laboratory
[1] This laboratory course provides students with an exposure to medical science relative to the biology of AIDS. Emphasis is also placed on the student’s role in public awareness related to the epidemic. Prerequisite: AUCT 140 for 3-credit option; no credit will be given to those who have taken AUCT 140 for 4-credit option. Not to be taken concurrently with AUCT 140. 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 and 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 impacts of these forms of medicine on the patient and the overall field of medicine. (Written and Oral Communication and Critical Thinking) Laboratory fee.

Study Abroad
AU CW 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)

AU CW 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. FromItalic 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 the study of epic, myth, and history. (Written Communication, Critical Thinking, and Values Identification)

Special Topics
AU CX 190, 191 Special Topics in Interdisciplinary Studies [3–4] Selected topics within the areas of the All-University Curriculum: Western Heritage, Other Cultures, The Arts, The Social Context, and Science and Technology. These courses allow newly formed interdisciplinary teams of faculty the opportunity to offer courses that may subsequently become part of the University’s array of core courses.

The Center for Reading and Writing
The Center for Reading and Writing (CRW) provides one-on-one assistance with writing in the disciplines and other related strategies to students in all departments and colleges within the University. In addition to these services, the center offers the following courses:

Study Skills Courses
Each study skills course introduces theories and practices of learning to college students, facilitates specific application of these theories and practices, and encourages self-reflection about individual learning goals and styles. Each course is six sessions. The CRW courses are intended for first-year students; they are not appropriate for upperclass students. CRW courses are not available to students matriculated in or graduated from Hillyer College. Grade: Pass/No Pass.

CRW 101 Time Management, Listening, and Note Taking [0.5] The emphasis in this mini-course is on students’ demonstrating their ability to record, organize, and integrate lecture notes.
CRW 102 Reading and Remembering [0.5]
The emphasis in this mini-course is on presenting and practicing the SQ4R reading process.

CRW 103 Preparing for Tests [0.5] This course assumes that students can apply efficient time management, reading, and note-taking strategies. Strategies for preparing for tests, taking tests, and handling test anxiety are addressed.

CRW 104 Technology and the Writing Process [0.5] This course assumes that students have average keyboarding and word-processing skills. Technology is introduced to enhance all phases of the writing process.

**English Language Institute**

The English Language Institute (ELI) offers an intensive English as a Foreign Language program for those whose primary language is not English. The program seeks to improve the student’s overall educational experience by working toward a greater proficiency in understanding, reading, writing, and speaking English. The following courses are available:

**ESL 051 English as a Second Language—Low Intermediate** [noncredit] This course is intended for students to develop basic language proficiency in reading, writing, listening, and speaking that will enable them to progress to more advanced courses in the ELI program in preparation for academic studies. Students read a variety of short texts and write well-organized paragraphs. Through group work, students improve fluency and understanding of spoken English discourse, understand and utilize patterns of organization in writing, and develop reading speed while maintaining comprehension. Prerequisite: TOEFL score of 390/90–450/133 or permission of the instructor.

**ESL 052 English as a Second Language—High Intermediate** [noncredit] This course is designed for students to increase and develop English-language proficiency. Various texts are introduced to help students develop strategies for reading for understanding of main ideas, details, and vocabulary. Course work helps students read more quickly and understand the writer’s ideas more easily. Students study particular grammatical structures, practice them in various activities, and apply them to specific communication and written tasks. The course helps students to speak and write with more confidence and fewer grammatical mistakes and teaches strategies for improving grammar outside of class. Prerequisites: TOEFL scores of 451/134–499/172 and/or successful completion of ESL 051.

**ESL 053 English as a Second Language—Advanced** [noncredit] The purpose of this course is to help students attain mastery of the English language in order to achieve academic success at the university level. Students build strategies for improving reading speed and comprehension while improving vocabulary. They focus on the structure of American English as it is used for reading, writing, and speaking, especially in an academic context. Students listen to lectures and take notes, give oral presentations, and participate in group discussions. Focus is on several forms of academic writing: journal, summary, and essay writing. Scholarly reports or research papers are also introduced. Prerequisites: TOEFL score of 500/173–549/212 and/or successful completion of ESL 052.

**ESL 054 English as a Second Language—Graduate Composition** [noncredit] This course is designed to prepare students for the written and oral tasks required in advanced academic study. A variety of strategies for working through the writing process, complex structural patterns, summaries, and analysis of information from outside sources are addressed. Students develop skill in oral communication through small-group discussions and both informal and formal oral presentations. English pronunciation, stress, and intonation are developed within the context of presentations. Prerequisites: Graduate level, TOEFL score of 550, and TWE less than 4.5.

**ESL 153 English as a Second Language—Advanced** [3] The purpose of this course is to help students attain mastery of the English language in order to achieve academic success at the university level. Students build strategies for improving reading speed and comprehension while improving vocabulary. They focus on the structure of American English as it is used for reading, writing, and speaking, especially in an academic context. Students listen to lectures and take notes, give oral presentations, and participate in group discussions. Focus is on several forms of academic writing: journal, summary, essay writing; scholarly reports or research papers are also introduced. Final assessment is in the form of a portfolio for review and the TOEFL exam, on which a student must achieve a grade of 550. Prerequisites: TOEFL score of 500/173–549/212 and/or successful completion of ESL 052.
AMT 100 Anatomy of a Trial [1] This course is the first in a series of four courses that introduces students to the structure and purpose of the American system of justice through the examination of the basic principles of trials. Civil and criminal mock trials will alternate each year, and each may be taken once for credit. Prerequisite: Permission of instructor.

AMT 200 Rules of Evidence [1] This course is the second in the series of four courses that introduces students to the structure and purpose of the American system of justice through the examination of the basic principles of a trial. Students focus on the substantive rules of evidence and their presentation in court. Civil and criminal mock trials will alternate each year, and each may be taken once for credit. Prerequisite: Permission of instructor.

AMT 300 Legal Theory Development [1] This course is the third in the series of four courses that introduces students to the structure and purpose of the American system of justice through the examination of the basic principles of a trial. Students focus on legal theory development and thematic analysis. Civil and criminal mock trials will alternate each year, and each may be taken once for credit. Prerequisite: Permission of instructor.

AMT 400 Mock Trial Practicum [1–3] This course is the last in the series of four courses that introduces students to the structure and purpose of the American system of justice through the examination of the basic principles of a trial. Students focus on the various aspects of the application of legal theory and evidence to courtroom practice. Civil and criminal mock trials will alternate each year, and each practicum may be taken once for credit. Prerequisite: Permission of instructor.

The Multimedia Web Design and Development (MWD^2) 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 MWD^2 major. The major has a core of 30 credits, including three 4-credit courses (MWD 110, MWD 310, 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, marketing, media arts, network administration, network manager, human computer interface and multimedia production. Students with different career goals are encouraged to work with the MWD^2 faculty committee to create their own area of specialization. MWD^2 majors also have 18 credits of general electives that may be used to pursue a second specialization, minor, or other interest.

The URL www.mwd.hartford.edu should be consulted for up-to-date information on the MWD^2 major.
Degree Requirements

1. General Education 59 credits
   a. Basic Requirements
      DIA 100 Dialogue [1]
      RPW 110* Rhetoric and Writing I [3]
      RPW 111* Rhetoric and Writing II [3]
      M 114 Statistics [3]
      CMM 115 Improving Communication Skills [3]
      CS 110 Introduction to Computers [3]
      CS 111 Programming Foundations [3]
   b. Breadth Requirements
      AUCS 130* Dynamics and Environment of the World of Business [3]
      AUCT 150 Technology as a Human Affair [4]
      AUCC (any course) [3]
      One AUCA or AUCW [3]
      ECT 111 Introduction to Electricity/Electronics [4]
      PHI 233 Organizational Ethics [3]
      or AUCS 340 Ethics in the Professions [3]
      or PHI 230W Ethical Problems [3]
      PSY 101 Psychological Concepts [3]
      EDP 230 Educational Psychology [3]
      or PSY 320 Thinking, Memory, and Problem Solving [3]
      History (any course) [3]
      Literature course (e.g., ENG 140) [3]
      Arts course (art history, music, drama, or cinema) [3]
      Laboratory science course [4]

2. MWD² Major 45 credits
   a. Core for MWD²
      DES 221 Type 1 [3]
      CMM 110 Introduction to Communication [3]
      MIS 211 Management Information Systems [3]
      MGT 310 Managing Organizational Behavior [3]
      EN 241 English II: Technical Communication [3]
      CS 175 Introduction to Internet Programming [3]
      MWD 110 Multimedia Web Design and Development I [4]
      MWD 310 Multimedia Web Design and Development II [4]
   b. Specialization
      To earn a degree with a major in MWD², each student must select, by the second semester, sophomore year, a specialization that consists of courses in a content area meeting the following guidelines:
      1. A minimum of 15 credits
      2. At least 9 credits at the 200 level and above
      3. A rationale for use in the major
      4. Meet all prerequisite requirements
      Students may choose a specialization from an appropriate existing minor, from one of the examples of specializations listed below, from a specialization created in future years, or a contract specialization that meets the approval of the MWD² major faculty committee.

   Advertising 15 credits
      CMM 240 Introduction to Mass Communication [3]
      CMM 260 Communication and Advertising [3]
      CMM 360 Advertising, Copywriting, and Layout [3]
      CMM 460 Advertising Communication Tactics [3]
      MKT 310 Introduction to Marketing [3]

   Marketing 15 credits
      MKT 310 Introduction to Marketing [3]
      MKT 325 Marketing Communications [3]
      MKT 340 Consumer Behavior [3]
      MIS 350 Information Systems Analysis and Design [3]
      MIS 442 Database Modeling and Management [3]

   Media Arts 15 credits
      DES 222 Image Making and Meaning [3]
      DES 289 Sophomore Review [0]
      DES 330 Type 2 [3]
      DES 333 Issues in Design [3]
      And one of the following pairs:
      VDO 220 Introduction to Video [3]
      or PHO 220 Introduction to Photography [3]
      and VDO 360 Digital Video [3]
      and PHO 350 Digital Photography [3]

   Network Administration 17 credits
      CS 114 Computer Programming I [4]
      CS 115 Computer Programming II [4]
      MIS 350 Information Systems Analysis and Design [3]
      MWD 260 Computer and Network Administration [3]
      or MIS 441 Data Communications, Networks, and Connectivity [3]
      MIS 442 Database Modeling and Management [3]

*Denotes a special technology-based course with an emphasis on computer use.
Human Computer Interactions 16 credits
PSY 222 Principles of Learning, Conditioning, and Behavior [3]
PSY 253 Psychology Applied to the Workplace [3]
PSY 320 Thinking, Memory, and Problem Solving [3]
EDP 220 Learning and Development: Understanding Yourself and Others [4]
MWD 270 Human Factors in Computing [3]

Network Manager 15 credits
CMM 111 Business and Professional Communications [3]
MIS 350 Information Systems Analysis and Design [3]
MWD 260 Computer and Network Administration [3]
MIS 441 Data Communications, Networks, and Connectivity [3]
MGT 360 Developing Management Skills [3]

Multimedia Production 16 credits
CMM 240 Introduction to Media [3]
CMM 281 Introduction to Multimedia [3]
CMM 481 Advanced Multimedia [3] or MWD 230 Game Design I [3]
DES 222 Image Making and Meaning [3]
MWD 210 Developing Dynamic Internet Documents [4]

3. Electives 18 credits

Course Descriptions

MWD 110 Multimedia Web Design and Development I [4] Project-based, hands-on course focuses on developing front-end architectures for websites. Students follow a systematic, user-centered design model to develop an e-commerce website for a small business. Particular emphasis is on using appropriate standards-based technologies to separate and implement content, structure, presentation, and behavior of Web elements. Students get an introduction to XHTML markup, CSS styling (Cascading Style Sheets), ECMA scripting, Flash, and streaming video technologies. Prerequisites: AU CT 150 and CS 110, or permission of department. Laboratory fee.

MWD 210 Developing Dynamic Internet Documents [4] This course is designed to present the concepts and practices for developing dynamic Internet-based content that address the specified needs and goals typically found in modern organizations. Students will learn how to create and optimize dynamic bandwidth-sensitive documents using current software and industry-accepted development techniques. Special focus will be placed on ECMA-262 and W3C standards for the creation of documents for dynamic applications. Students will learn concepts for employing vector graphics, coordinated movement, dynamic text fields for input and output, the role of the HCI (human computer interface) in writing dynamic documents, the constructs of interactive design and usability, and external file handling using the ECMA-Script language most appropriate for implementing dynamic content. All of the technical developments in this course will be taught in tandem with the strategies and concepts for developing appropriate communication (e.g., concepts in human interaction, listening skills, and best practices for social-context development, etc.) with the audience who will be using the documents. Prerequisites: CS 111 and MWD 110, or permission of department. Laboratory fee.

MWD 230 Game Design I [3] This lecture-and project-based course focuses on the theoretical and practical approaches to good game design. Students study art and design principles for developing engaging games, including game play, game balance, storytelling and narrative, character development, software engineering, animation, graphic design, music and sound effects, and game aesthetics. Students analyze many types of games and design many games of their own, using these principles. The principles learned in this class apply to the casual game genre that includes platform games, scrolling games, tile-based games, card games, puzzle games, and shoot-em-up games (shmups). Throughout the course there is an emphasis on the importance of play testing and revision, including documenting design. Prerequisite: MWD 110 or permission of instructor. Laboratory fee.

MWD 250 Information Tech and the Law [3] Like IT itself, laws affecting IT professionals are constantly changing. This course introduces students to current legal and ethical issues facing (1) programmers and their managers, (2) IT organizations, (3) IT consultants, and (4) Internet entrepreneurs and retailers (e-tailers). In addition, the course addresses the legal issues resulting from groundbreaking technological development, e.g., Napster, profiling, and data mining. The course provides a practical, hands-on overview of U.S. laws and regulations specifically affecting how IT professionals can and should conduct their professional activ-
ities, the major legal and ethical issues IT professionals face daily, and the steps IT professionals must take to safeguard their legal rights in the IT marketplace. The course emphasizes practical applications of textbook knowledge to real-world legal and ethical situations likely to confront both the new IT professional and Internet users, including the licensing and use of software and other intellectual property, key business considerations for IT consultants, starting and obtaining venture financing for IT start-up companies, consumer rights on the Internet, privacy and data collection, and the emerging impact of cybercrime on the IT profession. Prerequisites: Sophomore standing, MWD 110, and CS 175; or permission of department. Laboratory fee.

MWD 260 Computer and Network Administration [3] Computer and network system administration is an increasingly complex and essential field. As the reliance of industry and government on computer systems increases so does the number and importance of system administrators. This course provides a practical problem-solving approach to the field of UNIX/LINUX and Windows 2000 computer and network system administration. Upon completion of this course, students are capable of configuring, administering, and supporting users on a UNIX/LINUX and Windows 2000 multi-user networked computer system. Prerequisite: MWD 110, CS 114, or CS 175; or permission of department. Laboratory fee.

MWD 270 Human Factors in Computing [3] This course provides students who are interested in software and Internet design with the tools, methods, and techniques necessary to design, test, and validate software and websites from a user-centered perspective so that they are highly usable: effective, easy to learn, and easy to use. Prerequisites: Sophomore standing and MWD 110, or permission of department. Laboratory fee.

MWD 290, 291, 390, 391, 490, 491 Special Topics in Multimedia Web Design and Development [1–4] These courses address emerging multimedia Web technologies and concepts. Topics under these course headings vary based on faculty interests and expertise and the current developments in the field of interactive information technology. Possible topics include, but are not limited to, e-commerce, e-intelligence, XML, data visualization, wireless networking, Java servlets, Applet Server Protocol (ASP). Prerequisite: MWD 110 or permission of instructor. Laboratory fee.

MWD 300, 301, 400, 401 Cooperative Education Program [1–3] These courses are intended for students in the cooperative education installations, where they can apply the skills and concepts they have mastered in the classroom setting. The courses carry from 1 to 3 credits. The actual credit awarded is decided by the faculty coordinator and is based on the level of the student’s involvement. Cooperative education courses may not substitute for MWD2 course requirements in the major. All courses are taken as Pass/NoPass. Prerequisites: Junior or senior standing and a 2.5 GPA in the major.

MWD 310 Multimedia Web Design and Development II [4] Using a variety of interactive multimedia authoring systems, students develop technically sophisticated interactive media projects. Operating in cross-specialization teams, students employ a broad repertoire of authoring and production skills. Topics include advanced networking, hypertext, scripting, navigation, and human interface issues. Prerequisites: CS 111, CS 175, and a minimum grade of C (2.0 or better) in MWD 110; or permission of department. Laboratory fee.

MWD 380, 381, 480, 481 Independent Study in Multimedia Web Design and Development [1–3] Individualized study of advanced multimedia Web design and development topics under the direction of a faculty member. Prerequisites: Advanced standing and approval of the department and the faculty member. Laboratory fee.

MWD 410 Multimedia Web Design and Development III [4] In this capstone course, student teams compete in the development of commercial-quality multimedia projects designed to meet the needs of the University’s corporate partners. Projects span the entire development cycle, from initial concept to the production and distribution of prototypes. Prerequisite: Minimum grade of C (2.0 or better) in MWD 310 or permission of department. Laboratory fee.
Paralegal Studies

Program Director Dowling
Program Manager Boyle

University Studies offers a Paralegal Studies program approved by the American Bar Association. The program, which began at Hartford College for Women in 1974, was the first legal training program for paralegals in Connecticut. It provides rigorous training in legal specialty courses in preparation for one of the fastest-growing careers in this country.

Paralegals work under the supervision of an attorney in private law firms, banks, public interest and legal aid organizations, governmental agencies, and corporate law departments. They perform a wide variety of legal tasks, such as drafting legal documents, assisting in civil or criminal trial preparation, or preparing articles of incorporation. Their work enables the supervising lawyers to meet the needs of clients more effectively and to deal more efficiently with the complex problems demanding legal expertise.

Paralegals may not provide legal services directly to the public except as provided by law. The Paralegal Studies program is not designed to prepare students for law school.

Several enrollment options are available to students wishing to pursue a paralegal career. University Studies offers an Associate in Science, a Bachelor of Science in Paralegal Studies, a minor in paralegal studies, and a Paralegal Certificate program. Students may choose from these options depending on their individual needs and career goals.

The paralegal program is designed to meet the needs of the adult, part-time student. Students may take classes in the evening or in Saturday-term format, or combine the two. Paralegal courses are taught year-round.

Students who enter a degree program may transfer legal specialty courses taken at prior institutions, based upon an evaluation by the program director. Courses will be accepted if they are from accredited colleges or universities in the United States and are similar in scope and content to the courses in the Paralegal Studies program.

The following limits apply to transfer credits of legal specialty courses toward the major or certificate:

1. Students may apply no more than 19 credits of transferred legal specialty courses toward the required legal specialty courses for the bachelor’s degree.
2. Students may apply no more than 12 credits of transferred legal specialty courses toward the required legal specialty courses for the associate’s degree.
3. Students may not transfer any legal specialty courses to the certificate program.

The Paralegal Studies program does not accept any CLEP or LINCS credit for legal specialty courses.

Note: After matriculation in the associate’s or bachelor’s program, or enrollment in the Paralegal Certificate program, all required paralegal studies courses must be taken at the University of Hartford.

Associate in Science in Paralegal Studies

To qualify for the Associate in Science (with Paralegal Certificate) a student must
A. Attain a grade point average of at least 2.0, with a minimum of 60 credits in academic courses. At least 30 of the credits must be earned in liberal arts courses and 25 credits in paralegal studies. Each course in the paralegal studies major must be passed with a C (2.0) or better. Before any paralegal studies courses are taken, permission of the department is required, and the student must complete 12 credits of general education courses with a GPA of at least 2.0. English (RPW 110) and American Government (POL 100) are required.

B. Required courses:

1. RPW 110 Rhetoric and Writing I
   RPW 111 Rhetoric and Writing II
   CMM 110, 111, or 115 Communication
   AC 210 Financial Accounting
   POL 110 Power and Politics in America
   College-level mathematics course
2. Nine paralegal studies courses:
   LAH 201 Introduction to the Legal System
   LAH 210 Civil Litigation I
   LAH 215 Ethics and Professional Responsibility
   LAH 220 Probate Practice
   LAH 230 Real Estate Transactions
   LAH 241 Business Organizations
   LAH 250 Legal Research and Writing I
   LAH 320 Administrative Practice and Procedure
   LAH 325 Technology in Law

Electives may include such courses as Civil Litigation II, Commercial Real Estate, Contracts, Criminal Law, Elder Law, Environmental
Law, Family Law, Insurance Law, Internship (strongly recommended for students who have little or no experience in a law office), Healthcare Law; Legal Research and Writing II; Pensions and Employee Benefits; Taxation, Title Search, and Workouts; Foreclosures and Bankruptcy.

3. A minimum of 6 credits from each of the three academic groups listed for the A.A. degree:

**Group I: Humanities and Arts:**
Two humanities and arts courses
PHI 110 Philosophy recommended

**Group II: Laboratory Science/Mathematics:**
One laboratory science and one college-level mathematics course

**Group III: Social Sciences:**
Two social science courses, with
PSY 101 Psychology or SOC 110 Sociology recommended

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**Bachelor of Science in Paralegal Studies**

To qualify for the Bachelor of Science in Paralegal Studies (with Paralegal Certificate), a student must

A. Attain a grade point average of at least 2.0, with a minimum of 120 credits in academic courses. At least 40 credits must be earned in the paralegal studies major and 45 credits in liberal arts courses. Each course in the paralegal studies major must be passed with a C (2.0) or better. Before any paralegal studies courses are taken, permission of the department is required, and the student must complete 12 credits of general education courses with a GPA of at least 2.0. English (RPW 110) and American Government (POL 100) are required.

B. Required courses:

1. RPW 110 Rhetoric and Writing I
   RPW 111 Rhetoric and Writing II
   CMM 110, 111, or 115 Communication
   AC 210 Financial Accounting
   POL 110 Power and Politics in America
   College-level mathematics course

2. Required paralegal studies courses:
   LAH 201 Introduction to the Legal System
   LAH 210 Civil Litigation I
   LAH 215 Ethics and Professional Responsibility
   LAH 220 Probate Practice
   LAH 230 Real Estate Transactions
   LAH 241 Business Organizations
   LAH 250 Legal Research and Writing I
   LAH 310 Civil Litigation II
   or LAH 414 Personal Injury Law
   LAH 315 Legal Research and Writing II
   LAH 320 Administrative Practice and Procedure
   LAH 325 Technology in Law
   LAH 410 Contracts
   LAH 450 Senior Seminar
   LAH 490 Internship

3. **Group I: Humanities and Arts:**
   12 credits
   a. AUCC—Other Cultures
   b. AUCA—Arts
   c. Two humanities and arts electives

4. **Group II: Laboratory Science/Mathematics:**
   10–11 credits
   a. One college-level mathematics course
   b. AUCT—Science and Technology
   c. Science elective—must be laboratory science if AUCT course did not have lab

5. **Group III: Social Sciences:**
   6 credits
   a. AUCS—Social Context
   b. Social science elective

   Students must complete at least 30 credit hours in upper-division (300–400 level) course work. The remaining credits may be electives.

   Students who enter the college with 24 or more transfer credits may substitute an appropriate elective for one or more of the AUC courses.

**Requirements for the Minor**

The requirements for the paralegal studies minor are the same as those for the Paralegal Certificate program.

**Paralegal Certificate Program**

The University Studies’ American Bar Association–approved Paralegal Certificate program is designed to help paralegal students meet the requirements of potential employers. Upon completion of the program, students who have met the admission standards and have successfully completed the course work will be awarded a certificate. Admission to the certificate program is open only to those with a minimum of 60 earned college credits, at least 30 of which are in the liberal arts. This program is not designed to prepare students for law school.

**Note:** Each required Paralegal Certificate course must be passed with a C (2.0) or better to count toward the certificate.
**Required Courses**

Required courses for the certificate are LAH 201 Introduction to the Legal System, LAH 215 Ethics and Professional Responsibility, LAH 250 Legal Research and Writing I, and LAH 325 Technology in Law, for a total of 10 credits.

Students who have completed any of the required courses at an approved institution may select alternate paralegal studies courses to total 19 credits.

Two courses from at least two of the following four cores and one course from a core or elective group, for a total of 9 credits, must be selected.

**Core 1: Civil Litigation**
- Civil Litigation I*
- Civil Litigation II
- Personal Injury Law

**Core 2: Business/Corporate/Real Estate**
- Business Organizations
- Commercial Real Estate
- Real Estate Transactions
- Title Search

**Core 3: Estate Administration/Probate**
- Probate Practice

**Core 4: Healthcare/Regulatory Law**
- Administrative Practice and Procedure
- Healthcare Law

**Elective Group (among courses offered)**
- Contracts
- Criminal Law
- Elder Law
- Employment Law
- Environmental Law
- Family Law
- Insurance Law
- Internship*
- Legal Research and Writing II
- Pension and Employee Benefits
- Taxation
- Workouts, Foreclosures, and Bankruptcy

A total of at least 19 academic credits must be earned.

*Strongly recommended

**Course Descriptions**

**Paralegal Studies**

**LAH 201 Introduction to the Legal System** [3] Introduction to the American legal system: an overview of the areas of contracts, real property, torts, civil litigation, criminal law, and more. Prerequisites: 12 credits in general education, GPA 2.0 minimum, and permission of department.

**LAH 210 Civil Litigation** [3] Nature and background of litigation, the structure of state and federal courts, study of state and federal rules of civil procedure, preparation for the commencement of a law suit. Analysis of trial preparation, the trial process and the appeal. Prerequisite: LAH 201.

**LAH 215 Ethics and Professional Responsibility for Paralegals** [1] An overview of ethical considerations and responsibilities regulating the legal profession. Focus on evolving issues with special emphasis on the unauthorized practice of law, attorney-client privilege, and conflict of interest. Includes discussion of the paralegal career and its regulation. Prerequisites: 12 credits in general education and minimum 2.0 GPA.

**LAH 220 Probate Practice** [3] The study of all aspects of handling estates in the probate court, such as conservator estates, estates of minors, and decedents’ estates, with an emphasis on the preparation and filing of necessary documents. An overview of other areas of jurisdiction in probate courts includes such topics as removal of parental rights, adoption, paternity, termination of parental rights, custody/removal, standby guardians, guardianships, and trusts. Prerequisite: LAH 201 or permission of instructor.


**LAH 250 Legal Research and Writing I** [3] Training in the use of primary and secondary sources of the law. Study of the legal reasoning process and case and statutory analysis. Updating sources such as Shepard’s is included. Research and writing skills developed through lectures and assigned library exercises. Hands-on computerized legal research included. Prerequisite: LAH 201. Laboratory fee.

**LAH 310 Civil Litigation II** [3] This course is devoted to expanding the student’s understanding of the litigation process. Projects include drafting complaints, motions, and discovery
materials, as well as completing substantive research on more complex causes of action, such as product liability. Students participate in mock oral arguments or depositions. Prerequisites: LAH 201, LAH 210, and LAH 250.

LAH 315 Legal Research and Writing II [3] A seminar requiring students to build on the skills learned in LAH 250. Students review key research processes, such as Shepardizing and legislative interpretation. The tracing of a statute legislative history and exploring its application are also addressed. Emphasis is placed on precision and clarity in the drafting of documents. Prerequisites: LAH 201 and LAH 250. Laboratory fee.

LAH 316 Healthcare Law [3] This course examines the major legal issues encountered by healthcare institutions and individual healthcare practitioners as they operate and make business decisions in today’s fluid healthcare environment. Students research a current issue in healthcare law and make oral presentations. Prerequisites: LAH 201, LAH 250, and junior standing; or permission of instructor.

LAH 320 Administrative Practice and Procedure [3] The study of administrative law and agency practice, powers of administrative agencies, and judicial review of agency decisions. The course includes studying a particular procedural and substantive area of administrative law and participating in a mock agency hearing. Prerequisites: LAH 201 and LAH 250.

LAH 325 Technology in Law [3] All classes are held in the computer lab. Students are exposed to the many ways that computers are being used in legal environments. Areas of exploration include, but are not limited to, hard disk management, database systems for litigation support, time keeping, spreadsheets for real estate analysis, and computerized legal research. Prerequisites: LAH 201 and LAH 250, or permission of instructor. Laboratory fee.

LAH 330/SOC 330 The Law and Forensic Evidence [3] This course examines how the laws of evidence affect the use of forensic evidence, the role of the judge and jury in evaluating expert forensic testimony, the role of police investigation work in generating forensic evidence, how to ensure that forensic testimony is both reliable and trustworthy, and inconsistencies in the judicial approach to different branches of forensic evidence. Prerequisite: LAH 201 or SOC 110 or SOC 170; or permission of instructor.

LAH 340 Commercial Real Estate [3] Comparison of residential and commercial transactions, multistate transactions, title and title insurance, land use and environmental controls, business entities, partnerships, contracts for the disposition of commercial real estate, leases, loan commitments, construction contracts, architects contracts, industrial revenue bonds. Prerequisites: LAH 201 and LAH 230.

LAH 350 Environmental Law [3] An introductory general overview of federal and state environmental laws and regulations as they relate to and affect the regulatory framework and the practical application of environmental laws. Prerequisites: LAH 201 and LAH 250.


LAH 365 Insurance Law [3] An introduction to the legal aspects of the insurance industry, focusing on principles and recent developments in selected lines of insurance. Students analyze and summarize key regulations, policies, insurance-related legal issues. Emphasis is placed on the paralegal’s roles. Prerequisites: LAH 201 and LAH 241.

LAH 370 Pension and Employee Benefits: Code, ERISA, Regulations [3] A survey of the federal law regulating qualified pension and profit-sharing plans. Coverage and design issues are included, as well as procedural items, such as IRS and DOL filings. Topics include minimum coverage, minimum participation, nondiscrimination, plan distributions, participant and spouse rights, and 401(k) plans. The latest tax reform and regulations are discussed. Prerequisites: LAH 201 and LAH 241.

LAH 375 Workouts, Foreclosures, and Bankruptcy [3] A consideration of workouts involving the restructuring of a business deal, usually loans; foreclosures involving title; litigation and negotiation strategies involved in taking property from a defaulting debtor; bankruptcy involving motivations for filing bankruptcy; procedures in carrying a case from filing to reorganization or liquidation; and types of conflicts among creditors and debtors. Attention is also given to consumer rights and environmental law implications. Prerequisites: LAH 201, LAH 230, and LAH 241.

LAH 400 Special Topics: Paralegal Studies [1-3] Special topics are selected as the subject of focus and research in the class. Topics vary according to the needs of the legal community and the demands of the student population, and may include legal writing, securities law, worker’s compensation, antitrust, labor law, and law office management. Students are expected to meet in a weekly seminar. The topic of the seminar is announced and scheduled in advance. Prerequisites: LAH 201, LAH 210, LAH 215, LAH 220, LAH 230, and LAH 250.

LAH 410 Contracts [3] This course introduces students to the law of contracts, including legal requirements for a binding contract, drafting, remedies for breach of contract, and drafting of contracts in particular practice areas, including the Uniform Commercial Code and complex financial transactions. Prerequisites: LAH 201, LAH 210, and LAH 250.

LAH 411 Elder Law [3] This course focuses on the legal issues affecting our aging population, with an emphasis on such practice areas as Medicare, Medicaid, end-of-life decision making, long-term care issues, nursing homes and alternatives, elder abuse, estate planning and asset protection, disability planning, and probate matters such as conservatorships. Prerequisites: LAH 201, LAH 220, and junior standing; or permission of instructor.

LAH 412 Intellectual Property [3] This course familiarizes students with the basic forms of intellectual property protection, including trademark, copyright, trade secret, and patent protection, and the copyright and trademark registration process. Students also learn the law regarding intellectual property in cyberspace. Prerequisites: LAH 201, LAH 210, and LAH 250.

LAH 413 Employment Law [3] This course gives students a comprehensive overview of the most important facets of employment law. The course covers a broad range of issues relating to employment. Students review the historical background of employment law that provides the legal and conceptual basis for the modern statutory approach to regulating employment relationships. Specific attention is given to the concept of discrimination in the workplace and the two statutes that form the basis of much of the current litigation in the field of employment law: the Civil Rights Act of 1964, as amended, and the Age Discrimination Act. Prerequisites: LAH 201, LAH 210, and LAH 250.

LAH 414 Personal Injury Law [3] The study of substantive and procedural principles of personal injury claims. Students analyze and apply legal theories and defenses relevant to intentional torts, negligence, product liability, and medical malpractice. Prerequisites: LAH 201, LAH 210, and LAH 250. Course may be substituted for LAH 310.

LAH 420 Communication Law in America [3] After exploring competing views of the place of free expression in a Western democracy, students are exposed to major case law in such areas as libel, invasion of privacy, copyright, trademark, broadcast and cable regulation, advertising, access to information, obscenity, and source confidentiality. Prerequisites: CMM 240; or LAH 201, LAH 210, and LAH 250; or permission of instructor.

LAH 430/ CMM 430 Communication Law in America [3] After exploring competing views of the place of free expression in a Western democracy, students are exposed to major case law in such areas as libel, invasion of privacy, copyright, trademark, broadcast and cable regulation, advertising, access to information, obscenity, and source confidentiality. Prerequisite: CMM 240; or LAH 201, LAH 230, and LAH 241; or permission of instructor.

LAH 450 Seminar/Legal Studies [3] This seminar requires investigation of advanced problems in the field through the analysis and application of classic works selected by the faculty. It is expected to serve as a capstone course for majors by integrating prior course work. Prerequisites: Senior standing and completion of major requirements.

LAH 480 Independent Study in Legal Studies [1–3] Supervised individual study under the direction of a faculty member on a topic of interest to the student. The course may be selected more than once with permission of the department. Prerequisites: LAH 201, 215, and 250; junior or senior standing; and permission of instructor.
**LAH 490 Internship** [3–15] Under faculty supervision, students are placed in a field experience in a law office, legal clinic, corporation, or government agency. The minimum number of hours at the site varies with the credit hours earned; approximately 120 hours for 3 credits are expected. In addition, students are expected to meet regularly with the faculty supervisor, keep diaries, and complete written assignments to integrate practical experience with prior course work. Prerequisites: Completion of major requirements, application for internship, and permission of instructor.

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**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 numerous 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: 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.

**Committee Members**

Jane Horvath (Chair), Associate Professor of Economics
Jilda Aliotta, Associate Professor of Politics and Government
Mark Blackwell, Associate Professor of English
Irene Conley, Associate Professor of Music Management
Regina Dowling, Director of Paralegal Studies
Karen Gantt, Assistant Professor of Business Law
Monica Hardesty, Professor of Sociology
Ladimer Nagurney, Associate Professor of Electrical and Computer Engineering

**Course Descriptions**

**PL 100 Pre-Law Studies I** [1] This course is the first in a series of three courses designed to assist students considering law school as an option. In PL 100, students are introduced to a number of career options available to those with formal legal training; students develop an understanding of the educational requirements and work environments peculiar to those careers.
The course features outside speakers who can offer firsthand accounts of the legal profession and the law school experience. Prerequisite: Permission of instructor.

**PL 200 Pre-Law Studies II (The Atwood Collins II Pre-Law Seminar)** [1] This course is the second in a series of three courses designed to assist students considering law school as an option. In PL 200, students use American Bar Association Standards to analyze their present and projected programs of study and identify areas of strength and weakness in curricular and extracurricular activities. Students have the opportunity to establish a baseline for the LSAT examination, identify a list of schools of interest, and begin to formulate a strategy for application to law school. Students develop a portfolio to assist them in the law school application process. The course features outside speakers who discuss the legal profession, the admissions process, and the law school experience. Prerequisites: Minimum 2.75 GPA and at least sophomore-level standing; or permission of instructor.

**PL 300 Pre-Law Studies III** [1] This course is the third in a series of three courses designed to assist students considering law school as an option. In PL 300, students develop an overall strategy for applying to law school. Students identify law schools appropriate to their abilities and interests, examine the components of the law school application, and prepare for the LSAT. Participants also explore the timing of the law school application, day and evening divisions of law school, and career options for law school graduates. The course features outside speakers who discuss the legal profession, the admissions process, and the law school experience. Prerequisites: Minimum 3.0 GPA and at least junior-level standing, or permission of instructor.

**Premedical Professions Advising Program**

**Premedical Professions**

The premedical professions include medicine, dentistry, osteopathy, optometry, podiatry, veterinary medicine, and chiropractic. 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 the 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, and mathematics.

**The Program**

A special program is available to assist students in achieving their professional goals by offering a structured advising program that will provide the solid foundation needed for further study in the medical professions. Enrollment in the Premedical Professions Advising program is strongly recommended because it will optimize the chances of successful entrance into a professional school. Students can enter this program in two ways: either by demonstrating outstanding academic performance in secondary school or through 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. The requirements of the Premedical Professions Advising program are as follows:

1. Maintain an overall and science GPA of 3.0 with no grade below a C in required courses.
2. Complete the three premedical professions courses: PPS 100, PPS 200, and PPS 300. The requirements for PPS 100 are a minimum GPA of 2.5 or permission of the instructor. The requirements for PPS 200 and 300 are a minimum GPA of 3.0 or permission of the instructor.
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 finding an internship experience
- Assistance with professional speaking, test taking, and writing skills
- Building a portfolio
- Interviewing skills
- Academic support
- Admission test information and assessment
- Guidance through the admission process
- A recommendation letter from the Premedical Professions Advisory Committee

**Committee Members**

Eric Mahan (Chair), Associate Professor of Chemistry (Medicine)
Joanna Borucinska, Professor of Biology (Veterinary Medicine)
Gerard Buffo, M.D., Assistant Professor of Radiology Technology
Caryn Christensen, Associate Professor of Psychology
Guy C. Colarulli, Associate Provost and Dean of Undergraduate Studies (ex officio)
Douglas Dix, Professor of Biology and Clinical Laboratory Science
Jane Horvath, Associate Professor of Economics
John Leard, Assistant Professor of Physical Therapy
Michael Nowak, Assistant Professor of Engineering
Claudia Oakes, Assistant Professor of Health Science (Optometry, Chiropractic, Podiatry, and Osteopathic Medicine)
James Shattuck, Associate Professor of Chemistry (Dentistry)
Manfred Striefler, Associate Professor of Physics and Computer Science
Harry Workman, Professor of Chemistry (Medicine)

**Course Descriptions**

**PPS 100 Premedical Professions Studies I [1]**
Students study the healthcare 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. (See GPA requirements above.)

**PPS 200 Premedical Professions Studies II [1]**
Students develop plans for service learning or research experiences to be completed in the subsequent summer or fall. The course explores the role of professional medical organizations in healthcare and provides a thorough review of the requirements and timetables for professional school entrance. (See GPA requirements above.)

**PPS 300 Premedical Professions Studies III [1]**
This course helps students prepare for application to professional school. Students define schools of interest and the application process, assess abilities and areas of strength and weakness, and begin preparation to take admission tests and preadmission interviews. Laboratory fee. (See GPA requirements above.)

The following science courses represent a minimum set of foundation courses and are the basic prerequisites of most medical professional programs. These courses should be completed with a grade of B– or better:

- BIO 122, 123 Biological Science and/or BIO 212, 213 Anatomy and Physiology
- CH 110-111 College Chemistry
- CH 230-231 Organic Chemistry
- PHY 120, 121 Algebra-Based Physics

The following courses are valuable because they provide additional support for the application to professional school and basic information useful in taking entrance exams:

- BIO 272W, 273W Genetics
- BIO 352 Cell Biology
- BIO 442 Microbiology
- BIO 444, 445 Biochemistry

Additional upper-level science/health science courses may be appropriate.

At least one course in calculus (two may be required by some professional schools) is required. A course in statistics is also recommended.

It is important to select a major that is of interest and enhances the chances of success, and at the same time provides satisfactory career alternatives. The basic requirements and the overall goals may be satisfied within a number of different B.A. and B.S. degrees described in this Bulletin. For additional information about specific degree programs that may be used in conjunction with the Premedical Professions Advising program, please see the index to locate information on the following majors: biology, chemistry/biology, biomedical engineering, health science, psychology, English, and others.
Professional Articulations
Combined bachelor’s/doctoral programs at the University of Hartford, in association with several collegiate health professional institutions, provide a rare opportunity for students with career goals in the areas of optometry, chiropractic, podiatry, or osteopathy. The programs allow for the completion of the bachelor’s degree and a doctorate within a seven-year (or less) period. Initial study at the University of Hartford allows the student to complete the general education liberal arts requirements, the basic requirements for the major, and the prerequisite requirements for professional study. Typically, four years at an affiliated institution prepares the graduate for a career in the chosen medical professional field. Professional curricula include both basic science and clinical practice and lead to a doctoral degree, which is a prerequisite for licensure in the United States. The combined programs allow University of Hartford students to complete the four-year requirements of the baccalaureate degree during the first year of study at the affiliated professional institution.

The University of Hartford has affiliations with the following collegiate medical professional institutions: New England College of Optometry, Boston, Mass.; New York Chiropractic College, Seneca Falls, N.Y.; New York College of Podiatric Medicine, New York, N.Y.; College of Notre Dame of Maryland School of Pharmacy, Baltimore, Md.; and the University of New England, College of Osteopathic Medicine, Biddeford, Maine. The University also has articulations with the Ross University School of Medicine, Dominica, and the Ross University School of Veterinary Medicine, St. Kitts. Under these agreements, students complete four years of study and obtain their bachelor’s degree at the University of Hartford before matriculating for either M.D. or D.V.M. degrees.

Admission Requirements
The combined programs are for the academically outstanding student with a strong realistic motivation toward the medical professions. Applicants must excel academically and may be interviewed by representatives from both institutions. Students admitted to the program are expected to maintain a minimum overall grade point and science average of 3.25 for New York Chiropractic College, College of Notre Dame of Maryland School of Pharmacy, and Ross University (3.0 in prerequisite courses); 3.4 for New England College of Optometry; and 3.0 for New York College of Podiatric Medicine and the University of New England College of Osteopathic Medicine during matriculation at the University of Hartford, with a minimum grade of C in all required courses.

Final admission to the affiliated medical professional institution is contingent on successful completion of program course work, satisfactory admission test scores (OAT or MCAT), the recommendation of the University of Hartford’s Premedical Professions Advisory Committee, and completion of a satisfactory interview with admissions officials at the medical professional institution.

Requirements for the Major
Prior to attending the affiliated professional medical institution, students are required to complete all of the general education requirements for the Bachelor of Science degree for their major and the basic, prerequisite science/math requirements.

Post-Baccalaureate Premedical Professions Certificate Program
Students who have already completed a baccalaureate degree in a non-science major and who decide to pursue a career in a medical profession must return to school to complete the premedical science/math prerequisites. The University of Hartford has established a Post-Baccalaureate Premedical Professions program with these individuals in mind. This program is designed for students who wish to pursue a career in medicine, osteopathy, dentistry, optometry, veterinary, chiropractic, or podiatry. The specific program of study will be individualized to meet the student’s needs based on previous academic experience and professional goals. Students who complete at least 30 credits of undergraduate science/math course work at the University of Hartford and obtain a 3.0 or better GPA with no grade below a B− will be awarded a Post-Baccalaureate Premedical Professions Certificate and will be eligible for an interview and letter of evaluation for application to medical professional school from the Premedical Professions Advisory Committee. Students who complete at least 16 credits (four 4-credit lab science courses) and obtain a 3.0 or better GPA with no grade below a B− will be eligible for an interview and letter of evaluation.
Science/math prerequisites for medical professions programs vary with each school, but in general, all premedical professions students must complete the basic science and math courses outlined above. Additional upper-level science courses, as outlined above, may also be beneficial for post-baccalaureate students.

Premedical Professions Advising Courses: PPS 100, 200, 300 (1 credit each)*

These courses are designed to aid premedical professions students in achieving their goals by assisting and guiding them (see course descriptions above).

Admission Requirements and Procedures

Applicants to the Post-Baccalaureate Premedical Professions Certificate program must already hold a baccalaureate degree and have achieved a grade point average of 2.5 or higher. An application to the program may be obtained from the Office of Graduate and Adult Academic Services, and the completed application should be submitted to this office along with official undergraduate transcripts. The Premedical Professions Advisory Committee reviews all applications for admission to the Post-Baccalaureate Premedical Professions Certificate program.

University Studies

Academic Programs

Bachelor of Arts

Bachelor of University Studies Committee
Raymond J. McGivney (Chair), Dean, University Programs
G. Thomas Bradley, Associate Dean, Hartford Art School
Caryn Christensen, Director, All-University Curriculum; Associate Professor of Psychology, College of Arts and Sciences
Steven Congden, Associate Professor of Management, Barney School of Business
Regina Dowling, Director, Paralegal Studies
Nels Highberg, Associate Professor of Rhetoric and Professional Writing, College of Arts and Sciences
John Leard, Assistant Professor of Physical Therapy, College of Education, Nursing and Health Professions
Leonard Milling, Associate Professor of Psychology, College of Arts and Sciences
John Ogilvie, Associate Professor of Management, Barney School of Business
David Pines, Chair and Assistant Professor of Civil Engineering, College of Engineering, Technology, and Architecture
William Sanders, Professor of Sociology, All-University Curriculum

The Bachelor of University Studies is a Bachelor of Arts degree program created for the part-time adult student who has previous college experience and seeks to complete a baccalaureate degree. It allows part-time students to design, with the assistance of a faculty advisor in the Bachelor of University Studies program, an individualized program of study responsive to their educational and professional interests. The individualized program includes a concentration with courses offered by the various schools and colleges of the University, including existing evening, weekend, and online courses. Thus, a combination of courses is permitted and encouraged that would be unobtainable in a traditional undergraduate degree.

The Bachelor of University Studies program is not intended for an undecided student; instead, it is designed for adult students who are able to assume the responsibility of developing a unique program of study. Adult learners with clear interests and academic preferences will profit from designing and pursuing this program of study.

*Post-baccalaureate students are not required to take these courses but may do so if they desire.
Advising Process
General information is available through the University’s Center for Graduate and Adult Academic Services, Computer Center, room 231, 860.768.5287, or at the www.hartford.edu/bus website. Program advisors are full-time or regular part-time faculty members. Initially, advisors meet with students to review previous academic work, as well as to inventory students’ areas of interest and career goals. Students who wish to enroll in the Bachelor of University Studies program then map out a tentative program of study with the help of their advisor. Departments involved in the concentration portion of the program are consulted for course availability, prerequisites, and scheduling. All programs of study are reviewed by an intercollegiate faculty committee comprising Bachelor of University Studies advisors. In the event that the student and advisor deem it necessary to revise the program of study (e.g., change concentration or prerequisite courses), the plan must be resubmitted to the intercollegiate committee for reevaluation and approval.

Admission Requirements
Requirements for admission are
1. A minimum of 30 credit hours that are acceptable toward the Bachelor of University Studies
2. Cumulative grade point average of at least 2.00
3. Students must be 22 years or older to enter the program,
4. Students must not have been full-time undergraduates in one of the University of Hartford’s various schools and colleges, excluding the Academic Express program, at any time during the two years prior to matriculation into the Bachelor of University Studies program.

Degree Requirements
1. A minimum of 120 earned credit hours of course work
2. A minimum 2.00 cumulative grade point average on all course work completed at the University of Hartford
3. A minimum of 30 credits earned for grades at the University of Hartford
4. A written statement discussing student goals of the program
5. A maximum of 20 percent of the credits completed at the University of Hartford may be taken on a Pass/No Pass basis.
6. Concentration courses must be taken for a letter grade and may not be taken on a Pass/No Pass basis. A grade of C or higher is required for each concentration course.
7. Matriculated as a Bachelor of University Studies student for a minimum of two terms prior to graduation
8. A maximum of 2 credits of physical education may be counted toward the degree.

Graduation Honors
A student matriculated in the Bachelor of University Studies program who has earned at least 45 credits in residence at the University of Hartford may receive Graduation Honors. A minimum of 45 credits must be taken for a letter grade and may not be taken on a Pass/No Pass basis.

Bachelor of University Studies
Degree requirements: (120 credits)
1. General Education Requirements Credits
   a. Basic Literacy Requirement
   Two semesters of college-level English composition 6
   Completion of a college-level mathematics course 3
   Introductory communication course (CMM 111, 115, or equivalent) 3
   Introductory computer science course 3
   b. Breadth and Integration: Distribution Requirements
   AUCA or equivalent 3
   AUCC or equivalent 3
   Humanities: 9
   Any three courses from English, literature in a foreign language, history, art history, cinema, drama, music theory, philosophy, AUCW, AUCC, or AUCA
   Social Sciences:
   POL 100 3
   Any two courses from economics, politics and government, psychology, sociology; one course may be AUCS.
   Natural Sciences:
   A total of 4 credits in laboratory science courses from biology, chemistry, physics, astronomy, or AUCT
   Total a and b 43
2. Individualized Concentration 46–48
   15 credits at the 100 level or higher in concentration
   18 credits at the 200 level or higher in concentration
Credits
13–15 credits at the 300 level or higher in concentration, including US 380 (1–3) or US 480 (1–3)

3. Electives
Courses chosen in consultation with academic advisor 29–31
Total 1–3 120 credits

Associate in Arts in Liberal Arts
The purpose of a liberal arts degree is to promote intelligent understanding of oneself, one’s chosen work, and the complex world in which life and work continue. The core curriculum ensures that each student becomes acquainted with many fields of study and explores many disciplines to acquire a solid foundation of specific knowledge as well as the analytic skills and historic perspective necessary to meet the challenges of the future. To qualify for the Associate in Arts a student must attain a 2.0 grade point average with at least 60 credits in academic courses selected to provide a wide distribution of academic experience.

Core Curriculum
Group I: Humanities and Arts
Courses in art history, literature, music theory, history, philosophy, cinema, drama, writing, AUCW Western Heritage, and AUCA The Arts

Group II: Laboratory Sciences
Physical sciences, biology, chemistry, and AUCT Science and Technology

Group III: Social Sciences
Economics, politics and government, psychology, sociology, and AUCS Social Context

Group IV: Multicultural Studies
Modern languages, world literature, literature in a foreign language, African American studies, world religions, and AUCC Other Cultures

Students seeking the Associate in Arts are expected to meet the following standards set by the faculty:

Communication
Students will learn the art of communication in both written and oral forms so that they may, in all endeavors, make their meaning clear. Students are required to complete RPW 110 Rhetoric and Writing I, RPW 111 Rhetoric and Writing II, and a communication course (CMM 110, 111, or 115).

Mathematics
Students will explore the realm of mathematics in order to develop quantitative reasoning skills and logic. Students are required to complete one college-level mathematics course. M118 does not fulfill this requirement.

Humanities and Arts
Through the study of humanities and arts, students will sharpen their critical insights, become visually literate, and increase aesthetic enjoyment. Students are required to complete a minimum of 6 credits from Group I courses.

Laboratory Sciences
Students will explore the scientific world in order to gain a fuller appreciation of the perspective that the scientific method brings to the understanding of the physical world. Students are required to complete a minimum of 4 credits from Group II courses.

Social Sciences
Students will study the social, political, and economic institutions, in either historical or present-day perspectives, to understand the impact of these complex institutions on life. Students are required to complete a minimum of 6 credits from Group III courses.

Multicultural Studies
Students will explore other cultures in order to broaden awareness and appreciation of the diversity of the world in which we live. Students are required to complete a minimum of 3 credits from Group IV courses.

Degree Requirements
1. Students must complete a minimum of 60 credits in courses that cover a wide distribution of academic experience to qualify for the Associate in Arts in Liberal Arts degree.
2. A minimum of 30 credits must be taken in residence at the University of Hartford to qualify for the degree.
3. No more than 20 percent of the course work taken at the University of Hartford may be completed on a Pass/No Pass basis.
4. Only 1 credit of physical education may be counted toward the degree.
5. A minimum cumulative grade point average of 2.0 is required to qualify for the degree.
**Course Descriptions**

**US 200 Making Wall Street User-Friendly [3]**
This course explains the workings of the stock market, including an in-depth look at the floor of the exchange and what goes on, from the inception of an order to its transmittal back to the customer. Students are introduced to the study of common stocks, all types of fixed-income securities, derivatives, and takeovers and arbitrage. Students analyze trading on the Internet versus trading on an organized exchange. The crash of 1987 is also studied. Individual stocks are not analyzed, and rigorous mathematical ratios are not used. Not open to Barney students.

**US 210 Personal Financial Management [3]**
This course introduces students to the basics of personal financial management. Topics include goal setting, career planning, budgeting, using credit cards and debt responsibly, evaluating major purchases, saving and investing, tax planning, and insurance.

**US 190, 290, 390, 490 Special Topics in University Studies [all 1–3]** Study of a selected topic or issue of general academic interest.

**US 380, 480 Independent Study [1–3, 1–3]**
Individual research and/or study under the guidance of a faculty sponsor. The academic experience, as negotiated with the faculty sponsor, may include any or all of the following: a review of the literature, case study development, qualitative or quantitative research, and a final report/project. A written prospectus is required. Prerequisites: Permission of instructor, signature of dean or designate, and matriculation in the Bachelor of University Studies program.