
Schools and Professional Programs

School of Arts and Sciences

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Santiago, Singletary, Weng, Zayan

Degree Programs

Biology (B.A. and B.S.)

with concentrations in:

Environmental Biology

Marine Biology

Pre-Health Professional Options

Counseling (M.S.)

English (B.A., B.S.)

Creative Writing

Literature

Fashion Merchandising (A.A., B.S.)

General Studies (A.A., A.S.)

General Studies (B.S.)

with concentrations in:

Business Studies

Science, Engineering and

Computer-Related Studies

Health Sciences

Humanities

Natural Sciences and Mathematics

Social Sciences

Health Sciences (B.S.)

with concentrations in:

Community Health

Exercise and Fitness

Nutrition

Human Services (B.S.)

Literature and Civilization (B.A.)

with concentrations in:

Creative Writing

English

History

Philosophy

Mathematics (B.A. and B.S.)

Medical Laboratory Science (B.S.)

Music (B.Mus) with concentrations in:

Music Business

Music Education

Music Performance

Professional Studies (B.P.S.)

Organizational Leadership and Change

Health Care Administration

Human Resource Administration

Psychology (B.S.)

FIRST YEAR STUDIES

Academic Resource Center

Mission Statement

The mission of the School of Arts and Sciences is to provide students with education of high quality in the knowledge, skills and values that will enable them to achieve success in their professions and become meaningful contributors to society. The School is committed to an interdisciplinary approach in its curricula while offering students opportunities for experiential learning, internships, and community service.

Our programs are designed with attention to the institutions we serve. The education we offer features acquisition of fundamental knowledge in a wide range of fields and an application-oriented approach to issues that are progressively more interdisciplinary.

Vision Statement

The vision statement serves as a guide in the development of the school's programs and overall educational initiatives. The School of Arts and Sciences will provide students in its programs with:

Competence — i.e. knowledge and skills necessary to enable them to enter the work force, or to undertake graduate study, with success.

Critical Thinking — i.e. techniques of applied logic, categorization, and criticism which result in clear thinking, sound analysis, and balanced judgment.

Creativity — i.e. qualities of imagination, originality, curiosity, and daring.

Context — i.e. awareness of the historical, social, intellectual, environmental, and cultural setting appropriate to the field of study.

Communication — i.e. ability to express themselves lucidly and to present ideas effectively and distinctively, both formally and informally, orally, visually, literately, and musically.

Candor — i.e. honest standards, consistency in implementing them, and fair evaluation of achievement.

Concern — i.e. regular support and individual attention to all students, with additional opportunities for those who excel and remedial strategies for those who need them.

Description

The Arts and Sciences housed in the School include degree programs in Biology, English, Fashion Merchandising, General Studies, Literature and Civilization (with concentrations in History, Philosophy), Health Sciences and Psychology, Mathematics, and Music. In addition, the School is responsible for those courses in composition, humanities, fine arts and natural sciences, mandated by the University's core curriculum.

The School is committed to an interdisciplinary approach that it believes best prepares students for the challenges and opportunities of the twenty-first century, and for graduate school.

The Biology Program is designed to prepare students for further study in graduate or professional schools, or for employment in education, industry, or governmental service. Students may follow a general biology curriculum or elect an option in pre-chiropractic, pre-medicine, pre-dentistry, pre-naturopathy, pre-veterinary, marine biology, or zoology.

The General Studies Program gives adult learners, as well as traditional undergraduates, greater flexibility in completing their studies by offering broad areas of disciplinary concentration in place of more traditional majors. Students use this option to pursue careers in business and social science and as a pre-professional degree.

The First Year Studies Program develops, promotes, and administers programs and services for under prepared freshmen, who are given the opportunity to demonstrate their true ability. Students remain in the program for one to four semesters depending on their level of achievement. They use the record they have compiled to transfer into their major of choice at the University.

The Health Sciences Program prepares students for entry level positions in exercise and fitness, and in nutrition, as well as for advanced study in pharmacy, physician as-

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sistant, nursing, and other professional programs in the health sciences. The curriculum in this program includes basic foundation courses in biology, chemistry, mathematics, and physics as well as in required courses in philosophy and psychology.

The Human Services Program combines theoretical coursework with field work experience to prepare students for careers in human service agencies and community organizations. The program requires students to supplement their course work in the human services and gerontology with courses in psychology, sociology, and related fields.

The Literature and Civilization Program gives students a general foundation in the liberal arts while, at the same time, examining the connections within and between them. Within this major, students may opt for a concentration in Creative Writing, English, History, Philosophy.

The Mathematics Program is designed to prepare the student for graduate work in mathematics and allied areas, industrial employment, secondary school teaching, and careers in quantitative areas of biological and social sciences.

The Medical Laboratory Science program prepares students for careers in a hospital laboratory with opportunities for growth in research or molecular diagnostics. The MLS Program may also serve as a pre-med or pre-physician assistant training program. In addition to the specific medical laboratory science, biology, and chemistry courses required for the program, students will demonstrate competency in foundation courses in biology, chemistry, and mathematics as well as in required courses in philosophy and psychology.

The Music Program offers four distinct four-year programs leading to the Bachelor and Music degree: Music Education, Performance, Jazz Studies, and Music Business. Music students are required to complete music foundation courses and one of the four concentrations. The Music Business concentration reflects the growing complexity of the commercial music scene.

The Psychology Program gives students a knowledge of the general areas of developmental, personality, social, cognitive, and abnormal psychology, preparing them for employment in psychology and related fields or for further study in graduate programs. The

program permits ancillary study in related subject areas in the human services, the humanities, the social sciences, and biology.

The School provides courses in Physics and Chemistry in support of the University's Science and Engineering programs.

Facilities

The music programs are housed in the Arnold Bernhard Center which provides classroom performance, and lecture hall space. Individual students have access to spacious studio and practice areas

The Biology and Mathematics program are located in Dana Hall. Three floors are occupied by Biology, Physics, Chemistry, and Geology laboratories.

Internships, Co-operative Programs and Professional Opportunities

The School offers students a variety of options dependent on their major interests. In the Humanities programs there are opportunities for internships with state and local government organizations, newsprint and broadcast media, advertising agencies, and related commercial interests. The University's proximity to New York City, the media, art, and design center of the United States and the site of many museums, foundations and research institutes, offers students an exceptional variety of intellectual, cultural, and professional experiential learning possibilities. Our students are actively participating in summer programs in Biology, and working part-time in many corporate and consulting companies locally and nationally.

Accreditation

All degree programs in the School of Arts and Sciences are licensed and accredited by the State of Connecticut Office of Higher Education.

Admission Criteria and Procedures

A student is admitted to the majors in Arts and Sciences after an evaluation of the high school transcript, counselor recommenda-

tions, and SAT/ACT scores and has demonstrated potential in analytical reasoning, comprehension, verbal expression and intellectual growth.

In addition to the standard University requirements, admission to the majors in Music may require the submission of a portfolio representing the applicant's creative work, or a tape/video-cassette representing performance skills.

Students who perform well in the Biology and Mathematics programs are generally found to have met the following criteria:

- A. SAT scores of 530(R) verbal and 560(R) math; or composite ACT score of 22.
- B. Grade point average of "B", (2.5) or better.
- C. Rank in the top half of the high school graduating class.
- D. Four years of mathematics; two lab sciences and an additional science unit in high school.

At the discretion of the Admissions Committee, students who meet two out of the above standards can be admitted into the major.

Admissions Criteria and Procedures for the First Year Studies Program

Students who aspire to one of the majors at the University, but whose academic performance in high school suggests developmental needs, are considered for admission to the Program in First Year Studies based on a review of their high school record, standardized test scores, and supporting documents (special attention is paid to recommendations and the applicant's essay).

For information concerning admission procedures, please refer to the section on University Admissions.

General Criteria for Degrees from the School of Arts and Sciences

Degree in English, Literature and Civilization, and General Studies require a minimum of 120 semester hours of acceptable work. De-

School of Arts and Sciences

pending on the degree and program, thirty to forty-eight semester hours may be devoted to the major, and at least half of these must be completed at the University unless this requirement is waived by the School Dean. The exact number of semester hours required for each major is listed in the section of the catalog entitled "Undergraduate Degree Programs."

In Music, the Bachelor of Music degree requires a minimum of 126 semester hours. At the end of each semester, music majors must take an examination in their applied area before a jury of the faculty. At the close of the fourth semester, each music major is given a sophomore review. This review is a comprehensive critique of academic and applied work completed to date and determines whether the candidate continues as a music major.

In Biology and Mathematics majors the Bachelor's degree is awarded to the student who fulfills the following minimum requirements, in addition to those listed in the chapter on Academic Regulations.

1. Participation in such departmental seminars as the faculty prescribes.
2. Earning the total semester hours required for the individual curriculum as listed in the following pages.
3. Earning a "C-" or better in every course in the major and with a cumulative average of 2.0 in the major courses.

Each department designates the courses to be included in the major and decides the procedure necessary to remove each deficiency, including any "D" in a major course. When a course is a prerequisite to another, a "C-" or better in the prerequisite course may also be a requirement. Both B.S. and B.A. degrees are available in Biology and Mathematics.

First Year Studies Program

The First Year Studies Program (FYSP) is an academic unit which, utilizing a variety of support services, facilitates the transition of first-year students from high school to university life. Program advisors assist the students in the selection of appropriate courses while preparing them for admission into the major of their choice.

The FYSP team attempts to foster within their students a spirit of intellectual curiosity, personal responsibility, and commitment to academic excellence.

The FYSP is housed in the School of Arts and Sciences but is designed to prepare the under prepared student for majors in any of the Schools at the University of Bridgeport. The Program emphasizes strengthening study skills and awareness of college culture and protocol. Because these factors are essential for successful completion of a college degree, students in the FYSP must adhere to stringent academic and attendance guidelines. Support is provided in the form of intense advising, communication with the professors, and use, in some cases mandatory, of the Academic Resource Center. It is the goal of the First Year Studies Program to prepare its students for acceptance into the desired majors by the time they successfully complete their first thirty credits.

The Ernest C. Trefz School of Business

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Cahill, Dorr, Guo, Harmon, Kim, Jankovic,
Kohn, Lee-Wingate, Lewis, Lohle, Maron,
Maymin, Picardi, Todd, Wu

Mission Statement

The Ernest C. Trefz School of Business advances the practice of business through the education of students, and the scholarly and professional contributions of the Faculty. Through high quality innovative teaching, the School enhances critical thinking in its students, provides discipline knowledge through theoretical and applied learning and develops skills that are necessary for success in business. Students drawn from local, regional and international communities learn in a supportive environment that facilitates understanding of business in a dynamic global environment.

Accreditation

All degree programs in the Ernest C. Trefz School of Business are licensed and accredited by the State of Connecticut Office of Higher Education.

In addition, the School of Business is professionally accredited by the Accreditation Council for Business Schools & Programs (ACBSP) to offer graduate and undergraduate degrees.

***ACBSP accreditation does not include AA degree in Business Administration.*

Institutional Performance

Formal and informal student surveys are performed each year to assess students' perception of the academic content, experience, etc. The dean of the School of Business and other key members of the faculty meet twice a year with the Industry Advisory Board to review industry practices, trends, and needs. Employer feedback from internships is also reviewed.

Advisory Council

The Business School Advisory Council is composed of distinguished local business leaders. It offers opportunity for exchange of perspectives and knowledge between the University and the Business Community. A variety of ways are employed to achieve this end including periodic formal meetings that expose the work of faculty and students to the Council, on-site visits of faculty and students to member facilities, provision of opportunity for co-op student employment and internship, participation by council members as speakers in appropriate classes, as well as participation by council members in the evaluation of curriculum and teaching methods.

Graduate Assistantships

Graduate assistantships are available on a competitive basis for outstanding full time students. Graduate assistants may earn as many as nine semester hours a semester, and their eligibility is reviewed each semester. Assistantships require the recipients to work with faculty in the College for up to 20 hours a week during each semester.

Co-op and Internship Program

The Ernest C. Trefz School of Business encourages all eligible students to gain practical experience before completion of their degree. The student can fulfill this requirement with outside business firms, non-profit organizations, government agencies and international organizations.

UNDERGRADUATE DEGREE PROGRAMS

Accounting (B.S.)
Business Administration (A.A., B.S.)
Finance (B.S.)
International Business (B.S.)
Management and Industrial Relations (B.S.)
Marketing (B.S.)

Undergraduate Admission Criteria and Procedures

A student is admitted to the Ernest C. Trefz School of Business through an evaluation of the high school transcript, class rank, and SAT scores. Successful applicants will have demonstrated potential in analytical reasoning, comprehension, written expression and critical thinking.

Past experience has shown that students who perform well in the School of Business have earned a Grade Point Average (GPA) of at least 2.5 in high school, above a 1010 SAT score, ranked in the top half of their class, achieved a "B" or better in Mathematics and English, and received good recommendations from the high school counselor.

Students transferring from undergraduate majors of other colleges are expected to have earned a minimum GPA of 2.5.

General Curriculum Policies and Requirements

The University Core Curriculum requires passing the mathematics competency exam or taking Mathematics 105. This competency is a prerequisite for CAIS 101. Students anticipating graduate study are advised to take Calculus as a free elective.

Upper division coursework provides students with a common body of managerial knowledge, multinational business studies, study in a major field, and an internship. For Bachelor of Science students the concentration of professional courses in the last two years builds upon the broad-based analytical tools and liberal arts foundation of the first two years.

The Ernest C. Trefz School of Business

GRADUATE DEGREE PROGRAMS

Master of Business Administration (M.B.A.)

The M.B.A. degree is offered for full time or part time study using face-to-face and online delivery formats. Specific course requirements for the degree will provide students with a strong educational background. Students with a recent Bachelor's degree in a business-related field and a good academic average at an accredited business college may be able to complete the M.B.A. with 30 semester hours of advanced study. Students with a Bachelor's degree in a non-business field generally require 54 semester hours to complete the M.B.A.

Graduate Admission Criteria and Procedure

The applicant must present an appropriate baccalaureate degree from an accredited institution of higher education. Students with a GPA of 3.0 or greater in any field from an accredited university are accepted into the program. Official transcripts of all previous work must be sent to the Office of Graduate Admissions.

Students who do not meet the academic criteria may be accepted via a combination of undergraduate GPA, university ranking, and program intensity, as well as GMAT score, and work history.

No specific undergraduate curriculum is expected or preferred before entry to M.B.A. study. As a professional program the M.B.A. is designed to build upon undergraduate study in the arts, humanities, science, engineering or other curricula.

New classes are admitted each fall and spring for full time or part time study. Summer course offerings also allow new admissions for part time study. Full time students may begin in summer for any remediation study, to ease their course load during the regular semesters, and in some cases to accelerate their study program.

Applications and supporting credentials for full time students should be submitted at least two months before the desired starting time, and for part time students, at least one month.

ALL APPLICANTS SHOULD SUBMIT TO THE OFFICE OF GRADUATE ADMISSIONS:

An application to the MBA Program

Official transcripts of all previous college coursework

A personal statement giving the reason the applicant wishes to study in the program

Two letters of recommendation

A resume

Graduate Management Admissions Test (GMAT) scores (if applicable)

Admission inquires and questions should be addressed to the Admissions Department

School of Education

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Teacher Preparation Programs
Joyce Cook
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Intern Program
Patricia Philips-Gorkowski
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Educational Leadership Program
Ethan Margolis
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Professional Educator Development &
Advance Studies
Director of Operations and Student Services
Norma Atkinson
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Faculty: Badara, Cole, Cook, Flynn,
Kirschmann, Margolis, Mulcahy-Ernt, Ngho,
Noto, Richmond, Rosenberg, Prelli

Mission Statement

The Graduate School of Education (GSE) is dedicated to providing its students with the opportunity to become educated, productive, and morally concerned citizens of their city, country, and the world. To serve these ends, the GSE offers an array of professional programs designed to prepare students for careers and leadership positions in education. The GSE recognizes a specific obligation to feature training and experiences central to preparing candidates to respond effectively to the fundamental needs of the cities of Connecticut and the region.

Consistent with and supportive of the increasing national demand for better schools, the GSE has accredited programs which provide for the training of highly effective class-

room teachers, and administrators options for students interested in teaching careers and incentives for successful candidates to enter the teaching profession.

In pursuit of its objectives, the Graduate School of Education considers three requirements to be basic: a broad pedagogical background, intensive study in one particular field of knowledge, and extensive field training. To plan, conduct, and evaluate its program, the GSE draws on many resources of the University.

Through professional training and field experiences, the student gains solid knowledge of educational objectives; of school curricula, organization, and activities; of the nature of the learner and the learning process; and of the evaluation outcomes.

Accreditation

All degree programs in the School of Education are licensed and accredited by the State of Connecticut Office of Higher Education. The certification programs in Education are accredited by the Connecticut State Department of Education. Effective July 1, 2003, each preparation program is evaluated to ensure it meets accreditation requirements outline in Connecticut regulation, National Council for Accreditation of Teacher Education (NCATE).

Admission Criteria and Procedures

The General Admission policy and procedures for the University of Bridgeport are found in the chapter on Admissions. Policies and procedures for admission to the teacher certification programs are listed in the program descriptions in this catalog.

GRADUATE SCHOOL

The Graduate School of Education offers programs which lead Master of Science Degree in Elementary Education or Secondary Education, Sixth Year Certificate of Advanced Standing (CAS) degrees are offered in various teacher preparation certification areas. A 6th Year CAS degree is offered in teacher preparation and Educational Admin-

istration and Supervision. A Doctoral Degree (Ed.D.) is offered in Educational Leadership.

Certification programs in designated areas lead to State licenses in teaching and administration.

Programs in the GSE combine the practical needs of professional training with the theoretical grounding necessary for persons interested in quality preparation for leadership roles in their careers. The advanced degrees and the certifications open the doors to a range of career possibilities within educational institutions, as well as in developing allied fields.

The Doctorate, in particular, leads to advancement in public services and businesses that value a combination of management and education skills.

Graduate Degree Programs

(M.S.) - Masters of Science (in Elementary or Secondary Content Areas).

6th Year - Sixth Year Certificates of Advanced Studies (CAS) in Educational Leadership and Supervision; Elementary or Secondary Content Areas).

Ed.D. - Educational Leadership.

The GSE maintains accredited Educator Preparation Programs leading to certification in the following areas: Elementary Education; Secondary Academic Subjects in Biology, Chemistry, Earth Science, English, General Science, History and Social Studies, Mathematics, and Physics; Music (PK-12); Remedial Reading and Remedial Language Arts; Reading and Language Arts Consultant; and Intermediate Administration and Supervision.

For more information, please contact the Graduate School of Education at (203) 576-4193.

School of Education

Admission Requirements

Candidates for admission to the graduate programs of the Graduate School of Education must present the following for review:

GRADUATE SCHOOL OF EDUCATION

TEACHER PREPARATION (Masters Degrees in Elementary Education or Secondary Education)

1. Bachelor's degree from a regionally accredited institution or a recognized international institution.
2. Two letters of recommendation that speak to the candidate's.
3. A GPA of B or higher.
4. Official copies of all undergraduate and graduate academic transcripts
5. Passage of PRAXIS I or waiver based on SAT, ACT, or GRE.

PROFESSIONAL EDUCATOR DEVELOPMENT PROGRAM (Masters Degrees in Elementary Education or Secondary Education/CAS Degrees in Elementary Education or Secondary Education)

1. Bachelor's degree from a regionally accredited institution or a recognized international institution.
2. Two letters of recommendation that speak to the candidate's.
3. A GPA of B or higher.
4. Official copies of all undergraduate and graduate academic transcripts
5. Letter of Intent.

REMEDIAL READING AND REMEDIAL LANGUAGE ARTS (Masters of Science in Elementary or Secondary Education)

1. A valid Connecticut teaching certificate (or proof of eligibility);
2. An appropriate regionally accredited Bachelor's degree;
3. At least two letters of recommendation from persons able to testify to your suitability as a prospective teacher and your potential for graduate-level work;
4. An essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the pro-

gram and emphasizing experience relevant to teaching;

5. A successful team interview with faculty;
6. Completion of at least 30 school months of successful classroom teaching experience.
7. Connecticut's essential skills testing requirements: passing scores in the PRAXIS I exams in Reading, Writing, and Mathematics or an official essential skills test waiver currently meeting this requirement.

REMEDIAL READING AND REMEDIAL LANGUAGE ARTS (Sixth Year Certificate of Advance Studies (CAS) Elementary or Secondary Education)

1. A valid Connecticut teaching certificate (or proof of eligibility);
2. An appropriate regionally accredited Master's degree;
3. At least two letters of recommendation from persons able to testify to your suitability as a prospective teacher and your potential for graduate-level work;
4. An essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the program and emphasizing experience relevant to teaching;
5. A successful team interview with faculty;
6. Completion of at least 30 school months of successful classroom teaching experience.
7. Connecticut's essential skills testing requirements: passing scores in the PRAXIS I exams in Reading, Writing, and Mathematics or an official essential skills test waiver currently meeting this requirement.

READING AND LANGUAGE ARTS Consultant (Sixth Year Certificate of Advance Studies in Education Leadership)

1. A valid Connecticut teaching certificate (or proof of eligibility);
2. An appropriate regionally accredited Master's degree;
3. At least two letters of recommendation from persons able to testify to your suitability as a prospective teacher and your

potential for graduate-level work;

4. An essay demonstrating a command of the English language and setting out the reasons for wanting to enroll in the program and emphasizing experience relevant to teaching;
5. A successful team interview with faculty;
6. Completion of at least 30 school months of successful classroom teaching experience.
7. Connecticut's essential skills testing requirements: passing scores in the PRAXIS I exams in Reading, Writing, and Mathematics or an official essential skills test waiver currently meeting this requirement.
8. Passing scores on the Connecticut Foundations of Reading Test.

EDUCATIONAL LEADERSHIP (Certificate of Advance Studies (CAS) in Education Leadership)

1. A completed master's degree from a regionally accredited institution.
2. Graduate cumulative grade point average 3.0
3. Essay
 - In 2-3 pages double spaced, describe an issue or issues you think will impact leadership in the Connecticut schools. It is important that you focus on the issues, their impact on leadership and any personal experience you have had in helping to address them in your current or former position(s).
4. Two recommendation letters
 - Letters need to come from employers or professional associates, and must attest to your activities as a teacher leader and your potential as a school leader. Letters should be on letterhead with a current date and an ink signature.
5. Resume

Ed.D. EDUCATIONAL LEADERSHIP DOCTOR OF EDUCATION DEGREE

1. Master's degree from a regionally accredited institution
2. Graduate cumulative grade point average 3.0

School of Education

3. Official Graduate transcripts from every school attended
4. GRE (General Test) or MAT scores or In place of exam scores, you may submit a one-page bulleted description of your professional and educational leadership activities over the last five years
5. Two recommendation letters
 - Provide one letter from a colleague, and one letter from a supervisor, that attests to your demonstrated leadership, potential for further leadership development and the ability to benefit from doctoral study. Letters should be on letterhead with a current date and an ink signature.
6. Personal Statement
 - In 500 words or more, detail:
 - i. your reasons for wanting to undertake doctoral studies
 - ii. your most significant personal and professional accomplishments
 - iii. the extent to which your personal and professional responsibilities will allow you to devote the necessary time and effort to the program
 - iv. a detailed description of your potential research topic
7. Writing Sample
 - Provide a sample of your writing. This may include your Masters' Thesis, a published or submitted journal article, a scholarly paper, or a document created for your institution.
8. Resume
2. Internship for those already certified but who want to take advantage of the tuition-free program to pursue a Master's degree or Sixth Year Certificate of Advanced Studies (CAS)
3. Internship for those who wish to earn a Master's or a 6th Year Certificate of Advanced Studies (CAS) for work with young people in non-public American schools, schools in another country, or in other educational or training settings.

For more information, please contact the Director of the Intern Program at (203) 576-4219.

Application Procedures

The GSE Application forms are available from the Office of Graduate Admissions, Wahlstrom Library, 126 Park Avenue, Bridgeport, CT 06604 or online at <http://bridgeport.edu/admissions>

Graduate Intern Program in Education

The University offers an internship in Education. The Internship is an integration of graduate study and field experience in an elementary, or secondary school. Graduate course work is tuition-free. The following options are available to the intern:

1. Internship for those who wish to be State certified as elementary, or high school teachers

School of Engineering

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Degree Programs

Biomedical Engineering (M.S.)
Computer Engineering (B.S., M.S.)
Computer Science (B.S., M.S.)
Computer Science and Engineering (Ph.D.)
Electrical Engineering (B.S., M.S.)
Mechanical Engineering (B.S., M.S.)
Technology Management (M.S., Ph.D.)

In the programs we offer, we are responsive to the technology-driven evolving trend in the workplace toward concurrent processes involving design, engineering, and technical project management, while providing a sound foundation built upon fundamental knowledge. We promote creativity and emphasize a team approach to problem-solving. Among institutions in the Northeast, we are uniquely positioned to offer integrated engineering curricula.

Since July 2004, the School has been offering the full M.S. degree program in Computer Science and in Technology Management through distance learning. For more information, please contact the department or visit <http://www.bridgeport.edu/academics/online-programs/programs/graduate-online-programs/online-computer-science/>

Curricular modifications and policy changes are subject to University policy detailed on page ii.

Mission Statement

The School of Engineering of the University of Bridgeport provides comprehensive education and research opportunities to a diverse community in engineering, sciences, and the application and management of technology. The School prepares students for leadership and technology positions in industry, government, and academia and significantly contributes to the profession and community locally, nationally, and globally.

The School offers a distinctive education in fundamental and emerging disciplines through its faculty and institutional partners. The education features an application-oriented approach to interdisciplinary issues and opportunities that balances theory with real world state-of-the-art practices.

A stimulating environment, modern research laboratories, and distinguished programs at the bachelor's, master's, and doctoral levels ensure that our graduates possess creative, innovative, and analytical skills with a strong commitment to research and technical excellence, ethical conduct, and cultural, societal, and global well-being.

Undergraduate

The Computer Engineering program prepares graduates for the practice of engineering at the entry level and helps graduates develop the ability to pursue a course of lifelong learning. A secondary aim is to provide a foundation for those interested in and qualified to pursue graduate studies. The program emphasizes a sound broad-based interdisciplinary technical education, with the integration of the practice of engineering design throughout the curriculum. The program in Computer Science prepares students to solve theoretical and applied problems relating to programming and programming applications. Acquiring both skills and fundamental knowledge is stressed in the curriculum. An additional goal is to provide students an excellent foundation for advanced study in graduate programs.

The Electrical Engineering program prepares graduates to understand technology, particularly engineering principles and be able to communicate these principles. They will understand the basics of classical Electrical Engi-

neering. They will have the ability to design and analyze electronic circuit diagrams. UB's Bachelor of Science in Mechanical Engineering (BSME) degree program combines in-depth studies with lab and project experience to help students apply the principles of motion, force, energy, and materials for the design, development, analysis, manufacturing, testing and maintenance of mechanical systems.

Transfer Policy:

All undergraduate ABET accredited programs students must complete all Engineering major coursework, Engineering and Technical Electives, and STEM coursework at the 300+ level; and Junior/Senior level (as per the program requirements) at the University of Bridgeport. Students are able to transfer classes, if approved by the chair and dean, outside the University at lower (100-200) levels or Freshman/Sophomore level (as per the program requirements) only at the time of transferring into the program; and based on UB's transfer policy as pertains to evaluation of course descriptions, syllabi and examples of work done in transferred-in classes. Final transfer evaluations and approvals are subject to the University Transfer Credit policy on page 7.

Course Substitution Policy:

All undergraduate ABET accredited programs students must complete all Engineering major coursework, Engineering and Technical Electives, and STEM coursework at the 300+ level; and Junior/Senior level (as per the program requirements) at the University of Bridgeport; and as per defined in the program requirements. There will be NO course substitutions allowed for these classes as defined in the program requirements. Substitution courses may be allowed at lower (100-200) levels or Freshman/Sophomore level (as per the program requirements) with the approval of the Department Chair and School Dean.

Graduate

The graduate offerings of the School of Engineering are intended for those who wish to enhance their expertise with an emphasis on professional applications, scholarship and research.

Accordingly, all programs for the Master of Science degree require at least one of the following: comprehensive examination, writing a thesis based on independent research, or completion of an appropriate special project.

School of Engineering

Accreditation

All degree programs in the School of Engineering are licensed and accredited by the State of Connecticut Office of Higher Education. The Bachelor of Science degree program in Computer Engineering is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Admission Criteria and Procedures

UNDERGRADUATE ENGINEERING:

Students who perform well in the undergraduate programs are generally found to have met the following criteria:

- A. SAT scores of 530(R) verbal and 560(R) math; or composite ACT score of 22.
- B. Grade point average of "B", (2.5) or better.
- C. Rank in the top half of the high school graduating class.
- D. Four years of mathematics; two lab sciences and an additional science unit in high school.

At the discretion of the Admissions Committee, students who meet two out of the above standards can be admitted into the major.

Graduating Engineering

MASTER OF SCIENCE DEGREES

Candidates for admission to Master of Science Degrees in the School of Engineering must present the following for review:

- A. Bachelor of Science degree or its equivalent in Engineering or related applied Sciences from an accredited institution or recognized international institution.
- B. Two letters of recommendation.
- C. 3.0 recommended grade point average.
- D. Demonstrated capacity for independent study and the ability to pursue graduate level work.
- E. GRE Exam Required.

PH.D. DEGREES

Students admitted to the Ph.D. program should have a master degree an appropriate master degree with at least a 3.5 GPA. Interested students in the Ph.D. program without

an M.S. degree must apply and be admitted into the M.S. program first, and then upon finishing the M.S. degree, they would be eligible to apply for the Ph.D. program.

Students admitted from non-English speaking foreign countries, having a master's degree having an appropriate master's degree will also be required to have a TOEFL score of at least 550. GRE's are required for admission into the program.

For information concerning undergraduate and graduate admission procedures, please refer to the section on University Admissions.

General Criteria for Degrees from the School of Engineering

Upon recommendation of the faculty of the School of Engineering the University of Bridgeport will award the Bachelor's degree to the student of good character who fulfills the following minimum requirements, in addition to those listed in the chapter on Academic Regulations.

1. Participation in such departmental seminars as the faculty prescribes.
2. Earning the total semester hours required for the individual curriculum as listed in the following pages.
3. Earning a "C-" or better in every course in the major and with a cumulative average of 2.0 in the major courses. Each department designates the courses to be included in the major and decides the procedure necessary to remove each deficiency, including any "D" in a major course. When a course is a prerequisite to another, a "C-" or better in the prerequisite course may also be a requirement.

Requirements for the Master of Science Degrees

ACADEMIC PERFORMANCE

Students in a degree program who do not maintain a satisfactory record will be separated from the Graduate School. See Graduate Regulations on page 33

COURSE LEVELS

400-499—Open to graduate students and to qualified undergraduates.

500-599—Open to graduate students only.

600-700—Open to Ph.D. students and to qualified MS students.

TIME LIMITATION AND PROGRAM CONTINUITY

All requirements for the degree of Master of Science must be completed within six years (twelve consecutive semesters) of the effective start of an approved graduate program of study. Once a program is initiated, the student must maintain continuous enrollment until completion.

Under certain circumstances, a student may be granted permission to interrupt his/ her program by petitioning the Dean in writing, stating the underlying circumstances. Program interruption without formal permission will constitute grounds for dismissal from the Graduate School.

DEGREE PROGRAM REQUIREMENTS

All graduate students must have on file an approved program of study on the form provided. Programs of study are worked out between the student and his/her advisor to meet both the student's desires and the graduate faculty's philosophy of an integrated program. The program of study must carry the approval of the chair of the department awarding the degree. Changes in the approved program of study must be approved by the student's program advisor and the department Chair.

ENGINEERING COLLOQUIUM REQUIREMENT

All Engineering students are required to register for the Engineering Colloquia Series (ENGR 400) once during their course of study. Students are expected to register in their first semester. Students who do not pass the course are required to repeat the course in a subsequent semester.

GENERAL THESIS REGULATIONS

MS Students are encouraged to include a thesis investigation in their approved program of study. Accumulation of thesis semester hours and work done during a thesis investigation must be continuous up to the time of its completion. Only those students designated as regular graduate students who have satisfied the following require-

School of Engineering

ments will be permitted to accumulate thesis credits. During the semester prior to that in which the student desires to initiate his/her thesis investigation, he/she must have:

1. Included a thesis investigation in his/her approved program of study;
2. Sought and obtained a member of the graduate faculty who agrees to act as his/her thesis advisor;
3. Submitted a completed thesis investigation form to the department in which the degree is to be awarded;
4. Obtained a Thesis Committee, appointed by the department chair, consisting of three members of the graduate faculty (including the advisor as committee chair).

Students should obtain a copy of "Specifications for Master's Thesis" from the office of the department chair which describes requirements in detail.

All theses in Engineering must be presented at a faculty-graduate seminar. It is the student's responsibility to ensure that this requirement is fulfilled, and that written notice of the presentation is distributed to all interested persons at least one week before the event.

Students who are in the process of completing a thesis are required to register for at least two semester hours of thesis in each semester, including summer, that they actively engage in that activity under faculty guidance. Semester hours thus accumulated that total more than the approved program of-study requirement are not counted toward the degree.

This procedure does not apply to Electrical Engineering, where students have up to 3 semesters (not counting the summer semester) to start and finish their project/thesis. For every semester they are not registered for any credits, they must take ELEG 596 (seminar) for 1 credit. They do not take ELEG 596 in the summer semester, unless it is their last semester.

Upon successful completion of the thesis, and acceptance by the Thesis Committee, provided all other requirements in the program of study are completed, the student becomes eligible for the degree.

COMPLETION OF MASTER'S DEGREE

The Master of Science degree will be awarded only to those students successfully completing the following requirements:

1. A minimum of 31 semester hours (34 hours for Technology Management) with a QPR of "B" or better in an approved program of study. The number of semester hours which may be transferred from another institution is an individual matter that will be reviewed by the major department, but is normally no more than 6 semester hours.
2. Satisfactory completion of the state licensure requirements as prescribed by the faculty of the major department, and a favorable recommendation from the faculty upon review of the student's program and performance, after the student has made formal application for a Master's diploma.

When the degree is completed with a thesis, a minimum of eight courses of three semester hours each are required for the Master of Science degree in Electrical Engineering or Mechanical Engineering. For the Master of Science in Computer Science or Computer Engineering, nine courses of three semester hours each plus six semester hours (minimum) of thesis are required. For the Master of Science degree in Technology Management, nine courses of three semester hours each plus six semester hours (minimum) of thesis are required; for students holding the Bachelor of Science in Manufacturing Engineering or Industrial Engineering from an approved program, this requirement may be reduced to eight courses of three semester hours each, plus six semester hours (minimum) of thesis.

COOPERATIVE EDUCATION PROGRAM

The School of Engineering offers an optional cooperative education program. See the Cooperative Education section of this Catalog for further information.

The faculty of the School of Engineering encourages both undergraduate and graduate students to participate in the Co-Op program and acquire work experience in industry while studying here at the University of Bridgeport.

Requirements for the Ph.D. degree in Computer Science and Engineering

TIME LIMITATION AND PROGRAM CONTINUITY

All requirements for the Ph.D. degree must be completed within seven years (fourteen consecutive semesters) of the effective start of an approved graduate program of study. Once a program is initiated, the student must maintain continuous enrollment until completion.

COMPLETION OF PH.D. DEGREE

The Ph.D. degree in Computer Science and Engineering will be awarded only to those students successfully completing the following requirements:

1. Completion of the formal requirements for an MS degree in computer science or computer engineering, including a thesis.
2. An additional eight (3-credit hours) courses, or 24 credit hours, in the discipline, including no more than two independent studies.
3. A two-semester teaching practice requirement (3 credit hours each), for which students are to register with no fees. The students will be expected to teach lower undergraduate level classes, and/or assist professors as teaching assistants (i.e., perform a significant teaching role), thus giving Ph.D. graduates experience for an academic teaching career.
4. At least 15 semester hours of dissertation research, culminating in a dissertation proposal defense and dissertation defense.
5. Comprehensive examination: written and oral (proposal defense).
6. Publication of at least two journal papers, or one journal and two refereed conference papers, within the course of the Ph.D. topic research. These publications are not required to be single authored by the student and they might be co-authored with members of the dissertation committee.

College of Public and International Affairs

Dean: Thomas J. Ward
 Carlson Hall, room 235
 303 University Avenue
 Telephone: (203) 576-4966
 Fax: (203) 576-4967
 Email: ward@bridgeport.edu

Faculty: Al-Azdee, Benjamin, Healey,
 Hess, Katz, Kim, Lay, Mogavero, Riggs,
 Rubenstein, Setton, Skott, Yu, van der
 Giessen, Ward, Wei

Degree Programs

CRIMINAL JUSTICE AND HUMAN SECURITY (B.A.)

CONCENTRATIONS

Comparative Justice	12 S.H.
Criminology	15 S.H.
Human Security	15 S.H.

INTERNATIONAL POLITICAL ECONOMY AND DIPLOMACY (B.A.)

CONCENTRATIONS

Asia-Pacific Studies	15 S.H.
Peace and Development Studies	15 S.H.
Americas Studies	15 S.H.
Middle East Studies	15 S.H.

MARTIAL ARTS STUDIES (B.A.)

CONCENTRATIONS

Tae Kwon Do	16 S.H.
Tai Ji	16 S.H.

MASS COMMUNICATIONS (B.A.)

CONCENTRATIONS

Advertising	15 S.H.
Communication Studies	15 S.H.
Fashion Journalism	15 S.H.
International Communication	15 S.H.
Journalism	15 S.H.
Public Relations	15 S.H.
Sports Journalism	15 S.H.

SOCIAL SCIENCES (B.A.)

CONCENTRATIONS

Criminal Justice Program	18 S.H.
Pre-Law	15 S.H.
History	12 S.H.
International Studies	12 S.H.
Political Science	18 S.H.
Psychology	12 S.H.

RELIGION AND POLITICS (B.A.)

CONCENTRATIONS

East Asian Religion and Society	12 S.H.
Islamic Religion and Society	12 S.H.
Judeo-Christian Thought and Society	12 S.H.

EAST ASIAN AND PACIFIC RIM STUDIES (M.A.)

CONCENTRATIONS

Conflict analysis and Resolution
Global Communication
Global Management
International Political Economy and Development

GLOBAL MEDIA AND COMMUNICATION STUDIES (M.A.)

CONCENTRATIONS

Global Communication
New Media Communication

GLOBAL DEVELOPMENT AND PEACE (M.A.)

CONCENTRATIONS

Conflict Analysis and Resolution
Global Communication
Global Management
International Political Economy and Development

Minor

Criminal Justice and Human Security
International Political Economy and Diplomacy
Martial Arts Studies
Mass Communications
Modern Languages
Social Science
Political Science
Religion and Politics

Background and Focus

Founded in 2000 the College of Public and International Affairs of the University of Bridgeport offers social science-based programs aimed at preparing students for careers in international public service, international business, academia, government service, environment and the media. The College offers majors in Mass Communications, International Political Economy & Diplomacy, World Religions, Martial Arts Studies, and the Social Sciences.

Mission Statement

Through the degree program and the minors it offers the College of Public and International Affairs provides skills the needed

by professionals in government, business and civil society to respond to the challenges and opportunities of globalization. The College stresses the genesis and evolution of modern democratic institutions while also offering insight into other fundamental forces that have shaped the world's cultures. Recognizing the importance of a broad cultural base, synthetic and analytical skills and a working knowledge of critical world languages, the College of Public and International Affairs encourages study of the cultural underpinnings of the world's major civilizations. It encourages overseas study during the student's undergraduate study.

The program of the College of Public and International Affairs's are designed to provide students with marketable skills that will enable them to render meaningful service in their careers. It encourages the study of conflict prevention and resolution and service learning. The College provides a wide-ranged academic preparation for scholars and practitioners who are interested in playing a role in the fostering of intercultural dialogue and global cooperation in the international political economy. The diverse, international student body of UB, serves as both a "living laboratory" and a "microcosm of the global world." It provides real life context for this type of learning experience.

Advisory Board

The College of Public and International Affairs Advisory Board consists of national leaders who have had a distinguished career in fields such as diplomacy international business, and in civil society. The Advisory Board normally meets twice each year and reviews the College's activities, interfaces with the College's faculty and students and it provides recommendations and feedback on the College of Public and International Affairs's ongoing program development. Current membership of the Advisory Board includes Ambassador Phillip V. Sanchez, former US Ambassador to Colombia and to Honduras; Jim Nicholas, Executive Director of the Connecticut World Trade Association, Inc. and Executive Partner Global Business Resources USA, LLC; Clement Malin, former Vice President for International Relations Texaco; David Hornby, former Vice President of the Lyons Club of Fairfield and Export Manager of Wallach Surgical Supplies; Eileen Heaphy, Career U.S. Foreign Services

College of Public and International Affairs

Officer; Robert Sammis, Senior Financial Service Advisor and Noel Brown, Career United Nations official and former North American Director of the United Nations Environmental Program. The Advisory Board also includes College of Public and International Affairs alumni Tamami Kawamura '05, a graduate student at Yale University, Grace Lee '05 and Sana Sarr '04.

INTERNSHIPS, COOPERATIVE EDUCATION

All graduate students of College of Public and International Affairs and undergraduates of the Criminal Justice and Human Security program must complete an internship. All undergraduate are strongly encouraged to obtain working experience through either the cooperative education program or the internship program. To participate in either co-op or internship, students must meet the following requirements:

- a. be of junior standing
- b. have completed at least 18 hours of coursework in the major
- c. be a student in good academic standing at the University

Lifelong Learning

The College of Public and International Affairs offers colloquia for adult learners and continuing education course for senior and for professionals. It has organized visits to China for adult learners and has done an extended series of colloquia on the Middle East.

Special Areas of Interest

The College of Public and International Affairs and UB students and faculty study and conduct programs and research on the United Nations system. The college has sponsored lectures, conferences, and seminars on the United Nations and other international organizations; or the impact of regional customs unions; international human rights; and programs on sustainable development. The College provides a forum where students representing their respective nations have organized constructive public symposia on border and ethnic divides in hotspots such as Bosnia, Kosovo, Kashmir, the East

and South China Sea, and the Middle East. UB students participate in the Model United Nations at the National Model United Nations where they have won awards for their position papers and delegation performances.

College of Public and International Affairs and the Study of the United Nations

The College of Public and International Affairs of the University of Bridgeport encourages research and studies on international organization and the UN in particular. The College especially encourages research in two areas:

1. The growing (and changing) role of non-governmental organizations vis-a-vis the United Nations and
2. The evolving nature of the relations between the United Nations and world powers, particularly the United States.

Admissions Criteria

A student is admitted to the majors in the College of Public and International Affairs of the University of Bridgeport after an evaluation of the high school transcript, class standing, counselor recommendations, and SAT scores. The student should demonstrate potential in analytical reasoning, comprehension, verbal expression, and a demonstrated interest in international affairs and or/world culture.

Accreditation

The degree programs of the College of Public and International Affairs of the University of Bridgeport are licensed and accredited by the State of Connecticut Office of Higher Education.

Shintaro Akatsu School of Design (SASD)

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Faculty: Larned, Matto, Munch, White, Yelle

Degree Programs

Design Management (M.P.S.)
Graphic Design (B.F.A.)
 Concentration in New Media
Industrial Design (B.A.)
Interior Design (B.A.)

Mission Statement

In keeping with a 60-year history of excellence, the mission of the Shintaro Akatsu School of Design (SASD) is to offer professional education in the design fields leading to baccalaureate degrees and successful careers in design. SASD develops students' abilities to identify, analyze, and solve design problems using culturally sensitive and environmentally sustainable methodologies and technologies. SASD is committed to advancing the use of best-practices in all areas of design.

Professional Environment

Each student has a space for in-class assignments with an adjacent computer design studio, a clean room for large-scale mock-ups and a well-equipped model shop and a photography studio. In addition to the full time faculty, practicing professional designers are invited to teach studio courses ensuring that the student receives a practical and current education.

Portfolio Focus

An important semester event is the Open House; professional designers are invited to a portfolio review in a celebration of the student's semester work. An aggressive summer internship program for the sophomore and junior students is key to their professional success. The senior thesis reinforces this internship experience. With the combination of a professional, robust portfolio and extensive internship experience our graduates are well prepared for an exciting and fulfilling career.

Computer Emphasis

We have a strong Computer Aided Design (CAD) emphasis balanced by traditional skill development. We use powerful programs that include Vellum 3D, form•Z, Photoshop, Illustrator, IronCAD, Alias Studio, Maya, Final Cut Pro, Premiere, Flash, and Solidworks. An example of our cutting-edge use of technology is in the Junior design studio, where students use the computer to directly create prototypes using stereolithography through a local high technology company.

Local Innovation

Connecticut has a spectacular history of innovation, invention, engineering, illustration, and design. Connecticut has the highest patents per capita. Many well-established corporations and a rapidly growing array of new high technology companies are in the immediate area. Bridgeport Machines, Dictaphone, Pitney Bowes, Remington, and Sikorsky Aircraft Corporation are next door and the World Headquarters of General Electric is in the nearby town of Fairfield. Evo, Product Ventures, Group Four Design, and 9th Wave are just a sample of the consulting animation, advertising, and interior design firms a short distance from Bridgeport.

Accreditation

SASD is an accredited member of the National Association of Schools of Art and Design (NASAD).

GRAPHIC DESIGN LEARNING OUTCOMES

1. Demonstrate ability to identify, analyze, and solve graphic design problems. Assessment: Portfolio projects appropriately respond to project briefs, and are clear, focused, expressive, and communicative solutions to the stated problems.
2. Demonstrate mastery of design tools, techniques, and concepts in graphic design. Assessment: Projects and portfolios that evidence craftsmanship, adherence to project parameters, and appropriate selection of typefaces, images, composition, and implementation.
3. Demonstrate an understanding of the aesthetics of form development and of the history and current state of design.

Assessment: Projects, papers, and presentations for art and design history courses; in studio courses, projects that appropriately reference historical precedents and stylistic movements in graphic design.

4. Demonstrate proficiency in selection and use of relevant technologies in design. Abilities to use available technical and industrial processes to produce a design product, and to design and implement such a process. Assessment: Project and portfolio materials are made with the appropriate technology or software for the final application. Projects are planned to be feasibly reproducible by industrial/commercial means rather than by one-off or by hand.
5. Demonstrate an understanding of the cultural and societal connections linking graphic design trends and processes as well as a knowledge of business practices and of the market place. Assessment: Projects and portfolio solutions that are culturally- and audience-appropriate for the problem as posed by the brief for the project.
6. Demonstrate proficiency in presenting their own work as well as discussing and constructively critiquing the work of others. Assessment: Active participation in class critiques; clear, thoughtful presentation of students' own projects, ability to give, accept, and incorporate feedback.

INDUSTRIAL DESIGN LEARNING OUTCOMES

1. Demonstrate ability to identify, analyze, and solve industrial design problems. Assessment: Portfolio projects appropriately respond to project briefs, and are clear, focused, expressive, and communicative solutions to the stated problems.
2. Demonstrate mastery of design tools, techniques, and concepts in industrial design. Assessment: Projects and portfolios that evidence craftsmanship, adherence to project parameters, and appropriate selection of materials, manufacturing techniques, and implementation.
3. Demonstrate an understanding of the aesthetics of form development and of the history and current state of design.

Shintaro Akatsu School of Design (SASD)

Assessment: Projects, papers, and presentations for art and design history courses; in studio courses, projects that appropriately reference historical precedents and stylistic movements in industrial design.

4. Demonstrate proficiency in selection and use of relevant technologies in design. Abilities to use available technical and industrial processes to produce a design product, and to design and implement such a process. Assessment: Project and portfolio solutions are made with the appropriate technology or software for the final application. Projects are planned to be feasibly reproducible by industrial/commercial means rather than by one-off or by hand.
5. Demonstrate an understanding of the cultural and societal connections linking industrial design trends and processes as well as a knowledge of business practices and of the market place. Assessment: Projects and portfolio solutions that are culturally- and audience-appropriate for the problem as posed by the brief for the project.
6. Demonstrate proficiency in presenting their own work as well as discussing and constructively critiquing the work of others. Assessment: Active participation in class critiques; clear, thoughtful presentation of students' own projects, ability to give, accept, and incorporate feedback.

INTERIOR DESIGN LEARNING OUTCOMES

1. Demonstrate ability to identify, analyze, conceptualize and solve interior design problems. Assessment: Studio portfolio projects appropriately respond to project criteria, and have clear, focused, expressive and communicative solutions to the stated problems. Apply learned design principles to solve the problem. Communicate solutions through 2D and 3D drawings, color theory and proper specifications of materials.
2. Demonstrate mastery of design techniques and concepts in interior design. Assessment: Projects within portfolios that show evidence of attention to detail, adherence to project-initial concepts throughout the process, and close atten-

tion that the initially presented concept matches the outcome. Projects show appropriate selection and implementation of materials, finishes, furniture, and fabrics.

3. Demonstrate an understanding of aesthetics and scale related to interior space, and of the history and current state of design in the world. Assessment: Projects, papers and presentations for art and history course work. In studio courses, projects that appropriately reference historical precedents and stylistic movements in interior design, bringing forward current thoughts in interior design with reference to the past. Through portfolio projects show working knowledge of scale though appropriate furniture and lighting specifications.
4. Demonstrate proficiency in selection and use of relevant technologies in design and in using available technologies to produce a design presentation. Assessment: Drawings, including floor plans, elevations, sections, rendered perspectives, and models made with the appropriate technology or software for the final presentation.
5. Demonstrate an understanding of the cultural and societal connections linking interior design trends and processes as well as a knowledge of business practices and of the market place. Assessment: Project solutions that are culturally and audience appropriate for the problem as posed by the criteria for the project. Awareness of the current marketplace based on materials and mechanicals specified for studio projects, projects for Business practices course work.
6. Demonstrate proficiency in presenting their own work as well as discussing and constructively critiquing the work of others. Assessment: Presenting ones work with confidence and a working knowledge of the criteria and materials presented, active participant in class critiques; clear, thoughtful and honest ability to give, accept and incorporate feedback.

Division of Health Sciences

Vice Provost for Health Sciences:

David Brady
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Mission Statement

The Division of Health Sciences includes the College of Chiropractic, the College of Naturopathic Medicine, the Acupuncture Institute, the Human Nutrition Institute, the Fones School of Dental Hygiene, and the Physician Assistant Institute. In accordance with the mission of the University, the Division of Health Sciences seeks to become a leader in the development of integrated healthcare, through education, research and clinical practice.

A variety of programs are offered at all levels throughout the Division. Undergraduate studies are currently offered in Dental Hygiene. Graduate, professional studies are offered in Acupuncture, Chiropractic, Naturopathic Medicine, Human Nutrition, Dental Hygiene and Physician Assistant Studies. The Division provides opportunities for students in different programs to interact through courses of common interest and by providing avenues for completion of multiple degrees within the Division.

Clinical services and outreach services provide care for those in the local urban area, through the University of Bridgeport clinics and off-campus clinical sites.

Recognizing the need for alternatives to traditional, on-campus study in the area of health sciences, the Division offers an online Masters program in Human Nutrition and an online Dental Hygiene degree completion program, and a graduate Dental Hygiene program.

UB Clinics

Health Sciences Center
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Fax: (203) 576-4776
E-mail: ubclinics@bridgeport.edu
Website: www.ubclinics.org

In the Health Sciences Center, is where UB Clinics are located.

UB Clinics represent the clinical teaching facilities for UB's College of Naturopathic Medicine, College of Chiropractic, Acupuncture Institute and Fones School of Dental Hygiene. Each of these specialty clinics are open to the public and offer affordable treatment options in these various disciplines at a fraction of the cost of comparable treatments with private practitioners. UB Clinics provide numerous opportunities for patients to experience medical and wellness care in one convenient location.

The University's Naturopathic Medical Clinic is a complete outpatient medical center serving a widely diverse population where patients are treated by licensed naturopathic physicians assisted by interns.

The Acupuncture Clinic combines traditional Chinese Medicine, encompassing acupuncture, manual therapy, diet counseling, exercise and breathing techniques for such ailments as: allergies, hypertension, acute and chronic pain, migraines, back pain, rheumatoid arthritis, carpal tunnel, stomach problems, gynecological issues, and more.

The Chiropractic Clinic patients will find relief through a drugless, non-surgical approach to health care, including spinal adjustments, soft-tissue therapy, physiotherapeutic modalities, exercise, rehabilitation, and nutrition and lifestyle counseling.

The Fones School Dental Hygiene Clinic offers examinations, X-rays, cleanings, fluoride treatments, and sealants, in its new state-of-the-art facility.

The University of Bridgeport Health Sciences Center/UB Clinics also offers on-site radiology and laboratory services. We also have a Dispensary in which we have a verity of over-the-counter nutritional supplements, herbal medicines, homeopathic remedies and other products.

UB Clinics are located on campus, at the University's Health Sciences Center, 60 Lafayette Avenue in Bridgeport. To obtain more information or make an appointment, please call (203) 576-4349, e-mail: ubclinics@bridgeport.edu, and visit our website at www.ubclinics.org.

Acupuncture Institute

Acupuncture Institute
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Faculty: Brett, Dreszer, Fitzpatrick, Ford, ItsHaky, Jackowicz, LaCava, Lee, Regan, Ritterman

Faculty for the Basic Sciences (in conjunction with the College of Naturopathic Medicine) include: Kendlar, Mattie, Ross, Terfera

Acupuncture and Oriental Medicine (AOM) is one of the most respected healing professions around the globe. It serves a quarter of the world's population and has increased in public acceptance in the United States and Europe as the fastest growing complementary health care field. AOM has gained this respect by being the most ancient written form of medical therapy known. For more information, call Dr. Jennifer Brett: (203) 576-4122 or 1-800-EXCEL-UB (1-800-392-3582), ext. 4122.

Traditional Chinese Medicine (TCM), which encompasses acupuncture, manual therapy, diet counseling, herbal therapies, exercise and breathing techniques, has been in use for thousands of years. Over the millennia, the Asian community has continuously refined this ancient healing art. During the last century, this refinement has included integration of Western medical sciences within the paradigm of TCM.

MS-AC

The development of the Master of Science in Acupuncture degree program integrates the medical concepts of both the East and West. The student will learn classical acupuncture and Traditional Chinese medical theory as well as up-to-date western bio-medical sciences.

The Master of Science in Acupuncture degree program's goal is to provide acupuncture and Traditional Chinese medical training consistent with the developing traditions in Asia and the growing modern health care system in the United States.

Having an opportunity to work alone and in conjunction with other health care practitioners in the Health Sciences Center, the students will be able to integrate the care of patients with other health care providers. Thus, the student gains a "real world" advantage before entering private practice.

MS-TCM

The MS-TCM is a 4-year program during which the students are instructed in Chinese Herbology during three (3) of the four (4) years of training, after a first year of basic sciences, theory and diagnosis classes lay the foundation for understanding the art and science of a full range of TCM modalities. All foundational courses and clinical rotations from the MS-AC program are included in the MS-TCM.

The nearly 3400-hours of training in Traditional Chinese Medicine modalities, including excellent training in acupuncture, moxibustion, tui na as well as Chinese herbal studies is designed to produce graduates with exemplary clinical skills. The clinical focus of this program is evident from the very first classes and permeates all the training in the MS-TCM program.

The MS-TCM program is a residential program with students completing over 80% of their course work and 100% of their clinical rotations in residence. The ASIAN/CHINESE HERBOLOGY (ACH) courses will be offered in a blended format with 50% of the didactic program offered online and 50% during 4 weekends each semester, and an additional 3 weekends each summer for a total of 11 weekends a year. Students will participate in an on-line environment to complete their ASIAN/CHINESE HERBOLOGY studies.

MS-CH

The MS-CH program is a stand-alone program

that will allow licensed health care professionals to better understand Chinese Herbology and be able to safely utilize these herbal products.

Currently, many healthcare professionals are able to prescribe herbal therapies (MDs, NDs, DCs, L.Acs) or work with herbal therapies (PharmDs). The UB MS-CH program is the only clinically-oriented systematic masters-level program for health professionals in these therapies. By focusing on the clinical application and uses of these herbs and formulae from the start of the program health professionals will be able to have advanced clinical skills by the time of graduation. The focus of this program is on not only clinical usage of Chinese herbal therapies but also on safety in the clinical setting while framing the clinical use of these herbs in the TCM tradition. The potential for issues associated with integrated care and drug-herb and nutrient-herb interactions are covered in detail within the MS-CH courses.

The nearly 900-hours of training in Chinese herbal studies will produce graduates with exemplary clinical skills. The clinical focus of this program is evident from the very first classes and permeates all the training in the MS-CH program.

Degrees

Master of Science in Acupuncture (M.S.Ac.)

Master of Science in Traditional Chinese Medicine (M.S.TCM)

Master of Science in Chinese Herbology (M.S.CH.)

The MS-Acupuncture degree program of the University of Bridgeport Acupuncture Institute is programmatically accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 14502 Greenview Drive, Suite 300B, Laurel, MD 20708; phone 301/313-0855; fax 301/313-0912.

The MS-TCM program of the University of Bridgeport has been admitted to Candidacy status by the Accreditation Commission for Acupuncture and Oriental Medicine ("ACAOM") and is in the process of seeking accreditation. ACAOM: 14502 Greenview Drive, Suite 300B, Laurel, MD 20708, Phone: (301) 313-0855.

Acupuncture Institute

Accreditation contact:
ACAOM
14502 Greenview Drive, Suite 300B
Laurel, MD 20708
Phone: (301) 313-0855
Fax: (301) 313-0912
email: info@acaom.org

Educational Mission, Objectives & Goals:

Acupuncture Institute Mission & Educational Objectives

The mission of the University of Bridgeport Acupuncture Institute is to offer a comprehensive education that prepares qualified candidates to become successful licensed acupuncturists. The University of Bridgeport Acupuncture Institute is an integrated unit of the University of Bridgeport. The program seeks to advance the discipline of Traditional Chinese Medicine through educational, clinical and scholarly activities. The program seeks to advance the discipline of oriental medical acupuncture through educational, clinical and scholarly activities. The program educates its students to be productive, caring and responsible citizens and skilled healthcare professionals. By providing an outstanding professional education, the program will produce graduates with a high level of clinical skills who have the commitment and judgment necessary to act in the service of others.

The Educational Objectives of the Acupuncture Institute are to train and educate acupuncture students who prior to graduation:

1. Demonstrate competency in utilizing the four examinations to identify Traditional Chinese Medicine (TCM) diagnoses.
2. Have the ability to formulate and skillfully implement the safe and effective clinical application of Chinese medicine modalities based upon a total assessment of the patient;
 - i. For MS- Acup: to formulate and skillfully implement safe and effective TCM acupuncture, moxabustion, qi cultivation, tui na and adjunctive techniques.
 - ii. For MS-TCM: to formulate and skillfully implement safe and effective acupuncture, moxabustion, Chinese herbal medicine, qi cultivation, tui na and other adjunctive techniques.

- iii. For MS-CH: to formulate and skillfully implement safe and effective Chinese herbal medicine, and dietary therapies.
3. Adapt diagnosis and treatment strategies as needed for diverse patient populations.
4. Evaluate patient care from biomedical, pharmacological and Asian perspective in order to understand the medical context in which patients present, make appropriate treatment, and consultation decisions in various healthcare settings including as part of a collaborative health care team; and make timely referrals when appropriate.
5. Value patients' dignity and confidentiality.

University of Bridgeport Acupuncture Institute institutional goals are to:

1. Offer a comprehensive graduate-level education that trains future graduates in a broad range of TCM knowledge, competencies and skills so that we achieve our Mission and educational objectives
2. Administer a professional and affordable treatment clinic that:
 - a. Serves the local community; and
 - b. Instructs student interns in the diagnosis and treatment of health conditions in a diverse population
3. Conduct outreach clinics to:
 - a. Support the profession of acupuncture through community service; and
 - b. Train students in integrative care settings;
4. Preserve and further the understanding of human health and the art of Asian medicine.
5. Produce graduates who can meet state and national licensure requirements.

UBAI Vision Statement

The University of Bridgeport Acupuncture Institute (UBAI) will lead in the movement to create cross-platform approaches to medicine and health between conventional, Western biomedical concepts and Traditional Chinese medicine (TCM) training and care. UBAI will train healthcare leaders who, through evaluation of patient care from a variety of perspectives, including biomedical, pharmacological and Asian perspectives, will create opportunities for working in integrative care settings, as part of a collaborative health care team, and

throughout the modern US medical infrastructure.

Tuition and Fees:

(See insert for current year's Tuition, Fees and Other Expenses)

Deposits

All charges are payable in full by the fourth day of the semester. A nonpayment fee will be assessed. The student receives no reduction in charges for temporary absence from classes or residence hall and no refund if he or she is suspended or dismissed or leaves the University of residence hall for any cause. Students with outstanding balances will not be able to register for the following semester.

The student will not receive grades, a diploma, a certificate, or a transcript of his academic record until all financial obligations to the University have been met.

If an account becomes severely delinquent and the University is forced to submit the account to an outside agency for collection, the costs of same will be added to the student's balance.

The tuition fee does not include the cost of books and supplies. These must be purchased by the student. The student should inquire about the cost of special materials, equipment and uniforms required for special courses.

The University does not assume responsibility for the loss of personal property of students either on or off campus. It is recommended that students protect themselves against such losses by consulting with their own (or their parents') insurance agent in regard to coverage provided by existing policies, if any; or by purchasing private property insurance through a private agent.

Curriculum MS-AC

The Master of Science in Acupuncture degree program is three years in length (34 months) and is scheduled on a semester basis. The curriculum of this major consists of seven (7) distinct areas:

1. Acupuncture Practice and Techniques:

The nine (9) acupuncture courses introduce students to the theoretical and practical information of acupuncture therapy. The student becomes proficient in the clinical applications of acupuncture, moxabus-

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tion, cupping, electrical stimulation, and bleeding techniques. The student learns to identify acupuncture points by anatomical location, palpation, and proportional measurement. The classification, function and indications for each acupuncture point are discussed and demonstrated. In addition to the twelve bilateral channels, two mid-line vessels and six other extra meridians, forbidden and contraindication of points are discussed. In addition, extra points, auricular points and other categories of acupuncture points are demonstrated and treatment techniques based on these extra meridians and points are discussed and practiced.

2. Asian Medicine Theory, Diagnosis and Application:

The twelve (12) oriental medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual frame work of oriental medicine and how acupuncture specifically affects the body within the oriental treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

3. Western Biomedicine:

The twelve (12) western biomedical courses are designed to train the student fully about western medical terms, history taking, physical exam and diagnostic skills. The student learns how to make the appropriate referral and consultation, as well as the clinical relevance of laboratory and diagnostic tests and procedures.

4. Herbal Medicine Survey:

The four (4) courses in herbal medicine and dietetics give the student a basic introduction to western and Chinese botanical medicine and TCM treatment philosophies relevant to herbal medicine and clinical diet therapies. Training in botanical medicine is limited in the Acupuncture Institute to three survey courses: Botanical Medicine, Introduction to Chinese Herbal Remedies and Patent Remedies. Information is provided on indications, contraindications and drug-herb interactions. In addition, the two courses in dietetics and nutrition help the student understand the role of nutrition in patients' health. (Note that the course in western nutrition is listed under Western

Biomedicine: ANT 521 Nutrition.)

5. Movement and Respiration Studies:

The seven (7) movement and respiration courses are designed to enhance the student's personal and energetic development. The student will be exposed to a wide variety of Asian movement practices that can be used to maintain their own and their patients' health care needs. In addition to the movement studies, two courses in soft tissue treatment techniques are offered.

6. Counseling, communications and practice management:

he two (2) specific courses in this area enhance the students' clinical skills, both in terms of diagnosing addressing patients' psychological health and in the area of best business practices. In addition, the two second year seminars, cross referenced in the "TCM Theory, Diagnosis and Application" (ATD) section help students learn the fundamental skills needed for private practice, ethical and legal considerations in health care and special considerations for practice in integrated care settings.

7. Clinical Services:

The five (5) clinical services courses are designed to allow the student to develop clinical, interpersonal communication and decision-making skills. In addition, students learn professional conduct, efficiency and confidence in dealing with patients on a regular basis. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners as well as other health care professionals. This allows the student to understand how and when to make appropriate referrals. Clinical service rotations are available in the UBAl on-campus clinic as well as in community and hospital outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 380 patient visits and will have completed 830 hours of clinical training.

ACUPUNCTURE CURRICULUM

SEMESTER ONE

NUMBER	COURSE	LECT.	LAB	SEM.	CR.
ABS 511	Anatomy 1	4	0	72	4
ABS 515	Physiology 1	2	0	36	2

ATD 512	TCM Theory	2	0	36	2
ATD 513	TCM Diagnosis 1	2	0	36	2
ATD 511	TCM History/Phil.	1	0	18	1
APT 511	Point Location 1	1.5	1	45	2
AMR 511	Tai Ji Quan 1	0	1.5	27	1
ACS 511	Evidence Informed P.	1	0	18	1
APT 512	Meridian Theory	2	0	36	2
Total:					15.5 2.5 324 17

SEMESTER TWO:

ABS 522	Anatomy 2	4	0	72	4
ABS 525	Physiology 2	2	0	36	2
ATD 524	TCM Diagnosis 2	2	0	36	2
APT 523	Point Location 2	1.5	1	45	2
AMR 522	Tai Ji Quan 2	0	1.5	27	1
ANT 521	Western Nutrition	2	0	36	2
AWB 521	TCM Safe Practices	1.5	1	54	2
AWB 523	Pharmacology	1	0	18	1
ATD 526	Seminar 1	1.5	0	27	1
Total:					14.5 3.5 351 17

SEMESTER THREE:

ACS 612	Clinical Diagnosis 1	3	2	90	4
ACS 611	Pathology 1	2	0	36	2
APT 614	Acupuncture Tech 1	2	2	72	3
AHM 612	Intro Chin Herbal Rem	1	0	18	1
AMR 613	Qi Gong 1	0	1.5	27	1
AHM 613	TCM Dietetics	2	0	36	2
ACS 613	Lab Diagnosis	2	0	36	2
AHM 521	Botanical Medicine	2	0	36	2
ACS 711	Preceptorship 1	0	3	60	2
ATD 617	Seminar 2	1.5	0	27	1
Total:					15.5 8.5 438 20

SEMESTER FOUR:

ACS 623	Clinical Diagnosis 2	3	2	90	4
ACS 624	Pathology 2	3	0	54	3
APT 625	Acupuncture Tech 2	2	2	72	3
AMR 624	Qi Gong 2	0	1.5	27	1
APS 621	Psych Assessment	2	0	36	2
APT 626	Auricular Acup	1	0	18	1
ACS 722	Preceptorship 2	0	2	60	2
ATD 727	Case Studies 1	1	0	18	1
AWB 621	Medical Ethics	1	0	18	1
Total:					13 7.5 393 18

SUMMER SESSION:

ACS 631	Clinical Education 1	0	10	245	8
APT 637	Japanese Acup Tech.	1	0	18	1
AMR 627	Tuina 1	0	2	54	2
Total:					1 12 317 11

SEMESTER FIVE:

ATD 711	Diff Dx, Pathomech.	2	0	36	2
AMR 715	Tuina 2	1	2	54	2
ATD 715	TCM Internal Med.	2	0	36	2
ACS 712	Clinical Education 2	0	10	215	8
ATD 728	Case Study Org.	1	0	18	1

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ATD 729	Acup. Gynecology	1	0	18	1
ATD 618	Seminar 3	1	0	27	1
Total:		8	12	404	17

SEMESTER SIX:

NUMBER	COURSE	LECT.	LAB	SEM.	CR.
AMR 726	Tuina 3	1	2	54	2
ATD 717	Adv. Pulse/Tongue Dx	1	0	18	1
ACS 724	Public Health	2	0	36	2
APP 721	Practice Management	2	0	36	2
ACS 723	Clinical Education 3	0	10	220	8
AHM 713	Patent Remedies	2	0	36	2
APT 718	Pediatric Acupuncture	1	0	18	1
Total:		9	12	418	18

Total All Semesters: 76.5 582,645 118

Total: 118 credits.

830 Clinical hours/26 credits; 1815 didactic hours/92 credits.

CONTACT HOUR BY AREA:

ASIAN MEDICINE THEORY, DIAGNOSIS AND APPLICATION 324

TCM History & Philosophy	18
TCM Medical Theory	36
TCM Diagnosis I	36
TCM Diagnosis II	36
Seminar 1	18
Seminar 2	18
Seminar 3	18
Differential Dx and Pathomechanisms	36
TCM Internal Medicine	36
Case Study 1	18
Case Study Organization & Analysis	18
Acup. Gynecology	18
Advanced Pulse & Tongue Diagnosis	18

ACUPUNCTURE PRACTICE AND

TECHNIQUES 378

Point Location 1	45
Point Location 2	45
Meridian Theory	36
Acupuncture Techniques 1	72
Acupuncture Techniques 2	72
Auricular Acupuncture	18
TCM Safe Practices	54
Japanese Acupuncture Techniques	18
Pediatric Acupuncture Techniques	18

ACUPUNCTURE RELATED STUDIES 306

Taijiquan 1	27
Taijiquan 2	27
Qi Gong 1	27
Qi Gong 2	27
Tuina 1	54
Tuina 2	54
Tuina 3	54

TCM Dietetics 36

TOTAL: OM theory, diagnosis, treatment and acupuncture related studies: 1017

HERBAL MEDICINE SURVEY 90

Botanical Medicine	36
Intro to Chinese Herbal Remedies	18
Patent Remedies	36

WESTERN BASIC & BIOMEDICAL

SCIENCES 612

Anatomy 1	72
Anatomy 2	72
Physiology 1	36
Physiology 2	36
Pathology 1	36
Pathology 2	54
Clinical Diagnosis 1	90
Clinical Diagnosis 2	90
Lab Diagnosis	36
Public Health	36
Pharmacology	18
Western Nutrition	36

COUNSELING, COMMUNICATIONS, ETHICS, PRACTICE MGT 108

Evidence Informed Practices	18
Medical Ethics	18
Psychological Assessment	36
Practice Management	36

CLINICAL EDUCATION 830

Preceptorship 1	75
Preceptorship 2	75
Clinical Education 1	245
Clinical Education 2	215
Clinical Education 3	220

TOTAL PROGRAM 2,648

Total: 118 credits. Note that each preceptorship credit corresponds with 37 clock hours; each clinic credit corresponds with 28 clock hours.

830 clinical training hours/1818 didactic training hours. Of the didactic training, 747 are in the basic sciences, 1071 in Traditional Chinese Medicine

Curriculum – MS-TCM

The Master of Science in Traditional Chinese Medicine degree program is four years in length (45 months) and is scheduled on a semester basis. The curriculum of this major consists of eight (8) distinct areas:

1. Acupuncture Practice and Techniques (APT):

The nine (9) acupuncture courses introduce students to the theoretical and prac-

tical information of acupuncture therapy. The student becomes proficient in the clinical applications of acupuncture, moxabustion, cupping, electrical stimulation, and bleeding techniques. The student learns to identify acupuncture points by anatomical location, palpation, and proportional measurement. The classification, function and indications for each acupuncture point are discussed and demonstrated. In addition to the twelve bilateral channels, two midline vessels and six other extra meridians, forbidden and contraindication of points are discussed. In addition, extra points, auricular points and other categories of acupuncture points are demonstrated and treatment techniques based on these extra meridians and points are discussed and practiced.

2. Asian Medicine Theory, Diagnosis and Application (ATD):

The twelve (12) TCM medicine theory and diagnosis courses are designed to provide the student with an understanding of the scope, philosophy, theory and conceptual frame work of TCM medicine and how acupuncture specifically affects the body within the Traditional Chinese Medicine treatment paradigms. Emphasis is placed on Traditional Chinese Medicine (TCM) diagnoses and effective treatment strategies.

3. Western Biomedicine (AWB):

The twelve (12) western biomedical courses are designed to train the student fully about western medical terms, history taking, physical exam and diagnostic skills. The student learns how to make the appropriate referral and consultation, as well as the clinical relevance of laboratory and diagnostic tests and procedures.

4. Herbal Medicine Survey (AHM):

The five (5) courses in herbal medicine and dietetics give the student a basic introduction to Chinese pharmacy and dispensary practices, common OTC North American botanicals, the ethical consideration of utilizing sparse resources, and TCM clinical diet therapies. Information in the western botanical and pharmacy classes provides clear information regarding indications, contraindications and drug-herb interactions. The ethical and ecological impacts of TCM materia medica on the health of the individual and the world are explored.

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In addition, the two courses in dietetics and nutrition help the student understand the role of nutrition in patients' health. (Note that the course in western nutrition is listed under Western Biomedicine: ANT 521 Nutrition.)

5. Asian/Chinese Herbology (ACH):

The ten (10) courses in Chinese Herbology offer the student a thorough understanding of Chinese Materia Medica, Classical and Patent formulas and modifications, and the clinical application of Chinese herbs and formulae. The student becomes proficient in the theories pertinent to Chinese Herbal Medicine and the clinical applications of Chinese materia medica for a wide variety of clinical situations and patient populations. At the completion of the 10 course survey, students will have learned over 300 individual herbs and over 150 different classical and patent formulae.

6. Movement and Respiration Studies:

The seven (7) movement and respiration courses are designed to enhance the student's personal and energetic development. The student will be exposed to a wide variety of Asian movement practices that can be used to maintain their own and their patients' health care needs. In addition to the movement studies, three courses in soft tissue treatment techniques are offered.

7. Counseling, communications and practice management:

The two (2) specific courses in this area enhance the students' clinical skills, both in terms of diagnosing addressing patients' psychological health and in the area of best business practices. In addition, the courses of AWB 621 Medical Ethics, ACS 511 Evidence informed Clinical Practices, and ATD 618 Seminar 3 (cross listed in the ATD section) help students learn the fundamental skills needed for private practice, ethical and legal considerations in health care and special considerations for practice in integrated care settings.

8. Clinical Services:

The five (5) acupuncture clinical services courses and four (4) Chinese Herbology clinical services (for a total of nine – 9 – clinical experience courses) are designed to allow the student to develop clinical, interpersonal communication and deci-

sion-making skills. In addition, students learn professional conduct, efficiency and confidence in dealing with patients on a regular basis. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners as well as other health care professionals. This allows the student to understand how and when to make appropriate referrals. Clinical service rotations are available in the UBAI on-campus clinic as well as in community and hospital outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 575 patient visits and will have completed 1190 hours of clinical training (830 hours in the acupuncture/general clinical care; 360 in the herbology clinic).

CURRICULUM – MS-Traditional Chinese Medicine

SEMESTER 1

NUMBER	COURSE	LECT.	LAB	SEM.	GR.
ABS 511	Anatomy 1	4	0	72	4
ABS 515	Physiology 1	2	0	36	2
ATD 512	TCM Theory	2	0	36	2
ATD 513	TCM Diagnosis 1	2	0	36	2
ATD 511	TCM History and Philosophy	1	0	18	1
APT 511	Taijiquan 1	0	1.5	27	1
APT 512	Meridian Theory	2	0	36	2
ACS 511	Evidence Informed Practice	1	0	18	1
APT 512	Point Location 1	1.5	1	45	2
Total:		15.5	2.5	324	17

SEMESTER 2

ABS 522	Anatomy 2	4	0	72	4
ABS 525	Physiology 2	2	0	36	2
ATD 524	TCM Diagnosis 2	2	0	36	2
APT 523	Point Location 2	1.5	1	45	2
AMR 522	Taijiquan 2	0	1.5	27	1
ANT 521	Western Nutrition	2	0	36	2
AWB 521	TCM Safe Practices	1.5	1	54	2
AWB 523	Pharmacology	1	0	18	1
ATD 526	Seminar 1	1.5	0	27	1.5
Total:		15.5	3.5	351	17.5

SEMESTER 3

ACS 612	Clinical Diagnosis 1	3	2	90	4
ACS 611	Pathology 1	2	0	36	2
APT 614	Acupuncture Tech 1	2	2	72	3
AMR 613	Qigong 1	0	1.5	27	1
AHM 613	TCM Dietetics	2	0	36	2
ACS 613	Lab Diagnosis	2	0	36	2
AHM 521	Botanical Medicine	2	0	36	2
ATD 617	Seminar 2	1.5	0	27	1.5

ACH 511	Chinese Herbs for Channel Obstructions	2	0	36	2
ACS 711	Preceptorship 1	0	4	75	2
Total:		16.5	9.5	471	21.5

SEMESTER 4

ACS 623	Clinical Diagnosis 2	3	2	90	4
ACS 624	Pathology 2	3	0	54	3
APT 625	Acupuncture Techniques 2	2	2	72	3
AMR 624	Qigong 2	0	1.5	27	1
APS 621	Psych Assessment	2	0	36	2
APT 626	Auricular & Scalp Acupuncture	1	0	18	1
ACS 722	Preceptorship 2	0	4	75	2
ATD 727	Case Studies 1	1	0	18	1
AWB 621	Medical Ethics	1	0	18	1
ACH 523	Chinese Herbal Theories & Triple burner theories	1.5	0	27	1.5
Total:		14.5	9.5	435	21.5

SUMMER SESSION:

ACS 631	Clinical Education 1	0	12	245	8
APR 637	Japanese Acupuncture Techniques	1	0	18	1
ACH 635	Clinical Application of Herbs 1	2	0	36	2
AMR 627	Tuina 1	0	2	54	2
Total:		3	14	353	13

SEMESTER 5

ATD 711	Differential Diagnosis and Pathomechanisms	2	0	36	2
AMR 715	Tuina 2	1	2	54	2
ATD 715	TCM Internal Medicine	2	0	36	2
ATD 728	Case Study Organization	1	0	18	1
ATD 729	Acup. Gynecology	1	0	18	1
ATD 618	Seminar 3	1.5	0	27	1.5
ACH 512	Chinese Herb Formulae for Common Ailments	2	0	36	2
ACS 712	Clinical Education 2	0	12	215	8
Total:		10.5	14	440	19.5

SEMESTER 6

AMR 726	Tuina 3	1	2	54	2
ATD 717	Advanced Pulse & Tongue Diagnosis	1	0	18	1
ACS 724	Public Health	2	0	36	2
APP 721	Practice Management	2	0	36	2
APT 718	Pediatric Acupuncture	1	0	18	1
ACH 524	Chinese Herbs for Exogenous Disease Patterns	2.5	0	45	2.5
ACS 723	Clinical Education 3	0	12	220	8
Total:		9.5	14	427	18.5

SUMMER SESSION:

ACH 636	Chinese Formulae 1	2	0	36	2
AHM 634	Dispensary Management	1	0	18	1

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AHM 635	Pharmacognosy & Pharmacology of Chinese Herbs	1	0	18	1
ACC 611	Chinese Herb Clinic 1	0	4	130	2.5
Total :		4	4	202	6.5

SEMESTER 7

ACH 617	Clinical Application of Herbs 2	2	0	36	2
ACH 619	Chinese Formulae 2	2	0	36	2
AHM 616	Ethical and ecological considerations of Chinese materia medica	1	0	18	1
ACC 632	Chinese Herb Clinic 2A	0	2	65	1.5
ACC 723	Chinese Herb Clinic 2B	0	2	65	1.5
Total:		4	3	220	8

SEMESTER 8

ACH 628	Clinical Application of Herbs 3	2	0	36	2
ACH 641	Chinese Formulae 3	2	0	36	2
ACC 724	Chinese Herb Clinic 3	0	4	100	2
Total:		4	4	172	6

Total All Semesters: 3377 hours 149 credits

CONTACT HOUR BY AREA:

ASIAN MEDICINE THEORY, DIAGNOSIS AND APPLICATION 324

TCM History & Philosophy	18
TCM Medical Theory	36
TCM Diagnosis I	36
TCM Diagnosis II	36
Seminar 1	18
Seminar 2	18
Seminar 3	
Differential Diagnosis and Pathomechanisms	36
TCM Internal Medicine	36
Case Study 1	18
Case Study Organization & Analysis	18
TCM Gynecology	18
Advanced Pulse & Tongue Diagnosis	18

ACUPUNCTURE PRACTICE AND TECHNIQUES 378

Point Location 1	45
Point Location 2	45
Meridian Theory	36
Acupuncture Techniques 1	72
Acupuncture Techniques 2	72
Auricular Acupuncture	18
TCM Safe Practices	54
Japanese Acupuncture Techniques	18
Pediatric Acupuncture Techniques	18

ACUPUNCTURE RELATED STUDIES 270

Taijiqian 1	27
Taijiqian 2	27
Qi Gong 1	27

Qi Gong 2	27
Tuina 1	54
Tuina 2	54
Tuina 3	54

TOTAL: OM theory, diagnosis, treatment and acupuncture related studies:..... 972

HERBAL MEDICINE SURVEY 126

Botanical Medicine	36
TMC Dietetics	36
Dispensary Management	18
Pharmacognosy & Pharmacology of Chinese Herbs	18
Ethical and ecological considerations of Chinese mat. med.	18

ASIAN/CHINESE HERBOLOGY:..... 360

Chinese Herb Formulae for Pain	36
Chinese Herb Formulae for Common Ailments	36
Chinese Herbal Theories & Triple burner theories	27
Chinese Herbs for Exogenous disease patterns	45
Chinese Materia Medica	36
Chinese Formulae	36
Clinical Application of Herbs 1	36
Clinical Application of Herbs 2	36
Chinese Formulae Modifications 1	36
Chinese Formulae Modifications 2	36

TOTAL: Herbal Medicine/Dietetics and related didactic studies:..... 486

WESTERN BASIC & BIOMEDICAL SCIENCES 612

Anatomy 1	72
Anatomy 2	72
Physiology 1	36
Physiology 2	36
Pathology 1	36
Pathology 2	54
Clinical Diagnosis 1	90
Clinical Diagnosis 2	90
Lab Diagnosis	36
Public Health	36
Pharmacology	18
Western Nutrition	36

COUNSELING, COMMUNICATIONS, ETHICS, PRACTICE MGT 121

Medical Ethics	18
Psychological Assessment	36
Practice Management	36
Evidence-Informed Practices	18

CLINICAL EDUCATION 1190

Preceptorship 1	75
Preceptorship 2	75
Clinical Education 1	245
Clinical Education 2	215
Clinical Education 3	220

Chinese Herbal Clinic 1	130
Chinese Herbal Clinic 2A	65
Chinese Herbal Clinic 2B	65
Chinese Herbal Clinic 3	100

TOTAL PROGRAM 3381

Total: 149 credits/3377 hours (1190 clinical hours/2191 didactic hours)

MS-CH Curriculum

The Master of Science in Chinese Herbology degree program is two years in length (22 months) and is scheduled on a semester basis. The curriculum of this major consists of four (4) distinct areas:

1. HERBAL MEDICINE SURVEY:

The four (4) courses in herbal medicine and dietetics give the student a basic introduction to Chinese pharmacy and dispensary practices, common OTC North American botanicals, the ethical consideration of utilizing sparse resources, and TCM clinical diet therapies. Information in the western botanical and pharmacy classes provides clear information regarding indications, contraindications and drug-herb interactions. The ethical and ecological impacts of TCM materia medica on the health of the individual and the world are explored. In addition, the course in dietetics and nutrition help the student understand the role of nutrition in patients' health.

2. ASIAN/CHINESE HERBOLOGY:

The ten (10) courses in Chinese Herbology offer the student a thorough understanding of Chinese Materia Medica, Classical and Patent formulas and modifications, and the clinical application of Chinese herbs and formulae. The student becomes proficient in the theories pertinent to Chinese Herbal Medicine and the clinical applications of Chinese materia medica for a wide variety of clinical situations and patient populations. At the completion of the 10 course survey, students will have learned over 300 individual herbs and over 150 different classical and patent formulae.

3. RELATED AREAS:

The three (3) required courses in ethics, TCM diagnosis and evidence-informed clinical practices help practitioners better understand their patients, the evidence for TCM therapies, possible interactions and the ethics related to TCM clinical practice.

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4. CLINICAL EDUCATION:

The four (4) Chinese Herbology clinical services are designed to allow the student to develop clinical, interpersonal communication and decision-making skills. From inception through the end of clinical training, the student has the opportunity to observe and work with advanced TCM practitioners. Clinical service rotations are available in the UBAI on-campus clinic as well as in community outreach clinical sites. By the end of clinical training, each student will have seen a minimum of 200 patient visits and will have completed 360 hours in the herbology clinic).

CURRICULUM – MS-Chinese Herbology

SEMESTER 1

AHM 613	TCM Dietetics	2	0	36	2
ACS 511	Evidence Informed Practices	1	0	18	1
ACH 511	Chinese Herb Formulae for Channel Obstructions	2	0	36	2
ACH 512	Chinese Herb Formulae for Common Ailments	2	0	36	2
ACC 611	Herb Clinic 1	0	4	130	2.5
Total:		7	4	256	9.5

SEMESTER 2

ATD 524	TCM Diagnosis 2	2	0	36	2
ACH 523	Chinese Herbal Theories & Triple burner theories	1.5	0	27	1.5
ACH 524	Chinese Herbs for Exogenous disease patterns	2.5	0	45	2.5
AWB 621	Medical Ethics	1	0	18	1
ACC 632	Herb Clinic 2A	0	2	65	1.5
Total:		7	2	191	8.5

SUMMER SESSION

ACH 635	Clinical Application of Herbs 1	2	0	36	2
ACH 636	Chinese Formulae 1	2	0	36	2
AHM 634	Dispensary Management	1	0	18	1
AHM 635	Pharmacognosy & Pharmacy of Chinese Herbs	1	0	18	1
Total:		6	0	108	6

SEMESTER 3

ACH 617	Clinical Application of Herbs 2	2	0	36	2
ACH 619	Chinese Formulae 2	2	0	36	2
AHM 616	Ethical and ecological considerations of materia medica	1	0	18	1
ACC 723	Chinese Herb Clinic 2B	0	2	65	1.5
ACC 724	Chinese Herb Clinic 3	0	3	100	2
Total:		5	5	255	8.5

SEMESTER 4

ACH 628	Clinical Application of Herbs 3	2	0	36	2
ACH 641	Chinese Formulae 3	2	0	36	2
Total:		4	0	72	4

Total All Semesters: 882 hours/36.5 credits

ELECTIVES:

ATD 511	TCM History/Phil.	1	0	18	1
AHM 521	Botanical Medicine	2	0	36	2
ATD 711	Differential Dx and Pathomechanisms	2	0	36	2

CONTACT HOUR BY AREA:

HERBAL MEDICINE SURVEY	90
TCM Dietetics	36
Dispensary Management	18
Pharmacognosy/Pharmacology of Chinese Herbs	18
Ethical and ecological considerations of Chinese materia medica	18

ASIAN/CHINESE HERBOLOGY: 360

Chinese Herb Formulae for Channel Obstructions	36
Chinese Herb Formulae for Common Ailments	36
Chinese Herbal Theories & Triple burner theories	27
Chinese Herbs for Exogenous disease patterns	45
Clinical Application of Herbs 1	36
Chinese Formulae 1	36
Clinical Application of Herbs 2	36
Clinical Application of Herbs 3	36
Chinese Formulae 2	36
Chinese Formulae 3	36

RELATED AREAS: 72

Evidence Informed Practices	18
TCM Diagnosis 2	36
Medical Ethics	18

CLINICAL EDUCATION: 360

Chinese Herbal Clinic 1	130
Chinese Herbal Clinic 2A	65
Chinese Herbal Clinic 2B	65
Chinese Herbal Clinic 3	100

TOTAL PROGRAM 882

COURSE IDENTIFICATION

Course identification is as follows:

APT:	Acupuncture Practice and Techniques
ATD:	Asian Medicine Theory, Diagnosis and Application
AHM:	Herbal Medicine Theory
AWB:	Western Biomedicine
AMR:	Movement, Respiration and Bodywork Studies

ACS: Clinical Services

ACH: Chinese Herbal Therapies

ACC: Chinese Herbal Clinic

The course numbering for the system is as follows:

500 level – courses offered in year one

600 level – courses offered in year two

700 level – courses offered in year three or four

The second digit identifies the semester the course is given in that academic year. The third digit indicates the area.

E.g.: APT 524

APT: Acupuncture Practice and Techniques

5 – year one

2 – second semester

4 – fourth course in the area sequence

Grades

Grades earned by students are submitted to the Registrar utilizing the following designations. Grades earned are on a four (4) point scale with a grade of “A” or 4 quality points being the highest grade attained. Grades with quality points are:

GRADE QUALITY POINTS

A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
D	1.0
F	0.0

The cumulative quality point ratio (QPR) is determined by dividing the number of semester hours into the number of points earned. Transfer credits are not included in this computation.

Administrative Grades

In addition to the academic grades submitted by faculty, the following Administrative Grades are also utilized.

I: The grade of Incomplete “I” is used by the faculty to indicate that a student has not completed all course requirements. A student will have one week from the first day of the next term to meet with the faculty and complete all course requirements unless other arrangements are made with either

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the faculty member or the program Director prior to the end of the term in which the course was taken. Upon completion of the course requirements the faculty will submit the earned grade. Failure by the student to meet with the faculty and complete the requirements in one week from the first day of the next term will result in a grade of "I" being converted to a grade of "F".

Any student with a grade of "F" or "W" will be required to register for and re-take that course in its entirety when the course is regularly scheduled. Any student with a grade of "F" or "W" will not be able to register for courses for which that course is a prerequisite.

R: Students may repeat a course at any grade level below an "A". The first repeat will replace the first-time grade for the computation of the QPR.

TCR: This indicates transfer credit granted for equivalent work completed at another accredited institution.

W: Withdrawal grades are assigned on the following policy statements:

1. If the student officially withdraws from a course during the official change-of-registration period, that course does not appear on the student's transcript.
2. If a student officially withdraws from a course after the end of the change-of-registration period, but before the end of the official withdrawal period, a grade of "W" is assigned and that course remains on the student's transcript. Courses with a grade of "W" do not count toward the QPR and do not count towards "hours attempted."
3. The names of students who have officially withdrawn from a course and receive the grade of "W" are so listed on the class roster for the balance of the semester.
4. Any exceptions to the above, including late withdrawals, must be approved by the Director and the Provost before they become official and are recorded. Poor academic performance does not constitute a valid reason for late withdrawal.

Academic Policies

ATTENDANCE REQUIREMENTS:

Each student is expected to attend all lectures, laboratories and other activities associated with the total completion of a given course.

A student who is absent from class in excess of ten percent of the total class hours may have his or her grade reduced for lack of participation as outlined in the course syllabus. A student absent in excess of twenty percent of the total class hours will receive a grade of "F."

Requirements for Graduation – MS-AC

In order to be eligible for graduation from the Acupuncture Institute program, candidates must meet the following criteria:

1. Have successfully completed a minimum of 34 months of resident study in an accredited institution. The last 2 semesters (34 credits) must have been in residence at the University of Bridgeport Master of Science in Acupuncture degree program.
2. Have successfully completed all requirements of the educational program and have achieved a 2.75 cumulative grade point average.
3. Have been recommended for graduation by the faculty and the administration.
4. Have satisfactorily met all financial obligations to the Acupuncture Institute degree program, the Office of Financial Aid, commencement exercises and other University of Bridgeport offices.
5. Have passed the Clinical Entrance Exam with a score of no less than 75%, the Clinical Exit Exam and all practical clinical examinations with a grade of 70% or better.

Graduation requirements MS-TCM:

1. Have successfully completed a minimum of 46 months of resident study in an accredited institution. The last 2 semesters (34 credits) must have been in residence at the University of Bridgeport Master of Science in Traditional Chinese Medicine degree program.
2. Complete all required coursework with a grade of "C" or better

3. Complete all clinical hours
4. Complete all clinical competencies
5. Successfully pass clinical exams, including the clinical entrance exam (pass 75%), all modules of the clinical exit exam (6 modules, 70% to pass for each section), clinical practical points exam, clinical practical needling exam, clinical practical formulations exam
6. Complete an exit interview
7. Recommendation from the clinic director
8. Recommendation from the program director
9. No student will graduate from the program who has not resolved all financial obligations with the University of Bridgeport

Graduation requirements MS-CH:

1. Complete all required coursework with a grade of "C" or better
2. Complete all clinical hours
3. Complete all clinical competencies
4. Successfully pass clinical exams, including the clinical entrance exam (pass 75%), all modules of the clinical exit exam (3 modules, 70% to pass for each section), pass the clinical practical formulations exam
5. Complete an exit interview
6. Recommendation from the program director
7. No student will graduate from the program who has not resolved all financial obligations with the University of Bridgeport

GOOD ACADEMIC STANDING

Good academic standing is achieved when a student is maintaining good grades, has met all financial responsibilities to the Acupuncture Institute degree program, and is not guilty of any breach of standards governing ethical and clinical conduct.

ACADEMIC PROBATION

Academic probation occurs when the student's cumulative grade point average falls below the

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required grade point average of 2.50 or if a student receives one grade of “F” or two or more grades of “D” during a single semester. **A student who is on academic probation is not in good academic standing and is not eligible to carry a full academic course load.**

ACADEMIC REMEDIATION

A student who is on Academic Probation will be placed in a program of Academic Remediation and will be required to meet with the Director of the Institute. Academic Remediation requires a student to carry a reduced academic load. Students will be permitted to convert grades of “D” or “F” only by retaking the course the next time it is offered by the Acupuncture Institute.

Successful completion of a program of academic remediation requires a student to pass each repeated course with a “C” or better and have earned a cumulative GPA (CGPA) of 2.75 or better.

A student who has not earned a CGPA of 2.75 or better upon one semester of remediation but has shown substantial improvement in his or her course work will be allowed one more semester of remediation in order to achieve the CGPA of 2.75. A student in a program of academic remediation may ask the Director for a written definition of a minimum CGPA, or range of CGPA, which would be deemed to be substantial improvement, and for a written calculation of the semester of remediation GPA which would be necessary to achieve in order to bring the student’s CGPA into the range of substantial improvement. In such event the student shall countersign the written statement and deliver a copy of the signed document to the Director.

A student may not graduate with a grade of “D” on their transcript. Grades of “D” may not remain on the student’s transcript for more than one year and must be remediated by repeating the course and receiving a grade of “C” or better. This is not a limitation for the instructor, but rather a requirement to pass each course so that students have the appropriate level of proficiency to pass the NCCTCM Board Exams and become licensed acupuncturists. A student may remediate a grade only by retaking the course before graduation. If the student does not pass the course with a “C” or better, the student will be on Academic Probation and will be required to speak with the Director of the Acupuncture Institute before registering for any new classes.

ACADEMIC DISMISSAL

A student who after one semester of remediation does not show substantial improvement in his or her academic performance or after two semesters of academic remediation does not achieve a CGPA of 2.75 will be academically dismissed from the acupuncture program.

Academic dismissal may also occur if a student’s CGPA falls below 2.50, or if the student receives one “F” or two grades of “D” in one semester on a second occasion. Upon completion of the first semester, any student not achieving at least a 2.50 GPA will be academically dismissed from the program.

DISMISSAL FROM THE ACUPUNCTURE INSTITUTE

Academic inadequacies are not the only reason for dismissal from the Master of Science in Acupuncture degree program. The following is a list of additional causes for dismissal:

1. Failure to meet generally accepted standards of ethical and professional conduct and clinical practice. Such dismissal is subject to review by a committee of peers, faculty and administration as established by the Director of the UBAl.
2. Pleading “Guilty” or “No Contest”, or being found guilty of any crime involving moral turpitude; in the event of a pre-existing or new felony the Institute shall have the right to impose sanctions, including but not limited to dismissal, on a case by case basis.
3. Repeated violation of public policy, or demonstration of behavior that creates safety hazards and/or disrupts the order of the institution. Dismissal of this nature is subject to review by a committee of peers, faculty and administration as established by the Director of the Institute.
4. Failure to meet financial obligations or commitments to the University of Bridgeport Acupuncture Institute.

The Institute shall have the right to suspend any student from any or all privileges of a student in good standing during the pendency of any proceeding pursuant to the foregoing until such time as all University procedures are terminated.

WITHDRAWAL FROM THE PROGRAM

If a student withdraws or wishes to take a leave of absence from the University of Bridgeport Acupuncture Institute and is in good standing he or she is eligible for readmission. A student who withdraws when not in good academic standing or, who leaves without officially withdrawing seriously jeopardizes his or her chances of future readmission or admission to other acupuncture Institutes.

If a student withdraws or takes a leave of absence with plans to reenter at a later date, he or she should make this clear at the time of withdrawal.

Please note: All requirements for the master’s degree in Acupuncture (MS-AC) must be completed within five (5) years from the first matriculation to graduation. All requirements for the master’s degree in Traditional Chinese Medicine (MS-TCM) must be completed within seven (7) calendar years from the first matriculation to graduation. If a student withdraws one or more times from the program, the cumulative absences must not exceed two years.

Former University of Bridgeport Naturopathic and Chiropractic students who started acupuncture training as a combined-degree student during their professional training who then took a leave of absence or withdrew from the acupuncture institute must demonstrate competency through examination for all work completed prior to withdrawal from the program, with the exception of the basic science (“AWB”-designated) courses, upon readmission to the program. All such previously completed coursework will then be treated as transfer credit and the time frame for completion of the MS-Acup degree will be 4 years (48 months) from the date of re-entry into the UBAl program; and the time frame for completion of the MS-TCM degree will be 5 years (60 months) from the date of re-entry into the UBAl program.

If a student wishes to withdraw or take a leave of absence from the University of Bridgeport Acupuncture Institute, he or she must submit a letter to the Director stating the reason for withdrawal. The student must also complete all required paperwork from the Registrar’s office. In addition, the student should also note if he/she plans to re-enter the program and the term (Fall/Spring year) of such re-matriculation.

READMISSION TO THE PROGRAM

To be considered for readmission to the pro-

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gram after withdrawal or leave of absence, write to the Assistant Director of the Institute requesting readmission and indicate the date of re-entry desired. It is important to do this well in advance of the proposed date of readmission.

Minimum Requirements for Admission MS-AC

Students applying to the Master of Science in Acupuncture degree program should submit a completed application, an application fee, and official transcripts for undergraduate course work to the Office of Acupuncture Admissions. Admission requirements for the acupuncture program include a bachelor's degree or its equivalent (such as 120 completed semester credits).

The following courses must be included: 6 hours/ semester credits of English skills, 3 hours/semester credits psychology, 3 hours/ semester credits of social science, 6 hours/ semester credits of biology and 6 hours semester credits of chemistry. Biology and chemistry courses must include a laboratory, must be passed with a grade of C or better, and must be a course offered for science majors. Pre-professional education acquired must have been completed with a minimum Quality Point Ratio of 2.50 on the 4.00 scale.

All science prerequisites (biology and chemistry) must:

1. Be suitable for students majoring in the sciences
2. Have a related laboratory
3. Be passed with a grade of "C" (2.50 on a 4.00 scale) or better

Applicants must understand that possession of minimum requirements does not constitute a guarantee of acceptance.

The University of Bridgeport does not discriminate on the basis of sex, age, color, creed, ethnic origin or handicap in the administration of its education programs or on admission.

Minimum Requirements for Admission MS-TCM

Students applying to the Master of Science in Traditional Chinese Medicine degree program should submit a completed application, an application fee, and official transcripts for un-

dergraduate course work to the Office of Acupuncture Admissions. Admission requirements for the MS-TCM program include a bachelor's degree or its equivalent (such as 120 completed semester credits). The following courses must be included: 6 hours of English skills, 3 hours psychology, 3 hours of social science, 6 hours of biology and 6 hours of chemistry. Biology and chemistry courses must include a laboratory, must be passed with a grade of C or better, and must be a course offered for science majors. A minimum grade point average of 2.25 is required in the science prerequisites.

Minimum Requirements for Admission MS-CH

Admission requirements for the MS-CH program include a bachelor's degree or its equivalent (such as 120 completed semester credits). In addition, *all applicants must be currently licensed or registered healthcare professionals whose scope of practice includes the use of Chinese herbs and formulae*. There are also a number of bioscience and TCM prerequisites for this program:

All those seeking the MS-CH must be health care professionals for whom Chinese materia medica and formulae are part of their currently licensed/registered scope of practice.

Prerequisites - Biomedicine

- Human Anatomy – 4 semester credits
- Human Physiology – 4 semester credits
- Pharmacology – 1 semester credit
- Clinical Diagnosis (human) – 4 semester credits
- Pathology (human) – 4 semester credits

Prerequisites - TCM

- TCM Medical Theory - 36 hours, 2 semester credits
- TCM Diagnosis 1 (TCM substances, 5-elements and zang-fu) – 36 hours, 2 semester credits
- Meridian Theory/Meridian Diagnosis - 36 hours, 2 semester credits

Application Procedures

Application for admission must include:

1. A properly completed Application for Admission form
2. A NON-REFUNDABLE application fee of \$50.00
3. Official transcripts of all college records
4. Two letters of recommendation

International Applicants

International applicants must complete an Application for International Students as well as an Application to the Master of Science in Acupuncture degree program. Applicants who have completed their undergraduate pre-professional study in any foreign country must submit official copies of the records of such study as well as certified translations. These records must be evaluated by an appropriate professional agency. Any fees charged by such an agency are the responsibility of the student. Following submission of these documents the Master of Science in Acupuncture degree program, the Director of Health Sciences Admissions will make contact with the prospective student.

All applicants whose native language is not English (including US citizens) must demonstrate proficiency in English at a level appropriate for advanced scientific study. At a minimum, proficiency can be demonstrated in one of the ways listed below:

1. Achieving a score of at least 61 on the Test of English as a Foreign Language (TOEFL) internet based test (iBT) which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS). Information on the TOEFL/TSE can be obtained from TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA. (Or <http://www.ets.org>)
2. Or successfully graduate from the University of Bridgeport ELI program.

Application Deadlines

Applications must be received prior to July 1. Applications will be accepted each year until the class has been filled.

Notification of Acceptance

Applicants will be notified in writing of the de-

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cision of the Admissions Committee as soon as a decision is made.

Transfer Credit Policy

Students may apply to have some of the training required by the Acupuncture Institute for graduation transferred from another acupuncture degree-granting program, or an accredited school of post-graduate medical training. Transfer credit will be assessed by the Institute Director and is only awarded for courses similar in content and length, and with instructors similarly qualified as those given by the Acupuncture Institute. Students requesting transfer credit must provide an official course transcript, a school catalog and, if requested, a course syllabus for any course for which transfer credit is requested. Documentation of the transfer of credit awarded, and the institution from which transfer credit was awarded are kept in the student files. No less than 20 clinical credits and 14 didactic class credits must be completed at the Acupuncture Institute for the student to be eligible for graduation and the granting of the MS-Acupuncture and MS-Traditional Chinese Medicine degrees. All students, including transfer students, must complete the Clinical Entrance Exam with a score of no less than 75%, the Clinical Exit Exam and all practical clinical examinations with a grade of 70% or better to be eligible for graduation.

An applicant's credits from another Institute may be considered for transfer only under the following conditions:

1. The applicant must meet current prerequisites in force at the University of Bridgeport Acupuncture Institute at the time the student originally enrolled at the health profession institution from which the transfer is being made, regardless of having been accepted to the institution from which they are transferring. In many cases, University of Bridgeport Acupuncture Institute's requirements are higher than those for other acupuncture related professional schools.
2. Be courses for a student majoring in the medical sciences, acupuncture or TCM medicine
3. The institution from which the student is transferring must be acceptable to the Admissions Committee of the University of Bridgeport Acupuncture Institute, such

as another acupuncture degree-granting program, or an accredited school of post-graduate medical training.

4. The credits being transferred must be equivalent in credit hours content and quality to that of the University of Bridgeport Acupuncture Institute. If the University of Bridgeport Acupuncture Institute course contains a laboratory so must the course being considered for transfer. In order to verify equivalence, students may be required to provide a course description or course syllabus for comparison.
5. Only credits with a grade of "C" (2.00 on a 4.00 scale) or better are considered for transfer. Transfer credit is credit only; the transferred grade will not affect the QPR.
6. In order to obtain transfer credit the student must have graduated or have been granted an honorable withdrawal from the professional or graduate school attended.
7. To receive transfer credit for any courses taken 3 or more years prior to entering the University of Bridgeport Acupuncture Institute, and for any course completed during an apprenticeship or other non-traditional or non-accredited learning environment, the student must demonstrate competency through examination. The passing grade for such exams is 75%.
8. Credits used to satisfy the minimum prerequisites for admission must not be used for advanced placement credit.
9. All international transcripts and course descriptions must be evaluated by an approved foreign credential evaluation service.

Advanced Standing

Students who are accepted as transfer students may receive advanced standing if a substantial number of semester hours have been accepted by University of Bridgeport Acupuncture Institute. This may enable the student to complete either the MS-ACUP program in less than six semesters, or the MS-TCM degree in less than eight semesters. Transfer credit may be granted either with or without advanced standing. If advanced standing is granted:

No more than 84 credits may transfer from another institution of acupuncture or TCM

medicine for the MS-ACUP degree. No more than 110 credits may transfer from another institution of acupuncture or TCM medicine for the MS-TCM degree. No less than 20 clinical credits and 14 didactic class credits must be completed at the Acupuncture Institute for a student to be eligible for graduation and the granting of the MS-Acupuncture or MS-Traditional Chinese Medicine degree. All students, including transfer students, must complete the Clinical Entrance Exam with a score of no less than 75%, the Clinical Exit Exam and all practical clinical examinations with a grade of 70% or better to be eligible for graduation.

Advanced standing in the Acupuncture Institute requires evaluation of official transcripts and course descriptions from the institution of higher learning where the student received his or her training as described in Transfer Credit above. Foreign students must have their transcripts evaluated by a foreign transcript evaluating services, such as World Educational Services (WES). A special curriculum schedule will be made up for the student based on semester hours transferred and course availability.

Tuition will be calculated based on the number of credits being taken per semester multiplied by the single credit fee at the time of the student's attendance. If the total number of credits exceeds 13 in any one semester, the student will be responsible for paying the full time tuition rate.

If advanced standing is not granted, but some semester hours are transferable, the student will be admitted to the first semester and will be exempt from courses for which transfer credit was granted.

Former University of Bridgeport students in the other graduate-level health sciences programs who started acupuncture training as a combined-degree student during their professional training who then took a leave-of absence or withdrew from the Acupuncture Institute must demonstrate competency through examination for all work completed prior to withdrawal from the program, with the exception of the basic science ("AWB"-designated) courses, upon readmission to the program. All such previously completed coursework will then be treated as transfer credit and the time frame for completion of the MS-Acupuncture degree program will be four (4) years (48 months) from the date of re-entry into the UBAI program; and the time frame

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for completion of the MS-Traditional Chinese Medicine degree program will be five (5) years (60 months) from the date of re-entry into the UBAI program

Evaluation of advanced standing is completed by the Director of the Acupuncture Institute. Upon request, a letter is sent to the student, with a copy available in the student file, of all coursework which is acceptable for transfer credit. The transfer credit grades will not appear on official transcripts from the University of Bridgeport and the grades from those classes will not affect a student's GPA.

Course prerequisites must be completed by all students, including those taking courses as auditors, before admission to a course will be granted. Exceptions may be made by permission of the Director under the following special circumstances:

1. A student has skills equivalent to completion of the pre-requisites from non-traditional training or experience (i.e.: in an apprenticeship). Students may request a waiver from completing the pre-requisites before taking more advanced courses. Students will have to complete all such courses or demonstrate competency through examination before graduation from the Acupuncture Institute.
2. A University of Bridgeport Health Sciences graduate student requires special skills for an outreach clinic setting (e.g.: clean needle technique and auricular acupuncture for NADA-style detox treatments).

Transfer of Credit for Foreign Health Profession Institutions

To be eligible for transfer of credits, applicants from foreign acupuncture, medical, chiropractic, osteopathic or dental institutions located in countries that do not have an accreditation system equivalent to those of the United States, must submit evidence of proficiency in all work submitted for advance standing credit. Credits from foreign Institutes and universities must have transcript evaluation performed by a reputable transcript evaluation service.

To receive advanced-standing for courses taken 3 or more years prior to entering the University of Bridgeport Acupuncture Institute, and for any course completed during an apprenticeship or other non-traditional or non-accredited learning environment, the student

must demonstrate competency through examination. The passing grade for such exams is 75%.

College of Chiropractic

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Faculty: Azizi, Cantito, Ebbetts, Funk,
Good, Hughes, Kelliher, Lehman, Lisi,
Muhs, Onorato, Perle, Perrault, Saporito,
Sawitzke, Shelton, Sherman, Synkowicz,
Terry, Zolli

Chiropractic is the philosophy, art, and science which concerns itself with the relationship between structure and function of the human body, as that relationship may affect the restoration and preservation of health. The College of Chiropractic prepares students to be primary health care providers. Each student is educated to diagnose, to care for the human body, to understand and relate fundamental scientific information, and to consult with, or refer to other health care providers.

The University of Bridgeport College of Chiropractic is a non-profit, coeducational professional institution which grants the Doctor of Chiropractic (D.C.) degree to graduates who successfully complete four academic years of study including a clinical internship. The program is offered on a full-time basis with no students admitted to a part-time course of study. There are no correspondence courses offered.

All requirements for the D.C. degree must be completed with-in seven years from the dated of matriculation.

Degree

Doctor of Chiropractic (D.C.)

Accreditation & Membership

The doctor of chiropractic degree program of the University of Bridgeport College of Chiropractic is accredited by the Commission on Accreditation of the Council on Chiropractic Education, 8049 N. 85th Way, Scottsdale, AZ 85258, 480-443-8877. The College of Chiropractic is also a member of the Association of Chiropractic Colleges.

Mission Statement

Provide a comprehensive, full-time education that prepares qualified candidates to become doctors of chiropractic.

Present a clinically relevant and integrated curriculum that is evidenced-influenced in regard to basic sciences, chiropractic principles and related health sciences.

To adhere to a curriculum that emphasizes:

- The body is an integrated unit;
- The body has intrinsic self-regulating and healing mechanisms;
- Structure and function are interrelated;
- The neuromusculoskeletal system can effect the functioning of other body systems and, in turn, can be affected by these systems.

Produce graduates who will be competent to practice as portal of entry chiropractic physicians, providing diagnostic services, health services, humanistic care and conservative methods of therapeutics to assist patients in achieving health and wellness.

Advance chiropractic and its knowledge base through scholarship and research.

Provide opportunities for faculty, students and staff to engage in activities which service the needs of the chiropractic profession and the public.

Provide for continuous improvement and quality of our programs through assessment, and by fostering an atmosphere of knowledge, growth and open discussions.

Curriculum

A Doctor of Chiropractic is a physician

whose purpose is to meet the health needs of the public as a member of the healing arts. He/she gives particular attention to the relationship of structural and neurological aspects of the body and is educated in the basic and clinical sciences as well as in related health subjects. Chiropractic science concerns itself with the relationship between structure (primarily the spine), and function (primarily coordinated by the nervous system) of the human body as that relationship may affect the restoration and preservation of health..

“The DCP of the University of Bridgeport incorporates the understanding of chiropractic as a profession practicing primary health care, provides curricular and clinical evidence of that through outcome measures, and consists of education and training to prepare graduates to:

- A. Practice direct contact health care as a portal-of-entry provider for patients of all ages and genders;
- B. Assess the patient’s general health status, complaints and problems leading to a diagnosis. Specific elements of patient assessment minimally include complete health history; review of systems; physical, biomechanical and neurological examination; the analysis of vertebral and extra-vertebral subluxation; and, when clinically indicated, diagnostic imaging, clinical laboratory, and/or specialized diagnostic procedures;
- C. Develop a goal-oriented case management plan that addresses any subluxations or other neurobiomechanical problems, and that may include rehabilitation and/or other therapeutic modalities;
- D. Develop appropriate doctor/patient relationships with continuity in the chiropractic management of health problems, and coordination of care with other health-care providers; and
- E. Promote wellness by assessing health risk and providing problem-related, general and public health information, and lifestyle counseling.

The purpose of chiropractic professional education is to provide the student with a core of knowledge in the basic and clinical sciences and related health subjects sufficient

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to perform the professional obligations of a doctor of chiropractic.

A doctor of chiropractic is a primary care physician whose purpose as a practitioner of the healing arts, is to help meet the health needs of individual patients and of the public, giving particular attention to the structural and neurological aspects of the body.

The application of science in chiropractic concerns itself with the relationship between structure, primarily the spine, and function, primarily coordinated by the nervous system of the human body, as that relationship may affect the restoration and preservation of health.

Further, this application of science in chiropractic focuses on the inherent ability of the body to heal without the use of drugs or surgery.

As a gatekeeper for direct access to the health delivery system, the doctor of chiropractic's responsibilities as a primary care physician include wellness promotion, health promotion, health assessment, diagnosis and the chiropractic management of the patient's health care needs. When indicated, the doctor of chiropractic consults with, co-manages, or refers to other health care providers." (From the Council on Chiropractic Education Standards for Doctor of Chiropractic Programs, January 2007)

It is the purpose of the University of Bridgeport College of Chiropractic program to offer as a minimum those courses and objectives as suggested in the CCE standards. It is also the purpose of the UBCC program to offer a broad-based educational experience. In many cases, the educational program presented will go beyond the course offerings suggested by CCE and will also go beyond individual state laws and scope of practice.

The University of Bridgeport College of Chiropractic curriculum is divided into three phases: Basic Sciences, Clinical Sciences, and Clinical Services.

Basic Sciences

The basic Science curriculum instructs students in Anatomy, Physiology, Biochemistry, Microbiology, Public Health, and Pathology. These courses are offered primarily during the first two years of a student's education.

It is the purpose of this aspect of the program for students to develop an understanding of both normal and abnormal structure and function, homeostatic mechanisms, and to gain a foundation upon which the clinical sciences will be built.

Clinical Sciences

Students from their first semester onward are instructed in the Clinical Sciences. Course offerings include: Chiropractic History, Chiropractic Principles and Practice, Diagnosis, Radiology, Technique Procedures, Nutrition, and Physiological Therapeutics and Rehabilitation Procedures. Students are given in-depth training in the diagnosis and treatment of patients. Practical hands-on training is included beginning in Semester I and continuing to graduation. Information from the basic science curriculum is integrated into the clinical science course offerings and is a foundation upon which the clinical science courses build. Many of the clinical science courses have as a prerequisite successful completion of the basic science courses.

Clinical Services

The Clinical Services phase of the curriculum is the last and most important aspect of the UBCC program. Interns at the College's Chiropractic Health Center care for patients under the supervision and direction of licensed doctors of chiropractic. To be eligible for this part of the curriculum, students must be in good academic standing, successfully completed all courses in Semesters I thru V, and successfully completed the clinic services entrance examination. During the Clinical Services portion of the program students will continue to receive training in the clinical sciences. They will also continue to be evaluated during their internship in order to remain eligible for clinical services. To continue in Clinical Services, students must remain in good academic standing. Towards the completion of the Clinical Services program students will be administered a clinical competency examination which must be successfully completed prior to graduation.

Because each course is integrated with other course offerings, students should be aware of the prerequisite and corequisite requirements. Throughout the curriculum every effort is made to insure the relevance of

information to chiropractic principles and practice. The following is a breakdown, by subject, of the time devoted to each area of study within the curriculum.

Licensure Requirements and Career Opportunities

LICENSURE REQUIREMENTS

The Doctor of Chiropractic degree program offered by the University of Bridgeport College of Chiropractic is accredited by the Council on Chiropractic Education. As indicated in a previous section, the college meets or exceeds the minimum educational requirements suggested by the CCE. Students who receive the Doctor of Chiropractic degree from UBCC are eligible for licensure in all states, Washington, D.C., Puerto Rico, the Canadian Provinces and other foreign countries as regulated by local laws and regulations without restrictions. Licensure in many states require students to complete Parts I, II, III, and Physiotherapy examination as offered by the National Board of Chiropractic Examiners (NBCE). Additionally, states also require that students pass the Part IV Practical Examination offered by the NBCE. Students should contact the NBCE or the Federation of Chiropractic Licensing Boards (FCLB) for additional information pertaining to licensure where they wish to practice. The College maintains a directory published by FCLB in the library as well as within various offices located in the College of Chiropractic. The directory contains information pertaining to licensure and to scope of practice within each state.

CAREER OPPORTUNITIES

Approximately ninety (90%) percent of the students who have entered the UBCC have completed the requirements for graduation as outlined in this catalog. Most graduates of UBCC go directly into a private practice of their own. Other graduates work as an associate with an experienced doctor or they may rent space within an existing practice.

COMPLAINT PROCEDURES

Any complaint regarding the Doctor of Chiropractic Program and its compliance with the CCE Standards may be addressed to the

College of Chiropractic

following:

The Council on Chiropractic Education
8049 N. 85th Way
Scottsdale, AZ 85258-4321
Telephone: (480) 443-8877
Fax: (480) 483-7333
Website: www.cce-usa.org

Semester Based Curriculum

(18 WEEK PROGRAM PER SEMESTER)

NUMBER	COURSE	LECT.	LAB	SEM	CR.
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YEAR ONE

SEMESTER ONE

AN 511	Cell and Tissue Microscopic Anatomy and Physiology	3	0	54	3
AN 512	Functional Anatomy and Biomechanics I: Spinal Anatomy	3	3	108	4.5
PP 511	Principles and Practice I: Chiropractic History and Philosophy	2	0	36	2
BC 511	Biochemistry, Metabolism, and Nutrition	2	0	36	2
PP 512	Principles and Practice II: Introduction to Evidence Based Practice	2	0	36	2
AN 513	General Anatomy I: Viscera	3	3	108	4.5
TE 511	Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis	2	0	36	2
TE 511L	Chiropractic Examination Skills I: Palpation and Biomechanics of the Spine and Pelvis Lab	0	3	54	1.5
AN 514	Clinical Embryology I	1	0	18	1
		18	9	486	22.5

SEMESTER TWO

DI 521	Diagnostic Imaging I: Normal Anatomy	2	2	72	3
PH 521	Organ System Microscopic Anatomy and Physiology I	2	0	36	2
NS 521	Neuroscience I	3	0	54	3
PP 523	Principles and Practice III: Contemporary Chiropractic Studies	2	0	36	2
AN 525	General Anatomy II: Head and Neck	3	3	108	4.5
AN 526	Functional Anatomy II: Extremities	3	3	108	4.5
MB 521	Clinical Microbiology I: Introduction to Infectious Diseases	2	0	36	2

TE 522	Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities	2	0	36	2
TE 522L	Chiropractic Examination Skills II: Palpation and Biomechanics of the Extremities Lab	0	3	54	1.5
		19	11	540	24.5

YEAR TWO

SEMESTER THREE

NS 612	Neurosciences II	3	0	54	3
PA 611	Fundamentals of Pathology	2	1	54	2.5
PH 612	Organ System Microscopic Anatomy and Physiology II	4	2	108	5
MB 612	Clinical Microbiology II: Infectious Diseases	2	0	36	2
TE 613	Technique Procedures I: Introduction to Full Spine Technique	1	0	18	1
TE 613L	Technique Procedures I: Introduction to Full Spine Technique Lab	0	3	54	1.5
DX 612	Diagnostic Skills II: Orthopedic and Neurology	2	0	36	2
DX 612L	Diagnostic Skills II: Orthopedic and Neurology Lab	0	4	72	2
DX 611	Diagnostic Skills I: Physical Examination	2	0	36	2
DX 611L	Diagnostic Skills I: Physical Examination Lab	0	3	54	1.5
DI 612	Diagnostic Imaging II: Normal Anatomy	1	2	54	2
BC 612	Biochemistry, Metabolism and Nutrition II	2	0	36	2
		19	15	612	26.5

SEMESTER FOUR

PA 622	Systems Pathology	4	1	90	4.5
TE 624	Technique Procedures II: Intermediate Full Spine and Upper Extremity Technique	2	0	36	2
TE 624L	Technique Procedures II: Intermediate Full Spine and Upper Extremity Technique Lab	0	4	72	2
DI 623	Diagnostic Imaging III: Bone Pathology	2	2	72	3
DX 624	Laboratory Diagnosis	3	0	54	3
MB 623	Public Health I: Intro to Public Health and Epidemiology	2	0	36	2
DX 623	Diagnostic Skills III: Orthopedic and Neurology	2	0	36	2
DX 623L	Diagnostic Skills III: Orthopedic and Neurology Lab	0	4	72	2

TE 625	Technique Procedures III: Soft Tissue	2	0	36	2
TE 625L	Technique Procedures III: Soft Tissue Lab	0	2	36	1
CN 621	Clinical Nutrition I: Pathology and Assessment	1	0	18	1
PP 624	Principles and Practice IV: Evidence-Based Practice	2	0	36	2
		20	13	594	26.5

YEAR THREE

SEMESTER FIVE

TE 716	Technique Procedures IV: Intermediate Full Spine and Lower Extremity Technique	2	0	36	2
TE 716L	Technique Procedures IV: Intermediate Full Spine and Lower Extremity Technique Lab	0	4	72	2
DI 714	Diagnostic Imaging IV: Arthritis and Trauma	2	2	72	3
PT 711	Physiological Therapeutics I Modalities	1	0	18	1
PT 711L	Physiological Therapeutics I Modalities Lab	0	2	36	1
DD 711	Differential Diagnosis I: Internal Disorders	5	0	90	5
DD711L	Differential Diagnosis I: Internal Disorders Lab	0	2	36	1
CN 712	Clinical Nutrition: Treatment and Management	2	0	36	2
PH 713	Toxicology & Pharmacology	2	0	36	2
TE 717L	Technique Procedures V: Soft Tissue II	0	2	36	1
ER 711	Emergency Procedures	1	2	54	2
RS 711	Evidence Based Practice I	0	0	0	1
PS 711	Clinical Psychology	2	0	36	2
PP 715	Principles and Practice V: Ethics	1	0	18	1
		18	145	768	26

SEMESTER SIX

DI 725	Diagnostic Imaging V: Chest and Abdomen	1	2	54	2
TE 728	Technique Procedures VI: Advanced Chiropractic Technique I	2	0	36	2
TE 728L	Technique Procedures VI: Advanced Chiropractic Technique I Lab	0	3	54	2
DI 726	Diagnostic Imaging VI: Positioning and Physics	2	2	72	3
DD 722	Differential Diagnosis II: Neuromusculoskeletal	4	0	72	4

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PT 722	Physiological Therapeutics II: Rehabilitation	2	0	36	2
PT 722L	Physiological Therapeutics II: Rehabilitation Lab	0	2	36	1
DX 725	Special Populations	3	0	54	3
CS 721	Clinical Science I	2	4	108	4
MB 724	Public Health II: Community Health and Wellness	2	0	36	2
BP 721	Documentation and Insurance Protocols: Billing and Coding	1	0	18	1
BP 722	Business Procedures	1	0	18	1
RS 722	Evidence Based Practice II	0	0	0	1
		20	14	612	28

YEAR FOUR

SEMESTER SEVEN

CS 812	Clinical Services II	0	25	450	12.5
DI 827	Diagnostic Imaging VII: X-Ray Review	2	0	36	2
TE 819	Technique Procedures VII: Advanced Chiropractic Technique II	1.5	3	81	3
BP 813	Starting a Chiropractic Practice and Office Management	1	0	18	1
RS 813	Evidence Based Practice III: Clinical Case Studies	0	0	0	1
		4.5	28	585	19.5

SEMESTER EIGHT

CS 823	Clinical Services III	0	25	450	12.5
RS 824	Evidence Based Practice IV: Completion and Submission	0	0	0	1.5
		0	25	450	14
CS 824	Clinical Services IV(Six weeks) Summer Session	0	0	150	4

Curriculum Breakdown by Area and Hours

Basic Sciences 1152

Anatomy	504
Cellular Anatomy and Physiology	54
Functional Anatomy I; Spine	108
General Anatomy I: Visceral	108
General Anatomy II: Head & Neck	108
Functional Anatomy II: Extremities	108
Clinical Embryology	18
Physiology	180
Organ Systems Physiology I & II	144
Toxicology Pharmacology	36

Biochemistry	72
Neurosciences	108
Neuroscience I	54
Neuroscience II	54
Pathology	144
Fundamentals of Pathology	54
Systems Pathology	90
Microbiology/Public Health	144
Clinical Microbiology/Infectious Diseases I, II	72
Public Health and Wellness	72

Clinical Sciences 2268

Principles, Practice and Philosophy	144
Chiropractic History	36
Evidence Based Chiropractic	36
Contemporary Chiropractic	36
Research	36
Radiology	432
Imaging I	72
Imaging II	54
Bone Pathology	72
Arthritis	72
Chest	54
Positioning and Physics	72
X-Ray Review	36
Research	0
Thesis I, II, III, IV	0
Physiological Therapeutics	126
Physiological Therapeutics I	54
Physiological Therapeutics II: Rehabilitation	72
Differential Diagnosis	216
Differential Diagnosis I: Internal Disorders	108
Differential Diagnosis II: NMS	72
Psychology	36
Chiropractic Skills and Technique	756
Technique Skills I: Spine	90
Technique Skills II: Extremities	72
Technique Procedures I	72
Technique Procedures II	108
Technique Procedures III	72
Technique Procedures IV	108
Technique Procedures V	36

Technique Procedures VI	90
Technique Procedures VII	108
Diagnosis	414
Skills I; Physical Exam	90
Skills II: Orthopedics	108
Skills III: Neurology	108
Laboratory Diagnosis	54
Special Populations	54
Nutrition	54
Nutritional Pathology	18
Clinical Nutrition	36
Emergency Procedures	54
Business Procedures	72

Clinical Services 1158

Clinic I: Student Clinic	108
Clinic II	450
Clinic III	450
Clinic IV	150

Basic Sciences 1152

Clinical Sciences 2268

Clinical Services 1158

Total Hours 4578

Course identification for the semester curriculum is as follows:

BASIC SCIENCES

AN Anatomy	BC Biochemistry
MB Microbiology & Public Health	NS Neuroscience PA Pathology
PH Physiology	

CLINICAL SCIENCES

BP Business Procedures	CH Chiropractic Exam Skills
CN Clinical Nutrition	DD Differential Diagnosis
DI Diagnostic Imaging	DX Clinical Diagnosis
RS Emergency Procedures	PP Principles and Practice
PS Clinical Psychology	PT Physiological Therapeutics
RS Research Skills	TE Technique Procedures

CLINICAL SERVICES

CS Clinical Services

The course numbering system is as follows:

- 500 level - courses offered in year one
- 600 level - courses offered in year two
- 700 level - courses offered in year three

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800 level - courses offered in year four

The next digit identifies the semester the course is given in that academic year. The third digit indicates the sequence within that discipline.

e.g. AN 511

AN - Anatomy

5- year one

1- semester one

1 - first course in discipline sequence

Grades earned by students are submitted to the Registrar utilizing the following designations. Grades earned are on a four (4) point scale with an "A" or 4 quality points being the highest grade attained. Grades with quality points are:

GRADE QUALITY POINTS

A	4.0	C	2.0
B+	3.5	D	0.0
B	3.0	F	0.0
C+	2.5		

The cumulative quality point ratio (QPR) is determined by dividing the number of semester hours into the number of points earned. A grade of "D" is not an acceptable passing grade. Transfer credits are not included in this computation.

In addition to the Academic Grades submitted by faculty, the following Administrative Grades are also utilized.

Administrative Grades

I The grade of Incomplete "I", is used by the faculty to indicate that a student has not completed all course requirements. A student will have one week from the last day of the term to meet with the faculty and complete all course requirements. Upon completion of the course requirements the faculty will submit the earned grade. Failure by the student to meet with the faculty and complete the requirements in one week from the last day of the term will result in the grade of "I" being converted to a grade of "F."

Any student with a grade of "F" or "W" will be required to register and retake that course in its entirety when

the course is regularly scheduled. Any student with a grade of "F" or "W" will not be eligible to register for courses for which that course is a prerequisite.

R Students may repeat a course at any grade level below "A". The first repeat will replace the first-time grade for the computation of the QPR.

TCR This indicates transfer credit granted for equivalent work completed at another accredited institution.

W Withdrawal grades are assigned based on the following policy statements:

1. If the student officially withdraws from a course during the official change-of-registration period, that course does not appear on the student's transcript.
2. If a student officially withdraws from a course after the end of the change-of-registration period, but before the end of the official withdrawal period, a grade of "W" is assigned and that course remains on the student's transcript. Courses with a grade of "W" do not count toward the QPR and do not count toward "hours attempted."
3. The names of students who have officially withdrawn from a course and receive the grade of "W" are so listed on the class roster for the balance of the semester.
4. Any exceptions to the above, including late withdrawals, must be approved by the Dean and the Provost before they become official and are recorded. Poor academic performance does not constitute a valid reason for late withdrawal.

Academic policies used to manage and direct the academic program are:

1. Attendance Requirements
2. Requirements for Graduation
3. Good Academic Standing
4. Academic Warning, Probation and Dismissal
5. Dismissal from the College (Non-Academic)
6. Withdrawal from the Program
7. Readmission to the Program

Attendance Requirements

Each student is expected to attend all lectures and laboratories and other activities as-

sociated with the total completion of a given course.

A student who is absent from class in excess of ten percent of the total class hours may have his or her grade reduced for lack of participation as outlined in the course syllabus. A student absent in excess of twenty percent of the total class hours will receive a grade of "F."

Requirements for Graduation

In order to be eligible for graduation from the College, candidates must meet the following criteria:

1. Have successfully completed a minimum of four academic years of resident study in an accredited institution granting a first professional degree. The last 3 semesters must have been in residence at the University of Bridgeport College of Chiropractic. A student must complete at least 25% of the program to qualify for a UBCC degree and have completed all requirements within 7 years of matriculations.
2. Have successfully completed all requirements of the educational program and have achieved a 2.50 cumulative grade point average.
3. Have successfully passed parts I and II of the National Board of Chiropractic Examiners.
4. Have been recommended for graduation by the College Faculty and Administration.
5. Have satisfactorily met all financial obligations to the College, Office of Financial Aid, publication of the class yearbook and commencement exercises.

Satisfactory Academic Progress

Students enrolled in the UBCC Doctor of Chiropractic degree program are in good academic standing and are making satisfactory academic progress, if they have successfully achieved the following criteria upon completion of their most recent semester of course work:

1. Did not receive a grade of "F or D" in any course, and
2. Maintain a cumulative grade point average of 2.50 or better.

College of Chiropractic

A student who has not achieved the above criteria is not making satisfactory academic progress and will be required to follow the criteria as outlined in the catalog regarding Academic Probation and Dismissal.

Good Academic Standing

Good academic standing is achieved when a student is maintaining good grades, has met all financial responsibilities to the College and is not guilty of any breach of the standards governing ethical and clinical conduct.

ACADEMIC WARNING, PROBATION AND DISMISSAL

Safeguards have been built into the system to protect students who are not performing well academically from suffering academic failure. During the semester, the faculty reports to the Dean on a regular basis, concerning the grades of all students in their courses. If it is noted that particular students are doing poorly, these students will be contacted to set up an interview. The interview will consist of a discussion of the causes for the student's poor performance and ways in which he or she might improve a grade.

ACADEMIC WARNING

Academic warning will result when the following is taking place:

1. The most recent semester quality point ratio falls below a 2.00.

ACADEMIC PROBATION

Academic Probation occurs when the student's QPR falls below 2.50 or if a student receives a grade of "F or D" in one or more courses. A student on academic probation is not eligible to carry a full academic course load.

ACADEMIC REMEDIATION

A student on academic probation will be placed in a program of Academic Remediation. The student is required to meet with the Associate Dean of the College to determine what courses will be retaken to satisfy the requirements of Remediation. In general, academic Remediation requires a student to repeat all grades of "F or D", carry a reduced academic load.

ACADEMIC DISMISSAL

A student who does not show substantial academic improvement after one semester of Remediation, or who is unable to achieve a QPR of 2.50 after two semester of Remediation will be dismissed from the College of Chiropractic.

Academic dismissal may also occur if a student's QPR falls below a 2.50 on a second occasion.

Any student not achieving a QPR of at least 1.75 upon completion of the first semester of study will be academically dismissed from the College of Chiropractic.

DISMISSAL FROM THE COLLEGE

Academic inadequacies are not the only reasons for dismissal from the College or University. The following is a list of additional causes for dismissal:

1. Failure to meet the generally accepted standards of ethical conduct and clinical practice. Dismissal of this nature is subject to review by a committee of peers, faculty and administration.
2. Pleading guilty or "nolo contende," or being found guilty of any crime involving moral turpitude or being felonious in nature.
3. Repeated violation of public policy, or the demonstration of behavior that creates safety hazards and/or disrupts the order of the institution. Dismissal of this nature is subject to review by a committee of peers, faculty and administration.
4. Failure to meet financial obligations or commitments to the College or University.

WITHDRAWAL FROM THE PROGRAM

If a student withdraws from University of Bridgeport College of Chiropractic in good standing he or she is eligible for readmission. A student who withdraws when not in good academic standing or, who leaves without officially withdrawing, seriously jeopardizes his or her chances of future readmission.

If a student withdraws with plans to re-enter at a later date, he or she should make this clear at the time of withdrawal.

All requirements for the doctoral degree must be completed within seven years from the first matriculation to graduation. If a student withdraws one or more times from the program, the cumulative absences must not exceed three and one half years.

READMISSION TO THE PROGRAM

To be readmitted to the program after withdrawal, a student must write to the Associate Dean for Academic Affairs requesting re-admission and indicate the date of re-entry desired. It is important to do this well in advance of such a date.

Minimum Requirements for Admission

The University of Bridgeport College of Chiropractic does not discriminate on the basis of sex, age, color, creed, ethnic origin or handicap in the administration of its education programs or on admissions.

All candidates for admission must furnish proof of having acquired three years (90 acceptable semester hours or more) of study, creditable towards a baccalaureate degree, taken in accredited, degree-granting institutions. Pre-professional education acquired must have been completed with a minimum cumulative Quality Point Ratio of 2.50 on a 4.00 scale. A baccalaureate degree is recommended.

All candidates must have completed the following specific courses as part of their pre-professional preparation:

Communication/Language Skills
6 Semester Hours

Psychology
3 Semester Hours

Chemistry: General and Organic (w/ Lab)
12 Semester Hours

General: *3 semester hours minimum*

Organic: *9 semester hours minimum*

Electives (Social Sciences/Humanities)
15 Semester Hours

General Bio/Anat & Phys (w/ Lab)
8 Semester Hours (2 consecutive courses)

General Physics (w/ Lab) and related Studies
8 Semester Hours

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All bio/anat & phys, chemistry and physics courses must:

- Be courses suitable for students majoring in sciences.
- Consist of a first semester and second semester course in each subject.
- Be passed with a grade of "C" (2.00 on a 4.00 scale) or better. Cumulative science quality point ratio must be 2.25 or better.
- Have a related laboratory.

For Admission beginning with the fall 2003, all matriculants must furnish proof of having earned a minimum of 30 semester hours in upper division credits.

A personal interview is required. Under extenuating circumstances a telephone interview will be granted.

Applicants must understand that possession of minimum entrance requirements does not constitute a guarantee of acceptance. Each entering class is selected from a large pool of eligible candidates, a majority of whom have completed four-year degrees. Those students selected for acceptance usually have obtained grades which are substantially higher than the minimum requirement.

Physical Qualifications for Admissions

The following physical qualifications are required for participation in the doctoral degree program at the UB College of Chiropractic. These qualifications are essential for the preparation of the Doctor of Chiropractic. Students at the College must be able to perform at a high level of competency in all phases of classroom, clinic, and laboratory activities as they will ultimately use the knowledge attained as Doctors of Chiropractic.

The qualifications are as follows:

1. The student must possess the coordination and use of both upper limbs as their use is required for, among other skills, the performance of the chiropractic adjustment, the primary skill of a practicing Doctor of Chiropractic.
2. The student must possess manual dexterity so that he/she may perform in the various clinical, chiropractic, and basic science laboratories without posing a

threat to him/herself, patients, or his/her fellow students' safety and well-being.

3. The student must have the ability to stand not only in the performance of manipulative procedures but others as well.
4. The student must have hearing and visual senses, appropriately assisted if needed, acute enough to individually record patient histories, to provide routine safety instructions, and perform stethoscopic and other auscultatory examinations, to read all forms of diagnostic imaging, and to perform microscopy examinations so that he/she can adequately interpret normal, abnormal, and pathological changes.

Handicapped persons will not be summarily denied admission, nor will higher scholastic requirements be demanded of them. They, like all other students, must carry out classroom, laboratory, and clinical assignments, including microscopic work, x-ray interpretation and techniques, or the equivalent; pass written, oral, and practical examinations and meet all the requirements of the College.

Cancellation of Admission or Registration

The college reserves the right to cancel the admission or registration of individuals whose attendance at the college, in the opinion of the appropriate administrative officers and dean, is not mutually beneficial to that person and to the institution.

Individuals who have registered at other educational institutions may not disregard such records and make application on the basis of high school and selected college transcripts.

Applicants who gain admission to the college on the basis of incomplete or fraudulent credentials or misrepresentations in their written application for admission may have their:

- admission and registration canceled without refund of any fees; and
- total credits rescinded that have been earned following such admissions; and
- future registration at the college prohibited.

Pre-Professional Requirements for Licensure

It is most important that all candidates for admission thoroughly investigate the specific

requirements of each state in which they plan to practice. In some cases, pre-professional requirements must be completed prior to entrance into a chiropractic program in order to be qualified to apply for a state licensing examination.

International Applicants

International Applicants must complete an Application for International Students as well as an Application to the College of Chiropractic.

Applicants who have done pre-professional study in foreign countries must submit official copies of the records of such study as well as translations if the original records are not in English. Usually, these records must be evaluated by an appropriate professional agency. Any fees charged by such an agency are the responsibility of the student. Following submission of these documents to UBCC, the Director of Admissions will make contact with the prospective student.

If the applicant is a native of a foreign country, he or she must demonstrate proficiency in English at a level appropriate for advanced study. At a minimum proficiency can be demonstrated in one of the ways listed below:

1. A score of 550 or better on the Test of English as a Foreign Language (TOEFL) AND a score of 50 or better on the Test of Spoken English (TSE). Information on the TOEFL/TSE can be obtained from TOEFL, P.O. Box 6151, Princeton, NJ 08541-6151, USA or;
2. Receipt of a grade "C" or better in one semester of English at an accredited U.S. college or university or;
3. A letter showing successful completion of the University of Bridgeport's English Language Institute.

Application Procedures

Application for admission must include:

1. A properly completed Application for Admission form.
2. Application Fee.

The applicant must provide the following to the Director of Admissions:

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1. Official transcripts of all college records.
2. Three letters of recommendation, one must be from a health care professional.

Selection of Candidates

The University of Bridgeport College of Chiropractic is coeducational and does not discriminate against any applicant on the basis of sex, race, creed, color or national origin. (Title VI, Civil Rights Act 1964)

All eligible finalists are invited for a personal interview before any action is taken upon their application.

Among the qualities typical of most successful candidates for admission, the following are especially important:

1. Superior communication skills, both oral and written.
2. Evidence of strong motivation to becoming a helping professional and, more specifically, a chiropractor.
3. Initiative and honesty as evidenced in the candidates' transactions within the application process and in all information submitted in support of the application.
4. Academic achievement which compares favorably with that of successful students at the University of Bridgeport College of Chiropractic.

Application Deadlines

Applications for admission may be submitted at any time.

NOTIFICATION OF ACCEPTANCE

Applicants will be notified in writing of the decision of the Admissions Committee as soon as a decision is made.

Transfer Students

Transfer Credit

The University of Bridgeport College of Chiropractic may grant transfer credit for courses taken in accredited professional and graduate schools. In doing so, the following requirements must be met:

1. The courses taken must have content equivalent to courses given at UBCC. If the UBCC course contains a laboratory, so must the course being considered for transfer.
2. A course being considered for transfer must have credits and hours equivalent to or greater than the same course at UBCC.
3. Any course to be transferred must have been passed with a grade of C or better. (2.0 on a 4.00 scale.)
4. A transferred course carries credit equal to the UBCC course for which credit is granted. The original grade earned is not transferred and does not affect the student's QPR at UBCC.
5. In order to obtain transfer credit the student must have been granted an honorable withdrawal from the professional or graduate school attended. An overall Grade Point Average (GPA) of a 2.50 (on a 4.0 scale) or higher must be achieved in order to be considered for transfer status or advanced standing.

It is important to note that all transfer students must meet the entry level prerequisite requirements for first semester students regardless of having been accepted to the institution from which they are transferring. In many cases, UBCC's requirements are higher than those for other chiropractic and professional schools.

Prospective transfer students should note that an admissions application to UBCC is needed in order to begin a review for transfer credit. Students wishing to transfer must provide the Admissions Committee with an official transcript and a catalog from the chiropractic, professional or graduate school/s from which they are transferring, as well as a syllabus from each course for which the student is requesting transfer credit.

Advanced Standing

Students who are accepted as transfer students may receive advanced standing if a substantial number of semester hours have been accepted by UBCC. This could possibly enable the student to complete the D.C. program in less than 8 semesters. Transfer credit may be granted either with or without

advanced standing. Effective Fall 2005, The University of Bridgeport College of Chiropractic will grant no more than a maximum of 20% of advanced standing credit/hours towards our curriculum. A transfer student is eligible to receive no more than 42 transfer credits. Potential transfer students should be aware that in most cases they would have to complete approximately, 3 to 3 1/2 years at UBCC if accepted. If advanced standing is granted:

1. A special curriculum schedule will be made up for the student based on semester hours transferred and course availability.
2. Tuition will be calculated based on the number of credits being taken per semester multiplied by the single credit fee (if less than 14 credits per semester) at the time of the student's attendance.

If advanced standing is not granted, but some semester hours are transferable, the student will be admitted to the first semester and will be exempt from courses for which transfer credit was granted.

College of Naturopathic Medicine

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Naturopathic medicine is a distinct profession of primary health care that emphasizes prevention and treatment of disease, and promotion of optimal health and wellness through the use of natural therapies that enhance the inherent healing wisdom of nature, the vis medicatrix naturae. Rooted in tradition, naturopathic physicians utilize clinical nutrition, botanical medicine, homeopathy, physical medicine, and other natural modalities to help patients thrive. Most naturopathic physicians are in private practice, though opportunities in group and integrative practice settings, research, and education are rapidly growing. The University of Bridgeport, College of Naturopathic Medicine (UBNMC) trains students to a broad scope of practice, to prepare students to practice across North America. Students are

responsible for being informed of licensure requirements and scope of practice in the legal jurisdiction in which they plan to practice.

Degree

Doctor of Naturopathic Medicine (N.D.)

Recognition and Memberships

UBCNM is approved to offer the degree of Doctor of Naturopathic Medicine by the Connecticut State Office of Higher Education. The College of Naturopathic Medicine program is accredited by the Council on Naturopathic Medical Education (CNME). Their contact information is P.O. Box 178, Great Barrington, MA 01230, telephone: 413-528-8877, and email: staff@cnme.org. The University of Bridgeport is accredited by the Council on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). UBCNM is an institutional member of the Association of Accredited Naturopathic Medical Colleges (AANMC).

College of Naturopathic Medicine Mission Statement

The Mission of UBCNM is to prepare individuals to become physicians who are leaders in patient-centered, collaborative, and sustainable healthcare settings and are guided by a commitment to the philosophy, principles and traditions of naturopathic healing and medicine.

Program Competencies

Prior to graduation from the College of Naturopathic Medicine students are required to meet the standards of knowledge, behaviors and practices associated with competency development in naturopathic medicine. These competencies have been established to confirm that graduates from the UBCNM possess the knowledge, values, technical ability, clinical reasoning and communication skills needed to practice medicine safely and effectively. Additionally, it is expected that as medical professionals our graduates will integrate reflection, research and professional development into their medical practices. Competencies include:

1. Patient Care
 - Gather complete, relevant patient information

- Document encounters including reporting of information and development of an assessment and plan efficiently and accurately.
- Apply clinical reasoning to patient management
- Utilize principles of Naturopathic Medicine in assessment and treatment
- Adhere to the therapeutic order in the context of patient management
- Apply universal precautions accurately and effectively

2. Communication

- Maintain cultural awareness and sensitivity
- Articulate clearly and responsibly in verbal, non-verbal and written forms
- Employ active listening
- Choose effective communication tools and techniques including communication technologies to facilitate discussion and enhanced team function

3. Interpersonal Skills

- Interact effectively and collaboratively within patient care, public and professional settings
- Respond appropriately to verbal and non-verbal cues
- Use respectful language in all interactions, including challenging situations and conflicts

4. Medical Knowledge

- Demonstrate an understanding of established and evolving knowledge of the biomedical and clinical sciences
- Apply comprehensive understanding of medical knowledge to patient care
- Employ principles of public health, prevention, and wellness in case management
- Demonstrate curiosity, objectivity and the use of clinical reasoning in the acquisition of knowledge

5. Professionalism

- Form doctor-patient relationships that are patient-centered
- Demonstrate commitment to the profession in a variety of settings, including but not limited to clinical, educational and public environments

College of Naturopathic Medicine

- Practice ethical behavior that is honest, moral and responsible
 - Adhere to institutional and professional standards for personal, patient and public safety
6. Values
- Display a commitment to naturopathic principles and philosophy
 - Demonstrate reflective practice that incorporates self-care
 - Respond to needs of patients and society while

Naturopathic Principles and Practice

The American Association of Naturopathic Physicians has adopted the following official definition of Naturopathic Medicine, its principles and practice:

Naturopathic medicine is a distinct system of primary healthcare — an art, science, philosophy and practice of diagnosis, treatment and prevention of illness. Naturopathic medicine is distinguished by the principles upon which its practice is based. The principles are continually reexamined in the light of scientific advances. The techniques of naturopathic medicine include modern and traditional, scientific and empirical methods. The following principles are the foundation of naturopathic medical practice:

The Healing Power of Nature (*Vis Medicatrix Naturae*): Naturopathic medicine recognizes an inherent self-healing process in the person which is ordered and intelligent. Naturopathic physicians act to identify and remove obstacles to healing and recovery, and to facilitate and augment this inherent self-healing process.

Identify and Treat the Causes (*Tolle Causam*): The naturopathic physician seeks to identify and remove the underlying causes of illness, rather than to merely eliminate or suppress symptoms.

First Do No Harm (*Primum Non Nocere*): Naturopathic physicians follow three guidelines to avoid harming a patient:

- Utilize methods and medicinal substances which minimize the risk of harmful side effects, using the least force necessary to diagnose and treat;

- Avoid when possible the harmful suppression of symptoms;
- Acknowledge, respect and work with the individual's self-healing process.

Doctor As Teacher (Docere): Naturopathic physicians educate their patients and empower them to take responsibility for their health. They also recognize and employ the therapeutic potential of the doctor-patient relationship.

Treat the Whole Person: Naturopathic physicians treat each patient by taking into account individual physical, mental, emotional, genetic, environmental, social, and other factors. Since total health also includes spiritual health, naturopathic physicians encourage individuals to pursue their personal spiritual development.

Prevention: Naturopathic physicians emphasize the prevention of disease — assessing risk factors, heredity and susceptibility to disease and making appropriate interventions in partnership with their patients to prevent illness. Naturopathic medicine is committed to the creation of a healthy world in which humanity may thrive.

PRACTICE

Naturopathic Methods: Naturopathic medicine is defined by its principles. Diagnostic methods, treatments and modalities are selected and applied based upon these principles in relationship to the unique individual needs of each patient.

Naturopathic Practice: Naturopathic practice includes the following diagnostic and therapeutic modalities: clinical nutrition; botanical medicine; naturopathic physical medicine including naturopathic manipulative therapy; public health measures and hygiene; health counseling; minor surgery; homeopathy; acupuncture; naturopathic obstetrics (natural childbirth); and laboratory assessment, diagnostic imaging, and clinical diagnosis.

Curriculum

The academic and clinical curriculum at UBC-NM is an intensive four-year, full-time, that provides students with a foundation in the knowledge and skills essential to the practice of naturopathic medicine. This doctoral degree prepares students for the Naturopathic

Physicians Licensing Exam (NPLEX), required for state and provincial licensing exams, and for the general practice of naturopathic medicine.

The curriculum, instruction and clinical experiences are designed to prepare graduates to be competent physicians offering comprehensive healthcare, using traditional and up-to-date methods and modalities in accordance with the principles of Naturopathic Medicine. The first year of the program is devoted to biomedical sciences and naturopathic philosophy. The second year of training is focused on clinical sciences and the beginning of coursework in therapeutic modalities. The last two years focus on naturopathic case management related to organ systems, special populations (e.g., pediatrics and geriatrics), in addition to advanced study of therapeutic modalities.

Clinical training begins during the second year of study, through observation of patient care. During the 3rd year of training, students provide a supportive role in patient care at the on-campus UB Clinics and off-site community clinics in the surrounding area, under the supervision and direction of naturopathic physicians and other licensed physicians. To be eligible for clinical education training and credit, students must be in good academic standing, successfully complete required courses in Semesters I through IV, pass the Clinic Entrance Exam, as well as have current CPR certification.

The course of study consists of four academic years each consisting of two 18-week semesters, as well as some summer and holiday clinic shifts.

COURSE IDENTIFICATION

All CNM courses are identified with the letter "N" as the first letter in the course description, e.g., NBS511 Anatomy I.

Course identification is as follows:

NBS	Basic Sciences
NBM	Botanical Medicine
NNT	Clinical Nutrition
NCS	Clinical Services
NHM	Homeopathic Medicine
NOB	Naturopathic Obstetrics
NNP	Naturopathic Practice/Organ System
NPP	Naturopathic Principles and Practice
TCM	Traditional Chinese Medicine
NPM	Physical Medicine

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NPS Psychology
 NRS Research
 NCE Clinical Education

The course numbering system is as follows:

500 level — courses offered in year one
 600 level — courses offered in year two
 700 level — courses offered in year three
 800 level — courses offered in year four

The second digit identifies the semester the course is given in that academic year. The third digit indicates the number of the course in that sequence, e.g., BS 525 = BS - Basic Science, and 5 - year one.

Semester Based Curriculum

YEAR 1

SEMESTER I

NUMBER	COURSE	LECT	LAB	CR.	SEM.
NBM 521	Phytotherapeutics	1.5	0	1.5	27
NBS 511	Anatomy I	4	0	4	72
NBS 511L	Anatomy Lab I	0	3	1.5	54
NBS 512	Histology	2	0	2	36
NBS 513	Embryology	1	0	1	18
NBS 514	Biochemistry I	2	0	2	36
NBS 515	Physiology I	3	0	3	54
TCM 511	TCM Theory	2	0	2	36
TCM 521	TCM Diagnosis I	2	0	2	36
NPP 512	Philosophy of Nat Med I	1	0	1	18
NPS 501	Counseling Skills I	1	1	1.5	36
NBS 529	Biomedical Integration Lab I	0	4	2	72
NBM 511	Botanical Pharmacy Lab	0	1	0.5	18
Total		19.5	9	24	513

SEMESTER II

NUMBER	COURSE	LECT	LAB	CR.	SEM.
NBS 521	Anatomy II	4	0	4	72
NBS 511L	Anatomy Lab II	0	3	1.5	54
NBS 524	Biochemistry II	2	0	2	36
NBS 525	Physiology II	3	0	3	54
NBS 526	Neuroscience	2	0	2	36
NCS 524A	Public Health & Micro I	2	1	2.5	54
NPM 522	Living Anatomy: Palpation	0	1.5	0.75	27
NPM 523	Hydrotherapy	1	1.5	1.75	45
NPP 511	History of Naturopathic Medicine	1.5	0	1.5	27
NPS 511	Physician Heal Thyself	0	1	0.5	18
NRS 521	Research	1	0	2	36
NBM 511	Botanical Pharmacy Lab	0	1	1	18
NCE 511	Exploring Primary Care Medicine	1	0	1	18
NBS 530	Biomedical Integration Lab II	0	4	2	72
Total		17.5	13	25.5	567

YEAR 2

SEMESTER III

NUMBER	COURSE	LECT	LAB	CR.	SEM.
NBM 611	Botanical Medicine I	2	0	2	36
NCE 631	Clinical Practicum I	0	1	0.5	16
NCS 611	Intro to Pathology	3	2	4	90
NCS 612	Clinical, Physical and Lab Diag. I	6	0	6	108
NCS 612L	Physical Examination Lab I	0	2	1	36
NCS 613L	Laboratory Diagnosis Lab I	0	1	0.75	18
NCS 614B	Public Health & Micro II	2	1	2.5	54
NCS 619	Diagnostic Imaging	2	0	2	36
NNT 611	Nutrition I	2	0	2	36
NPM 621	Orthopedic Assessment	1	1	1.5	36
NCS 616	Immunology	2	0	2	36
NCS 617	Medical Genetics	1	0	1	18
Total		21	8	25.25	520

SEMESTER IV

NUMBER	COURSE	LECT	LAB	CR.	SEM.
NBM 621	Botanical Medicine II	2	0	2	36
NCE 641	Clinical Practicum II	0	1	0.5	16
NCS 621	Pathology and Dx Imaging	4	1	4.5	90
NCS 622	Clinical, Physical and Lab Diag. II	6	0	6	108
NCS 622L	Physical Examination Lab II	0	2	1	36
NCS 623L	Laboratory Diagnosis Lab II	0	1	0.75	18
NHM 621	Homeopathy I	2	0	2	36
NNT 621	Nutrition II	2	0	2	36
NPM 612	Physiological Therapeutics	1	2	2	54
NPP 621	Intro to Biochemical Individuality	1	0	1	18
NOM 511	TCM	2	0	2	36
NPS 621	Psychological Assessment	2	0	2	36
Total		22	7	25.25	520

YEAR 3

SEMESTER V

NUMBER	COURSE	LECT	LAB	CR.	SEM.
* Clinic Education		0	12	6	198
NBM 711	Botanical Medicine III	2	0	2	36
NPS 711	Counseling Skills II	1	1	1.5	36
NHM 711	Homeopathy II	2	0	2	36
NNP 725	Gynecology	2	0	2	36
NNT 711	Nutrition III	2	0	2	36
NPM 711	Naturopathic Manipulation I	1	4	3	90
NCS 714	Clinical Forum I	0	2	1	36
NNP 713	Gastroenterology	2	0	2	36
NPP 711	Practice Management I	1.5	0	1.5	27
NRS 711	Thesis I	1	0	1	18
Total		14.5	19	24	585

SEMESTER VI

NUMBER	COURSE	LECT	LAB	CR.	SEM.
* Clinic Education		0	12	6	198
NCS 812	Environmental Medicine	1.5	0	1.5	27
NCS 723	Clinical Forum II	0	2	1	36
NCS 724	Emergency Procedures	1	0	1	18
NHM 721	Homeopathy III	2	0	2	36
NNT 721	Nutrition IV	2	0	2	36
NPM 721	Naturopathic Manipulation II	1	4	3	90
NNP 725L	Gynecology Lab	0	1	0.5	18
NCS 721	Pharmacology I	2	0	2	36
NNP 722	Cardiology	2	0	2	36
NNP 721	Pediatrics	2	0	2	36
NPP 722	Philosophy of Nat Med II	1	0	1	18
Total		14.5	19	24	585

YEAR 4

SEMESTER VII

NUMBER	COURSE	LECT	LAB	CR.	SEM.
* Clinic Education		0	20	10	330
NHM 821	Homeopathy IV	2	0	2	36
NNP 814	Urology/Proctology	1	0	1	18
NCS 811	Pharmacology II	2	0	2	36
NPP 822	Practice Management II	1.5	0	1.5	27
NNP 811	EENT	1	0.5	1.25	27
NNP 824	Dermatology	1.5	0	1.5	27
NNP 812	Endocrinology	2	0	2	36
NPM 821	Therapeutic Ex/Sports Medicine	2	0	2	36
NOB 811	Obstetrics	2	0	2	36
NRS 811	Thesis II	1	0	1	18
Total		16	20.5	26.25	627

SEMESTER VIII

NUMBER	COURSE	LECT	LAB	CR.	SEM.
* Clinic Education		0	20	10	330
NNP 821	Geriatrics	1	0	1	18
NNP 826	Rheumatology	1	0	1	18
NNP 823	Oncology	1.5	0	1.5	27
NNP 825	Minor Surgery	1	1	1.5	36
NPP 821	Jurisprudence/Ethics	1.5	0	1.5	27
NNP 813	Neurology	1.5	0	1.5	27
NPS 713	Mind-Body Medicine	2	0	2	36
Total		9.5	21	20	519

Academic	134.5	52.5	162.25	3380
Clinical Education	0	64	32	1056 [^]
GRAND TOTALS	134.5	116.5	194.25	4436

*Please see Clinical Education section for specific clinical rotations offered.

[^]Does not include Grand Rounds, Dispensary, Preceptorship, or Community Service hours.

College of Naturopathic Medicine

Elective Courses

Elective courses are offered to allow specialization and/or certification in various areas of naturopathic practice. Some, but not all, licensing jurisdictions require a specific minimum number of didactic hours for the practice of these specialties. Currently, the following courses are offered as electives by the college:

NNP 712 Generative Medicine I

NNP 828 Generative Medicine II

NCE 821 IV Therapeutics

GRADES

Grades earned by students are submitted to the Registrar utilizing the following designations. Grades earned are on a four (4)-point scale with an "A" or 4 quality points being the highest grade attained.

GRADE QUALITY POINTS

A	4.0
B+	3.5
B	3.0
C+	2.5
C	2.0
F	0.0

The cumulative quality point ratio (QPR) is determined by dividing the number of semester hours into the number of points earned. Transfer credits are not included in this computation. Clinic Grades are: Satisfactory (S) or Failure (F).

Refer to the UBCNM Student Handbook for policies regarding a grade of "F".

Administrative Grades

In addition to the Academic Grades submitted by faculty, the following Administrative Grades are also utilized: I (Incomplete), TCR (Transfer Credit), and W (Withdrawal).

I: The grade of Incomplete (I) may be requested by a student and is used by the faculty, with the prior approval of the Associate Dean, to indicate that a student has not completed all course requirements for approved reasons. These include documented medical emergencies of the student or immediate family member.

To be eligible for an Incomplete, a student must have attended a minimum of 75% of the course hours. The faculty member and the Associate Dean may approve the student's request for an Incomplete. Upon approval, the faculty member and Associate Dean will determine the time granted to complete the course requirements. Once the student has completed course requirements within the approved time frame, the faculty member will submit the earned grade. If the requirements are not completed within the approved time frame, the course grade will be converted from an "I" to an "F".

Any student with a grade of "F" or "W" will not be eligible to register for courses for which that course is a prerequisite without approval by the Associate Dean of Academic Affairs.

TCR: Transfer credit granted for equivalent graduate work completed at another accredited institution.

W: Withdrawal grades are assigned on the following policy statements:

- If a student officially withdraws from a course during the official change-of-registration period, that course does not appear on the student's transcript.
- If a student officially withdraws from a course after the end of the change-of-registration period, but before the end of the official withdrawal period, a grade of "W" is assigned and that course remains on the student's transcript. Courses with a grade of "W" do not count toward the QPR.
- The names of students who have officially withdrawn from a course and receive the grade of "W" are so listed on the class roster for the balance of the semester.
- Any exceptions must be approved by the Associate Dean of Academic Affairs.

Academic Policies

See the UBCNM Student Handbook for the most current and complete description of College policies and procedures.

ATTENDANCE REQUIREMENTS

Each student is expected to attend all lectures and laboratories and other activities associated with the total completion of a given course. Certain courses are offered on evenings and weekends.

A detailed description of the attendance policy can be found in each course syllabus.

REQUIREMENTS FOR GRADUATION

In order to be eligible for graduation from UBCNM, candidates must:

1. Complete all requirements of the educational program with a minimum 2.50 cumulative grade point average.
2. Receive a recommendation for graduation by the UBCNM Faculty and Administration.
3. Fulfill financial obligations to the College and University Office of Financial Aid.
4. Complete, at a minimum, the last three semesters in residence at the UBCNM, by transfer and/or advanced-standing students.

All requirements for the doctoral degree must be completed within seven years from the first matriculation to graduation.

SATISFACTORY ACADEMIC PROGRESS

A student is considered to be meeting satisfactory academic progress by maintaining a QPR of 2.5 or greater with no outstanding grade of "F". Good academic standing is achieved when a student maintains a GPA of 2.5, has met all financial responsibilities to the College, and is free of any breach of the standards governing ethical and clinical conduct.

Academic Probation, Remediation, and Dismissal

ACADEMIC PROBATION

Academic probation occurs when the student's GPA or QPR falls below 2.50, or student has a grade of "F" in one or more courses. A student who is on Academic Probation is not in good academic standing, and may not be allowed to carry a full academic course load. In addition, a student on Academic Probation may not participate in the UBCNM clinic, outreach clinic sites, preceptorships, or any activities associated with clinical education.

College of Naturopathic Medicine

A student on Academic Probation must meet with the Associate Dean of Academic Affairs to create a plan for successful completion of the program.

ACADEMIC DISMISSAL

A student, who, after one semester of Academic Probation, does not show substantial improvement in his or her academic performance, may be subject to dismissal from the program. Additionally, Academic Dismissal may occur if a student is placed on Academic Probation for a second time, for any reason. A student whose GPA falls below 2.0 at any time may be subject to dismissal from the program. Any student who is subject to dismissal may appeal to the Dean (see Appeals and Disciplinary Action).

NON-ACADEMIC DISMISSAL FROM THE COLLEGE

Naturopathic medical students are expected to demonstrate ethical and professional behavior at all times. The following incidents may be cause for dismissal from the program:

1. Failure to meet the generally accepted standards of professional conduct and clinical practice. Dismissal of this nature is subject to a review of a committee of peers, faculty and administration.
2. Pleading guilty or "no contest," or being found guilty of any crime involving moral turpitude or being felonious in nature.
3. Repeated violation of public policy, or the demonstration of behavior that created safety hazards and/or disrupts the order of the institution.
4. Failure to meet financial obligations or commitments to the College.

See the College Student Handbook for a complete description of policies and procedures for Non-Academic Dismissal.

LEAVE OF ABSENCE AND WITHDRAWAL FROM THE PROGRAM

If a student requests a Leave of Absence from UBCNM, and is in good academic and financial standing with the College, s/he is eligible for readmission for up to one year from the date the leave begins. After one year, the Leave of Absence expires and the student must reapply for admission to the College

through the Admissions Office.

A Medical Leave requires medical documentation from a physician that states that the student must take leave to recover from illness or injury. Before returning to the program the student must provide medical clearance that allows full participation in academic and clinical activities. After one year, the student must reapply for admission to the College through the University Admissions Office.

A student who withdraws from the University must reapply for admission to the College in order to be readmitted to the program. If a student fails to register for a semester without taking a Leave of Absence at any time before completion of the naturopathic program, s/he is considered to have withdrawn from the program.

If a student takes a leave one or more times from the program, the cumulative absences must not exceed three years.

A Leave of Absence or Withdrawal requires the student to complete all required paperwork from the University's Registrar's and Financial Aid Office.

READMISSION TO THE PROGRAM

A student on Leave of Absence must notify the Dean, and reapply for admission through the University's Admissions Office in writing that s/he is intending to return to the program at least one month before the beginning of the semester of anticipated return.

Minimum Requirements for Admission

The admission requirements for the Doctor of Naturopathic Medicine degree program at the University of Bridgeport are:

Candidates for admission to the naturopathic medical degree program must:

- Have a baccalaureate degree from an accredited, degree-granting institution.
- GPA of 3.0 or greater for both the overall and science-based prerequisites GPA.
- Completed the following prerequisite courses:
 - o General Biology (with labs) 6 semester hours
 - o General Chemistry (with labs) 6 semester hours

- o Organic Chemistry (with labs) 6 semester hours
- o General Physics (with lab) 3 semester hours
- o Communication/Language Skills 6 semester hours
- o Psychology 3 semester hours
- o Social Science/Humanities 15 semester hours

All courses must have been taken within the past seven years. The following courses are strongly recommended for entry into the naturopathic program: Biochemistry, Microbiology, Anatomy, Physiology, Genetics, Statistics, Botany, Developmental Psychology, Expository Writing and Medical Terminology.

Application Procedures and Admissions

The UBCNM is coeducational and does not discriminate against individuals on the basis of race, color, sex, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, ancestry, or national or ethnic origin.

Application for admission includes:

- Completed Application for Admission
- Application fee
- Official transcripts from each college attended.
- Three letters of recommendation, one of which is from a health care professional
- A 500-750 word personal statement

Upon receipt of required documentation, the applicant may be invited for an interview with college representatives. A background check is required for all accepted students prior to matriculation.

Applications may be submitted at any time. Only advanced placement and/or transfer students may be accepted for the Spring term.

Among the qualities typical of most successful candidates for admission, the following are especially important:

1. Strong communication skills, both oral and written.
2. Passionate about naturopathic medical career.
3. Initiative and integrity.

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Required Skills and Abilities

Applicants to UBCNM must possess the intellectual, physical, and emotional means required to independently undertake the full curriculum, meet the levels of competency established by the faculty, and embark on a successful career in naturopathic medicine.

All candidates must be able to demonstrate and perform the following skills and abilities independently. Admitted students with specific needs have access to the Coordinator of Disability Service, who collaborates with administrative staff and faculty to provide reasonable accommodations for courses and examinations.

Observation: The candidate must be able to observe demonstrations and experiments in the basic sciences, and to observe a patient accurately at a distance and close at hand.

Communication: A candidate must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate must be able to demonstrate effective and sensitive communication with patients, as well as effective and efficient oral and written English with all members of the health care team.

Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. A candidate should be able to perform basic laboratory tests, re-position a patient, and conduct diagnostic and therapeutic procedures required for providing general patient care.

Intellectual-Conceptual, Integrative, and Quantitative Abilities: A candidate must demonstrate critical thinking, sound judgment, analysis, reasoning, and synthesis, essential to the problem-solving skills demanded of physicians. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes: A candidate must possess the emotional maturity and stability required for full utilization of her/his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of

mature, sensitive, and effective relationships with patients, instructors, and peers. A candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and educational processes.

Adapted from American Association of Medical Colleges guidelines.

International Applicants

International applicants must complete an Application for International Students. Applicants who have done pre-professional study in foreign countries must submit official copies of course-by-course evaluated transcripts from a service (i.e., WES or ECE)... Any fees charged by such an agency are the responsibility of the student.

English as a Second Language

A candidate whose native language is not English will be required to demonstrate adequate proficiency in both oral and written English sufficient to succeed in the classroom and clinical settings.

- Official TOEFL exam results of 213 on the computer-based test or 550 on the paper-based test or 79 on the Internet-based test (IBT) score. www.ets.org/toefl
- TSE (test of spoken English) with a score of 50 or greater. (Only students with paper-based or computer-based TOEFL exam scores will be required to complete this test). www.ets.org/tse
- Official IELTS exam results of 6.5 or higher. www.ielts.org
- Completion of a baccalaureate degree taught in English from an accredited US college or university may replace other language proficiency requirements.
- Admitted students whose first language is not English may also be required to take additional elective credits and/or training to improve their language skills.

Transfer Credit

Students wishing to transfer must provide the Admissions Committee with official tran-

scripts from all undergraduate and graduate schools attended, as well as from the naturopathic, professional or graduate school from which they are transferring. Catalogs and syllabi may be requested as needed to review the materials. The Admission Committee may request a letter from the Dean of the College indicating the student is leaving in good academic standing. Note that all transfer students must meet the entry-level prerequisites for first semester students regardless of having been accepted to the institution from which they are transferring.

UBCNM may grant transfer credit for courses taken in accredited professional and graduate schools, with the following requirements:

1. Courses must have content equivalent to courses given at UBCNM, including laboratory work.
2. A course must have credits and hours equivalent to or greater than the same course at UBCNM.
3. Any course must have been passed with a grade of "B" or better (3.00 on a 4.00 scale.)

The original grade earned is not transferred and does not affect the student's QPR at UBCNM.

Advanced Standing

Candidates for the College of Naturopathic Medicine who have a substantial amount of doctoral level health sciences credit may be eligible for advanced standing. This will generally be limited to allopathic, chiropractic, or osteopathic physicians, or to students transferring from the allopathic, chiropractic, naturopathic or osteopathic programs. Candidates for advanced standing must meet the same admission requirements as entering first year students, must have left their previous program in good academic standing, and must be in good standing in their profession (if applicable). The records of these candidates will be evaluated for transfer credit according to the guidelines listed above and a preliminary plan for completing the program will be presented at the time of acceptance.

Students accepted with advanced standing must complete all of the course requirements for the naturopathic medical degree, either through transfer, or completion of the cours-

College of Naturopathic Medicine

es. Advanced standing students are required to be in residence at UBCNM for a minimum of three semesters, and complete the majority of clinical education requirements at the UBCNM. Each incoming advanced-standing student will be evaluated individually for transfer credit and course requirements.

Students with advanced standing are responsible for all UBCNM graduation requirements, including successful completion of NPLEX Part I.

Computer Literacy

A candidate for admission to the College should have access to a reliable computer and be proficient with computer use. The UBCNM Clinic utilizes an electronic medical record system, which requires all student clinicians and supervising physicians to document patient chart notes electronically.

Cancellation of Admission or Registration

The College reserves the right to cancel the admission or registration of individuals whose attendance at the College, in the opinion of the University administration, is not mutually beneficial to that person and to the institution.

Applicants who gain admission to the College on the basis of incomplete or fraudulent credentials or misrepresentations in their application for admission may have their:

- Admission and registration cancelled without refund of any fees.
- Total credits rescinded that have been earned following such admissions.
- Future registration at the College prohibited.

Licensing and Professional Societies

Doctors of Naturopathic Medicine are presently licensed in 16 states: Alaska, Arizona, California, Connecticut, Colorado, Hawaii, Kansas, Maine, Minnesota, Montana, New Hampshire, Oregon, Utah, Vermont and Washington; in addition to the District of Columbia, the U.S. Territories of Puerto Rico and the U.S. Virgin Islands, and 5 Canadian Provinces. Graduates of accredited naturopathic colleges must pass both parts of NPLEX to be eligible for licensure.

For specific professional requirements for li-

censing, candidates should contact the appropriate licensing authority in the jurisdiction in which they wish to practice. Most states and provinces have a professional naturopathic association. The American Association of Naturopathic Physicians (AANP), found at www.naturopathic.org, is the national professional association for naturopathic medicine in the United States. The national professional association in Canada is the Canadian Association of Naturopathic Doctors (CAND), found at www.naturopathicassoc.ca.

Information Subject to Change

UBCNM provides the foregoing information for the purpose of providing students, applicants, and the public with information about the educational programs and policies of the College. This information does not constitute a contract. The College reserves the right to make changes in the program, policies, tuition, fees, schedules, and any other content at any time without prior notice.

JOINT DEGREE PROGRAMS

Joint degree programs in association with the College of Naturopathic Medicine have been established to allow students to pursue degrees in other areas while working toward the Doctor of Naturopathic Medicine degree. The joint degree programs are: ND/MS in Acupuncture; ND/MS in Nutrition.

JOINT ND/MS ACUPUNCTURE

Students who have completed the second semester of naturopathic medical studies in good academic standing, and with no outstanding grade of "F", may be considered for recommendation by the Dean of the College of Naturopathic Medicine for entry into the Master's Program in Acupuncture with advanced standing. Students admitted into the Acupuncture Program will receive credit for completed UBCNM coursework in anatomy, physiology, pathology, and other basic medical sciences. They will also receive credit for Traditional Chinese Medicine (TCM) and any acupuncture electives taken through the naturopathic program. Generally, naturopathic students receive credit for 47 credits from their course of studies and must complete another 67 credits specifically in acupuncture. Coursework in the MS/Acupuncture program will cost the student additional fees.

JOINT ND/MS-ACUPUNCTURE 5-YEAR OUTLINE:

SEMESTER THREE

NUMBER	COURSE	CREDITS
ATD 511	TCM Philosophy	1
APT 511	Point Location I	2
AMR 511	Tai Ji Chuan I	1
APT 512	Meridian Theory	2
		<u>6</u>

SEMESTER FOUR

ATD 524	TCM Diagnosis II	2
APT 523	Point Location II	2
AWB 521	Clean Needle Technique	2
AHM 511	TCM Pharmacognosy	1
		<u>7</u>

SEMESTER FIVE

AMR 522	Tai Ji Chuan II	1
APT 614	Acupuncture Techniques I	3
AHM 612	MMI: Patent Remedies	1
		<u>5</u>

SEMESTER SIX

APT 625	Acupuncture Techniques II	3
AHM 613	TCM Dietetics	2
AMR 613	Qi Gong I	1
		<u>5</u>

SEMESTER SEVEN

AMR 624	Qi Gong II	1
AMR 715	TCM Massage I	2
APT 621	Auricular Acupuncture	2
		<u>5</u>

SEMESTER EIGHT

ABM 521	TCM Bot Med I	2
ATD 711	East-West Path	2
AWB 621	Ethics	1
		<u>5</u>

SUMMER SESSION

ACS 631	Clinic Internship I	8
		<u>8</u>

SEMESTER NINE

ABM 612	TCM Bot Med II	2
AMR 726	TCM Massage II	2
ACS 711	Preceptorship I	2
ACS 712	Clinic Internship II	8
		<u>14</u>

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SEMESTER TEN

ATD 715	TCM Internal Medicine	2
ACS 723	Clinic Internship III	8
ACS 722	Preceptorship II	<u>2</u>
		12

JOINT ND/MS NUTRITION

Students who have completed the fifth semester of naturopathic studies with a 3.0 G.P.A. (QPR), and no outstanding grade of "F", may be considered for recommendation by the Dean of the College of Naturopathic Medicine for entry into the Master's program at an advanced level. They will enter the third semester of the Nutrition Program. They will be required to complete a total of 13 semester hours of nutrition courses (560F-560M) and WILL receive 3 credits from the Botanical Medicine courses taken in the Naturopathic Program. Required courses can be completed within the four years of study toward the naturopathic degree. Coursework in the Nutrition program will cost the student additional fees. For further details contact the University of Bridgeport, Nutrition Institute.

Students in the naturopathic medical degree program will be granted transfer credits for the following nutrition courses:

NUMBER	COURSE	CREDITS:
560A	Pathophysiologic Basis of Metabolic Diseases	4
560B	Biochemistry of Nutrition	4
560C	Vitamins and Minerals	4
560D	Clinical Biochemistry	3
560E*	Assessment of Nutritional Status	<u>3</u>
	Total Nutrition Credits Granted	18

*Course is waived. Botanical Medicine taken in the ND Program will replace 560E

Required Nutrition Courses to complete the MS in Nutrition for Naturopathic students:

NUMBER	COURSE	CREDITS:
560H	Developmental Nutrition	3
560F	Nutritional Therapeutics	4
560M	Biostatistics	3
560J	Research in Nutrition	<u>3</u>
	Total Nutrition Credits Granted	13

Fones School of Dental Hygiene

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Online Coordinator: Dr. Wendy Garcia
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Faculty: Cianciola, Garcia, Greco, Kennedy,
Lorentzen, Minihan-Anderson, Paulis,
Risom, Stramoski, Williams

Degree Programs

Dental Hygiene (A.S., B.S., B.S. Degree Completion, M.S.D.H.)

Description

The Fones School of Dental Hygiene, established in 1949 at the University of Bridgeport, was named for Dr. Alfred Civilion Fones, the dentist who was instrumental in creating the profession of dental hygiene in 1913. Accredited since the American Dental Association publication of September, 1953, the Fones program is in full accord with the principles established by the Commission on Dental Accreditation, a specialized accrediting body recognized by the Council on Post-Secondary Accreditation and the United States Department of Education. The graduate is eligible for National, Regional, and State examinations in each of the fifty United States, and students earning the Associate's degree may apply their credits towards a Bachelor's degree.

Accreditation

The A.S., B.S., and M.S.D.H. degree programs in Dental Hygiene are both licensed and accredited by the State of Connecticut Office of Higher Education.

Qualifications for Admissions

The following physical qualifications are required for participation in the Associate de-

gree program at the UB Fones School of Dental Hygiene. These qualifications are essential for the preparation of AS Degree in Dental Hygiene. Students at the School must be able to perform at a high level of competency in all phases of classroom, clinic, and laboratory activities as they will ultimately use the knowledge attained as dental hygienists.

Applications for admittance to the A.S. and B.S. degree programs are received on individual merit. Applicants who show potential for the dental hygiene program, but do not meet criteria may be offered entrance into pre-dental hygiene. All admitted students are subject to a background check. This procedure is conducted by the outside agency Verified Credentials, Inc. All information is maintained confidentially.

The applicant student must process:

1. Critical thinking ability sufficient for judgment during clinical activities.
2. Communication abilities for effective interaction verbally and in written form with patients and other members of the health care team.
3. Coordination and use of both upper and lower limbs as required for, among other skills, the performance of dental hygiene clinical procedures and emergency skills such as cardiopulmonary resuscitation.
4. Manual dexterity necessary for performance in the various clinical, dental laboratory, and basic science laboratories without posing a threat to her/himself patients, or her/his fellow students' safety and well-being.
5. Hearing and visual abilities, appropriately assisted, acute enough to allow the individual recollection of patient histories, to provide routine safety instructions, and perform stethoscopic and other auscultatory examinations, and to read all forms of diagnostic imaging so that she/he can adequately interpret normal, abnormal, and pathologic changes.
6. Freedom from communicable diseases sufficient for rendering safe and effective dental hygiene care.
7. Ability to obtain a dental hygiene license as some states deny licenses for certain prior felony convictions.

Applicants with disabilities will neither be summarily denied admission, nor will higher scholastic requirements be demanded of them. All persons to be eligible for acceptance to the School must be capable of demonstrating upon request their ability to perform classroom, laboratory, and clinical assignments, including microscopic work, x-ray interpretation and techniques, or the equivalent, pass written, oral, and practical examinations and meet all of the requirements of the School as they evolve.

It is the responsibility of the applicant/student to assess compliance with these requirements. By submitting an application to the University of Bridgeport, Fones School of Dental Hygiene, the applicant is confirming their ability to meet qualifications for entrance into the Fones School of Dental Hygiene program.

General Criteria for the A.S. and the B.S. Degree in Dental Hygiene

The two year basic core curriculum of the Fones School combines courses from the College of Arts and Sciences and the Fones School of Dental Hygiene to provide a broad educational preparation. In addition to basic and dental science theory, the program provides education in preventive service and dental health education.

During the second year, the students receive clinical education at the Fones Dental Health Center on campus, and through assignments to the clinical and educational facilities of school dental health programs, hospitals and community agencies. These assignments are directly supervised by Fones faculty. Students are responsible for providing their own transportation to community agencies.

A student who earns a grade of C- or below in a course in the major field, must obtain a written statement from the School Director specifying the procedure necessary to remedy the deficiency and remain in the major.

Enrollment in the second year is contingent on completing all first year requirements and achieving a QPR of 2.0.

Education at the baccalaureate level enhances the dental hygienists' opportunities, abilities, background and values. The pro-

Fones School of Dental Hygiene

professional dental hygiene curriculum is combined with a liberal arts education. Upon satisfactory completion of 122-125 credits in the areas of study specified, the student will be recommended for the degree of Bachelor of Science in Dental Hygiene.

Students in the Bachelor of Science degree (B.S.) may integrate the Bachelor's courses with the clinical aspect of the Dental Hygiene curriculum or pursue a Baccalaureate degree (B.S.) after completing clinical preparation at the Associate in Science Certificate Level. This Baccalaureate degree completion approach is available to Fones' students and graduates of a Dental Hygiene program that is accredited by a specialized accrediting agency recognized by the Council on Post Secondary Accreditation and the United States Department of Education.

All courses listed in the major program section of the catalog for the Associate in Science and/or Bachelor of Science degree are required for graduation. The majority of Dental Hygiene courses may be taken during the regular academic year.

Dental Hygiene Bachelor of Science Degree Online Program

The online B.S. in Dental Hygiene from The Fones School of Dental Hygiene at the University of Bridgeport offers an opportunity for dental hygienists to further their education beyond the A.S. degree. Dental hygienists traditionally begin their professional work following completion of the A.S. degree. The University of Bridgeport's B.S. in Dental Hygiene online degree program makes it possible for dental hygienists to work toward a degree at any time, from anywhere in the world. The program is perfectly suited to adult learners who have the discipline for part-time, self-directed study under the guidance of qualified faculty in their field. The BSDH Online Program is identical to the on-campus degree completion program and is designed to be completed entirely online.

Students who hold an A.S. or certificate in Dental Hygiene from an institution accredited by the American Dental Association Commission on Dental Accreditation are eligible for admission. A maximum of

73 credits from accredited two-year colleges and 90 credits from accredited four-year institutions. The program consists of 122 credit hours which include applicable transfer credits (60-90 credit hours), general education courses (40 credit hours), dental hygiene courses (24 credit hours), and elective courses (12 credit hours). The last 30 credit hours must be completed through the University of Bridgeport. The general education courses include University Core Requirements in English, Math, Fine Arts, Integrated Studies, Humanities, Natural Science, Social Science, and Capstone Seminar.

Students who are graduates of the Fones School of Dental Hygiene, need not re-apply for admission. A re-admittance form, available on the website, needs to be completed and forwarded to the Office of Distance Education.

Students may take 2 online courses per 8-week session, which is equivalent to 12 credits per semester. As a new online student, a one-week New Student Orientation course is offered prior to the start of each 8-week session at no charge. Financial aid is available for qualified students taking at least 6 credits per semester.

Please visit <http://www.bridgeport.edu/academics/undergraduate/dentalbs/options> for additional information and an Application Form to download. You will be directed to request Official Transcripts from all schools attended – these are required in order to consider your acceptance into the program, as well as to evaluate courses taken previously and apply transfer credits to the course of study for the Bachelor's Degree in Dental Hygiene.

INSTRUCTIONAL FORMAT

The online B.S. in Dental Hygiene is offered in a format that makes classes available 24 hours and day, 7 days a week. Courses are designed for working professionals and can be completed entirely online, from home or at work. Our online instructors are practicing professionals or UB faculty members — experienced educators who are your partners in a dynamic and interactive educational environment. The online interaction is designed to encourage thoughtful and well-prepared discussions based on both students' command of the coursework and

their personal experiences.

To participate in UB's distance education program, you must own or have regular access to a computer with an Internet connection and an e-mail account. You should be comfortable with using e-mail, sending and receiving attachments, and Web browsing.

MINIMUM COURSE REQUIREMENTS

- A PC or Macintosh system
- Windows 7 or newer, 10.6 and newer, Linux-Chrome OS
- Word processor, printer, CD-ROM
- Reliable Internet access, minimum 512kbps
- E-mail
- web camera and microphone

ONLINE ORIENTATION

All students participate in an online orientation prior to beginning the program. During the orientation, students are given instructions on how to navigate the Canvas course management system, strategies for being a successful online student, and access to other University resources, including the Wahlstrom Library's electronic databases. Successful completion of the orientation is required of all new students in the online program.

PROGRAM REQUIREMENTS

NUMBER	COURSE	CREDITS
DHYG 301	Dental Hygiene Practice	3
DHYG 302	Instructional Strategies	3
DHYG 303	Advanced Clinical Concepts	3
DHYG 304	Dental Hygiene Internship	3-6
DHYG 305	Dental Hygiene Research I	3
DHYG 306	Dental Hygiene Research II	4
DHYG 315	Statistical Reasoning	3
MKTG 305	Principles of Marketing	3
HUM	Humanities Core	6
FA	Fine Arts Core	3
SOSC	Social Science Core Elective	3
CAPS C390	Capstone Seminar	3
	Electives	12

for more information, see page 90

Fones School of Dental Hygiene

Dental Hygiene Master of Science Degree

Purpose and Objectives

The main purpose of the Master's Degree in Dental Hygiene is to prepare registered dental hygienists for leadership roles in the areas of education, administration, public health and dental hygiene practice. This commitment is met within a multidisciplinary framework that inter-relates theory, research, and practical experience. The program seeks to educate its students to develop and conduct research that adds to the body of knowledge that advances the mission of dental hygiene. By providing a high level of professional education, the program will produce graduates with critical thinking and commitment to the service of others. Through academic courses, independent study, research and practical experience, graduate candidates are prepared to meet the present demand for dental hygiene leaders, practitioners, educators, oral health promoters, administrators/managers and researchers.

The objectives of the proposed Master's degree program are to:

- Develop expertise in a specialized area of dental hygiene.
- Expand knowledge and skills to support advanced dental hygiene practice and role development in preventive and therapeutic oral health services.
- Expand knowledge in oral health promotion and education related to a specific functional role in dental hygiene.
- Develop managerial and administrative skills.
- Contribute to the dental hygiene scientific body of knowledge
- Acquire initial competence in conducting oral health research.
- Further develop and implement leadership strategies for the betterment of oral healthcare.
- Participate in graduate dental hygiene internship experiences in educational settings, rural areas, industry and community outreach sites.

- Build a foundation for future doctoral education.

Through completion of the MSDH program, graduates will achieve the following outcomes:

- Utilize scientific inquiry, critical thinking, and research methodology in developing contemporary theory and best practice.
- Cultivate the incorporation of existing and emerging health informatics and technology within ones profession.
- Contribute to and facilitate development of programs based on population need, diversity, and social and cultural sensitivity.
- Promote inter-professional collaboration within an integrated delivery system of health care.
- Forge the pathway toward expanding the professional landscape of dental hygiene.
- Instill the desire to pursue doctoral level education.

Admissions Policies

To qualify for admission, the applicant must possess a certificate or associate degree from an accredited dental hygiene program and a baccalaureate degree in dental hygiene or related field. The applicant must have an overall quality point average of at least 3.0 on a 4 point scale in undergraduate education. Dental Hygiene National Board Examination Score, completed recommendation forms from a previous clinical supervisor and dental hygiene program director, two recommendations from academic sources, a statement of career goals, and official transcripts of all college work must also be submitted.

Dental Hygiene Education: This specialization provides a theoretical and practical approach to instructional strategies and their application to dental hygiene education. Emphasis is on higher education, instructional technology, instructional development, implementation and evaluation, and the role and responsibilities of faculty within an accredited, professional program affected by internal and external constituencies.

Dental Public Health: This area of specialization provides a focused study of interdisciplinary oral healthcare in diverse commu-

nity health settings. Emphasis is placed on the leadership roles of the dental hygienist in promoting health through the assessment of community oral health needs and the planning, implementing, and evaluating of population-based health programs.

Awarding of the degree is contingent on completion of the Dental Hygiene Capstone.

All admitted students are subject to a background check. This procedure is conducted by the outside agency Verified Credentials, Inc. All information is maintained confidentially.

Curriculum

NUMBER	COURSE	CREDITS
CORE REQUIREMENTS		
DHYG 500	Leadership in Dental Hygiene	3
DHYG 501	Grant and Contract Writing	3
DHYG 502	Evidence Based Research	3
DHYG 507	Dental Health Services Administration	3
DHYG 510	Foundations of Health Care Management	3
DHYG 513	Seminar in Contemporary Dental Hygiene Issues	3
DHYG 515	Statistical Reasoning	3
DHYG 516	Concentrated Practicum	3
DHYG 520	Dental Hygiene Capstone	4

And one of the following specializations:

DENTAL HYGIENE EDUCATION

DHYG 503	Clinical and Didactic Educational Concepts	3
DHYG 504	Student Teaching in Dental Hygiene	3
DHYG 508	Curriculum Development and Management	3

DENTAL PUBLIC HEALTH

DHYG 509	Dental Public Health	3
DHYG 511	Epidemiology	3
NUTR 560H	Developmental Nutrition	3

Fones School of Dental Hygiene

SUGGESTED CURRICULUM SEQUENCE

FIRST YEAR _____

Summer:

DHYG 500 Leadership

DHYG 507 Dental Health Services Administration

Fall:

DHYG 502 Evidence-based Research

DHYG 510 Foundations of Healthcare Management

Spring:

DHYG 515 Statistical Reasoning

DHYG 508 Curriculum Development and Management
(Education Track)

DHYG 509 Dental Public Health (Public Health Track)

SECOND YEAR _____

Summer:

DHYG 516 Concentrated Practicum

DHYG 503 Clinical and Didactic Educational
Concepts (Education Track)

DHYG 511 Epidemiology (Public Health Track)

Fall:

DHYG 513 Seminar in Contemporary Dental
Hygiene Issues

DHYG 504 Student Teaching in Dental Hygiene
(Education Track)

NUTR 560H Developmental Nutrition
(Public Health Track)

Spring:

DHYG 501 Grant and Contract Writing

DHYG 520 Dental Hygiene Capstone

After completing the two years of course work the Master's Degree Candidate will continuously register for DHYG 521 Dental Hygiene Capstone Extension (1 credit) until the thesis or professional project has been successfully written and defended. Upon successful completion of all course work, the masters student will then apply for graduation.

FOR MORE INFORMATION

Office of Admissions

Leanne Proctor

Director of Graduate Admissions

Telephone: (203) 576-4108

Email: lproctor@bridgeport.edu

Office of Distance Education

126 Park Avenue, Bridgeport, CT 06604

Phone: 1 (800) 470-7307

Email: ubonline@bridgeport.edu

Website: www.bridgeport.edu/academics/undergraduate/dentalbs/options

Nutrition Institute

Director: Dr. David M. Brady
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E-mail: nutrition@bridgeport.edu

Assistant Director: Karen Siclare, MS
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Program Coordinator: Terri Roma
Eleanor Dana Hall, Room 113B
Telephone: (203) 576-4667
E-mail: terrir@bridgeport.edu

Faculty: Kandler

Degree Program

Human Nutrition (M.S.)

Mission Statement

The mission of the human nutrition program is to prepare graduates to positively influence and support specific health challenges and promote overall well-being by integrating biochemical and physiological science knowledge with evidence-based strategies that link to integrative and preventative nutrition-based interventions.

Program Objectives

The Human Nutrition Institute:

1. **Provides** access to a well-known, respected, comprehensive graduate degree program in nutrition by offering weekend and online programs that avoid interrupting work schedules
2. **Cultivates** awareness of nutritional science and clinical intervention practices that enhance student learning and advance the principles of the profession
3. **Fosters** collaborative relationships within the division of health sciences, university and community that provide opportunities to integrate the benefits of nutrition
4. **Supports** alumni with resources and opportunities for lifelong learning and career enhancement
5. **Facilitates** competency development through new innovations in curriculum delivery and expanded content

Accreditation

The Human Nutrition Program is licensed and accredited by the State of Connecticut Office of Higher Education.

Learning Outcomes

The UB Human Nutrition Institute graduates will:

1. Promote and support awareness of the benefits of optimal nutrition to health and overall well-being
2. Integrate biochemical and physiological science knowledge with nutritional evidence-based interventions and competent decision-making to prevent, positively influence and support various health challenges
3. Exhibit professional behavior that is ethical, collaborative, and culturally sensitive
4. Exhibit professional behavior that is ethical, collaborative, and culturally sensitive

ADMISSIONS REQUIREMENTS

Applicants should have a baccalaureate degree from an accredited college or university with a GPA of 3.0 or above and course work in human anatomy and physiology (6 credits minimum), introductory biochemistry (4 credits minimum), and basic nutrition (2 credit minimum). This coursework must be from a US Dept of Education regionally accredited college or university. If an applicant has completed a minimum of 8 credits of organic chemistry with laboratory, the biochemistry pre-requisite requirement may be waived at the discretion of the program director. Please note that transfer credit for the core pre-requisite courses listed above that have been taken longer than 10 years ago will only be accepted at the discretion of the program director. Acceptance will be determined by academic performance history and demonstration of application of course-specific content through continued professional or academic experience. Core pre-requisite classes taken longer than ten years previous to application will not automatically be transferable. The baccalaureate requirement may be waived for certain licensed health practitioners holding doctoral degrees from ac-

credited professional programs. The deadline for an applicant to have a completed folder for guaranteed admissions consideration is:

November 1st for January admission

June 15th for September admission

A complete folder consists of a completed application, official transcripts from all colleges and universities attended, 2 letters of recommendation, and a detailed personal statement addressing why you are seeking this degree.

Accelerated Entry into the Master's Degree Program

MDs, DCs, DOs, NDs, DDSs, etc. may qualify for advanced standing for several classes in the masters programs at the discretion of the program director following review of medical school transcripts. Advanced standing students will begin the program in either fall, spring or summer dependent upon their first required course.

Registration Requirements

Campus students are required to register with the Nutrition Institute on or before the first day of classes. Distance Learning students can register for courses through the distance learning website.

Degree Requirements

Degree candidates must complete the courses listed in the 41 credit curriculum with a minimum grade point average of 3.0 (B average). All students are required to pass a comprehensive examination at the completion of all coursework in order to graduate. All degree requirements are to be completed within a five year period from start date of their first masters course. A research project (thesis) is an elective option.

Nutrition Institute

Pre-Requisite Courses for Human Nutrition Program

Undergraduate course work is required in human anatomy and physiology (6 credits minimum), introductory biochemistry (4 credits minimum), and basic nutrition (2 credit minimum). The University offers the prerequisites, Anatomy and Physiology (6 cr, Nutr121) Introduction to Biochemistry (4 cr, Nutr122), and Basic Nutrition, (2 cr, Nutr 123) twice annually both on-campus and on-line, commencing in April and August. A minimum grade of B is required in each pre-requisite course in order to receive credit for entry into the Master's degree program.

Joint Programs

Joint programs with the UB Colleges of Chiropractic and Naturopathic Medicine have been established to allow students to pursue the M.S. degree in Human Nutrition while working on the D.C. or N.D. degree. Students who have completed the fifth semester of chiropractic or naturopathic studies, with a 3.0 GPA or above, may be recommended by their respective deans for entry into the Master's program at an advanced level. UB also offers a joint campus program with the Acupuncture Institute.

Joint DC/MS Program

Students from the UB College of Chiropractic will enter the second semester of the Nutrition Program. They will be required to complete a total of 24 semester hours of required nutrition courses as specified in their admission letter.

Joint ND/MS Program

Students from the UB College of Naturopathic Medicine will enter the third semester of the Nutrition Program. They will be required to complete a total of 16 semester hours of required nutrition courses as specified in their admission letter.

Prerequisite Human Nutrition Curriculum

NUTR 121	Anatomy and Physiology	6
NUTR 122	Introduction to Organic and Biochemistry	4
NUTR 123	Nutrition Seminar	2

Master of Science Curriculum

NUTR 560A	Pathophysiologic Basis of Metabolic Disease	4
NUTR 560B	Biochemistry of Nutrition	4
NUTR 560C	Vitamins and Minerals	3
NUTR 560E	Nutrition Assessment	3
NUTR 560D	Clinical Biochemistry	3
NUTR 560G	Lifelong Healing with Food	4
NUTR 560H	Developmental Nutrition	3
NUTR 560I	Functional Medicine Nutrition	3
NUTR 560F	Nutritional Therapeutics	4
NUTR 560M	Evidence Based Nutrition	3
NUTR 560P	Botanical Medicine	3
NUTR 560K	Virtual Clinic	4
		<hr/> 41

Elective Courses-non required except for dual degree students

NUTR 560L	Nutrition and Exercise	3
NUTR 560T	Nutrition and Autism	3
NUTR 560Q	Nutrition and Cancer	3
NUTR 560J	Research in Nutrition Project/Thesis	3
		<hr/> 9

MS NUTRITION INSTITUTE PROGRAM POLICY AND GUIDELINES 08-30-13

THE PROGRAM

The Human Nutrition Program at the University of Bridgeport is accessible to students with busy schedules. Classes are held online via the interactive Canvas system or via weekend only campus classes. The program is designed to be completed in 28 consecutive months if two classes are taken per cycle. Graduation is contingent upon completing the program and passing the comprehensive exam within 5 years from program start date. Students must remain in the program they enrolled in (online or on campus). UB does require some courses to be taken online by all students.

ATTENDANCE CAMPUS WEEKEND FORMAT

Each class period represents 20% of a four credit course or 25% of a three-credit course. Class attendance and participation are indispensable parts of the educational process that are required throughout the program. Since classes only meet 4 or 5 times, de-

pending on whether the course is 3 or 4 credits, it is imperative that students attend class. In the event of absence due to illness or family emergency, please notify the Assistant Director and the instructor immediately. If more than one class is missed during the semester for either a 3 or 4 credit course you will receive a failing grade for the class and will have to repeat it. This includes absences for illness. Make-up examinations due to absence **WILL NOT** will not be permitted without an approved legitimate excuse with full documentation (see makeup policies) and will result in a grade of zero for that exam. Students **ARE NOT PERMITTED** to leave class prior to 5pm unless prior authorization is received from the Assistant Director and this would require the same guidelines for approval as an absence. Prior approval must be sought during normal administration business hours Monday – Friday. Those who leave class early without prior approval or subsequent documentation of illness or emergency that meet the guidelines specified under makeup policies below will be penalized with a 20% grade deduction on their course grade.

MAKE-UP POLICIES WEEKEND CAMPUS AND ONLINE FORMAT

Make-up examinations and assignments will not be permitted without a legitimate excuse or prior approval from the instructor and assistant director and will result in a grade of zero. An acceptable excuse for prolonged illness, or family emergency, entitling a student to a make-up examination, requires a legitimate detailed doctor's note (with diagnosis) by a U.S. licensed physician or official documentation of family emergency, which must be submitted to the Program Assistant Director and approved. Please note that only one make-up examination is allowed per course regardless of instructor approval. Missed exams must be taken before the next scheduled examination and may be modified and made more difficult by the instructor. Make-ups will not be granted for reasons of personal convenience, such as traveling, weddings and vacations.

GRADING POLICY

Online exams are timed. Your syllabus should define for you the time limit on the

Nutrition Institute

exam as well as when you log onto Canvas to complete it. You are permitted to log onto the exam only ONCE and complete it in the required time frame. Students cannot log in and out of exams. Once submitted, the exam cannot be accessed again. Time limits set by the professors must be adhered to. Students who exceed the time limit on the exam, (this is reported to the instructor automatically) will receive a grading penalty equal to the percentage of excess time they took. For example, if an exam was scheduled for 60 minutes and the student took 66 minutes to complete it, they would have exceeded the exam time by 10%. Therefore their exam grade would be penalized 10% of the total possible points for the exam. If exam was 100 points, then 10% would equal a 10 point deduction. Repeated violations of exam time may result in further grading penalties and will be reported to the program assistant director for review.

FRAGRANCE FREE POLICY ON CAMPUS

Many individuals are sensitive to perfumes and other scents (such as scented oils, scented laundry soaps, scented deodorants, etc.) and have adverse health reactions upon exposure. In order to maintain an environment that is conducive to health and learning for all students and faculty members in the classroom, the Nutrition Institute has a "fragrance free" policy. The use of products that produce a noticeable odor and/or cause an adverse health reaction in other individuals is prohibited. The use of such fragrances while attending class will be considered as a Violation of the Rules of Conduct.

PLAGIARISIM POLICY

Plagiarism is taken very seriously in the program. The UB policy on plagiarism can be found in the student handbook, Ch 2 at: <http://www.bridgeport.edu/life/services-forstudents/key.aspx>

Students are also highly encouraged to take the on-line tutorial in avoiding unintentional plagiarism at <http://www.indiana.edu/~istd/> Please be advised that UB faculty have access to "Turn It In" software which scans electronically for plagiarism from any published source and your assignments and discussion board posting may be screened using this tool.

Ethics Statement of Confidentiality

Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual

WITHDRAWAL FROM A COURSE

Withdrawal from a course should be made after consultation with the course professor and the Assistant Program Director. A request to withdraw from a course must be made in writing. Only an official withdrawal will result in a grade of W, instead of F, for the course and prorated refund of tuition based on published UB policy. A student who stops attending a course without withdrawing will earn a grade of "F" for the course and will be ineligible for tuition refund.

Withdrawal and Tuition Refund Schedule

All University fees are non-refundable.

NUTRITION ONLINE FORMAT AND ON CAMPUS FORMAT:

The percentages listed below are what is due to the University based on when the student withdraws from a course.

Before 1st Day of Class	100%
Before 2nd Session	100%
Before 3rd Session	75%
Before 4th Session	50%
After 4th Session	No Refund

Verbal notification will **NOT** be accepted as an official withdrawal from class. Written verification must be forwarded to the Nutrition Institute and also the University of Bridgeport, Registrar's Office, 126 Park Avenue, Bridgeport, CT 06604. Withdrawals may also be completed online at www.bridgeport.edu/webadvisor

FINANCIAL AID

The Human Nutrition Program is considered full-time for financial aid and loan deferment purposes. Subsidized and unsubsidized Federal Stafford Loans are available for qualified students who register for a minimum of six credits each semester. The Free Application for Federal Student Aid (FAFSA) and a University of Bridgeport Financial Aid Application must be completed. Many employers offer scholarships and /or tuition reimbursement programs. Contact the Financial Aid Office at (203) 576-4568 or sfs@bridgeport.edu for more information.

EVALUATION AND GRADING

The GPA is determined based on the following scale.

A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, I = Incomplete, W = Withdrawal, R = Research in progress.

Any course with a grade of C- or a numerical grade of 73 or less must be repeated to earn graduate credit. Other courses may be repeated if the student needs to raise the GPA. When a course is repeated, only the second grade will be used to calculate the GPA. Tuition must be paid again for all classes that are required to be re-taken (no exceptions). Evaluation and grading are the responsibility and province of the professor. All students in a course will be graded consistently or equivalently. Students may be penalized for late or missed work. Questions regarding grades should be addressed to the course professor.

GRADE DISPUTES

A disputed grade may be appealed in writing as follows:

First Appeal: Directly to the instructor within 30 days of receipt of grade

Second Appeal: To Assistant Director of Nutrition Institute

Third Appeal: To Director of Nutrition Institute/Vice Provost of Health Sciences

Final Appeal: To the Provost

Nutrition Institute

TRANSFER CREDITS

The Program Director, with the Dean's approval, may allow up to six semester hours (eight hours in the case of laboratory courses) of **graduate** transfer credits from a regionally accredited college or university. The courses being considered for transfer must have been completed within the past seven years, with a grade of "B" or better, and be comparable to the University of Bridgeport's graduate courses. Physicians (i.e.: medical, osteopathic, chiropractic, naturopathic, etc.) may request advanced standing for 560A and 560B. However, many choose to take 560B (Biochemistry) if they have not had the course in many years, as a review and preparation for course 560D (Clinical Biochemistry). Advanced transfer credit for physicians will only be granted for courses where a grade of "B" or better was achieved.

INCOMPLETE COURSEWORK

An "I" (Incomplete) designates incomplete work at the time of grading for reasons beyond the control of the student, fully documented, and corresponding to UB makeup policies as stated above, and determined to be bona-fide by the instructor and the Assistant Program Director. If approved by the assistant director and the instructor, incomplete coursework must be completed by the end of the semester immediately following the one in which the incomplete was granted. If the work has not been completed and no grade has been submitted as indicated, the grade automatically becomes F. ***STUDENTS WHO ARE FAILING A COURSE ARE NOT PERMITTED TO TAKE AN INCOMPLETE AND REPEAT THE COURSE TO ATTAIN A NEW GRADE. A GRADE OF "F" WILL BE ISSUED AND THE COURSE WILL HAVE TO BE REPEATED BY RE-REGISTERING FOR THE COURSE.***

GOOD ACADEMIC STANDING PROBATION AND SEPARATION

Good academic standing is achieved when a student maintains a 3.0 GPA. If the GPA drops below 3.0, the student will be placed on academic probation. A student, who receives a **second** grade of "D" or "F" in any course, or is placed on probation in two different semesters, will be separated from the program. In cases of academic probation,

the student should consult with the Program Assistant Director for advice and planning to raise the GPA. In cases of separation from the program, a student may make a written appeal to the Director within ten days of the notification of separation. If an appeal is granted, the student will remain on academic probation and his progress will be monitored periodically during the semester.

RESEARCH IN NUTRITION – COURSE 560J

The research project can be taken as an elective, and is not required, as part of the Human Nutrition Program. The project can be a literature-based study or an original research project. Students have one semester to complete the project before incurring a fee. If thesis completion exceeds the one semester limit, the student must maintain continuous matriculation by registering for ADMIN 600, each semester, until the thesis has been completed.

Graduation Requirements

The minimum number of credits required for graduation is 41; the minimum GPA required is 3.0. Students are expected to complete class work for the degree within five years of initial enrollment in the program.

Successful completion of ALL sections of the comprehensive competency examination is required for graduation. **This examination and all required re-takes** are given on-site on the UB campus on a **Saturday** (exact dates published several months prior to each examination) and **will not be given by proctor at other sites or on alternate days of the week (no exceptions)**. If you cannot take examinations on a Saturday for any reason please consider the above policy **before** entering the program. Study guides and sample questions will be available to all students eligible to sit the examination by the distance learning department. Any sections that are not successfully completed must be **re-taken on the UB campus** at assigned dates. Only two attempts will be allowed without remediation, as assigned by the program director.

Physician Assistant Institute

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The University of Bridgeport Physician Assistant Institute is committed to the development of highly qualified physician assistants who will serve as tomorrow's leaders in the delivery of patient centered health care, educational and professional service. An understanding of the importance of integrated medicine and an appreciation of global health issues will be woven into all phases our curriculum

Degree

Master of Science: Physician Assistant

Accreditation

The University of Bridgeport Physician Assistant Institute Accreditation Continued status until 2020 by the Accreditation Review Committee for Physician Assistant Education. All students graduating from an accredited program are eligible to sit for the national certification examination.

Mission Statement

The mission of the University of Bridgeport Physician Assistant Institute is to develop clinicians with: dedication to patients; commitment to life-long education; respect for the profession; a global perspective on health care; volunteerism as a professional core value and an integrative approach to practice for the benefit of all patients. This mission to educate the physician assistant is reflected in our motto: *Adiuvare, Mederi, Communiter; TO HELP, TO HEAL, TOGETHER.*

Curriculum

The physician assistant curriculum is comprised of a rigorous 28 month Master of Science Program. The goals and objectives of our program are guided by the criteria set forth in the Standards and Guidelines for an Accredited Educational Program for the Physician Assistant as established by the Accreditation Review Commission on education for the Physician Assistant (ARC-PA). The first four terms are made up of primarily classroom instruction. The intensity of our didactic curriculum is matched by the rigor of the clinical phase of the program and the unique relationship that we have with the St. Vincent's Medical Center and many community medical practices. The didactic phase of our curriculum provides a comprehensive background in the basic and clinical sciences which includes courses in human anatomy and physiology, microbiology, genetics, pharmacology, history taking and physical examination, clinical medicine, procedural skills, medical ethics, global medicine, integrative medicine and patient education and counseling. Course content is presented through traditional lecture, blended instruction, case based and hands on skills labs. The curriculum is overseen by primary faculty and may include University of Bridgeport basic science and health professional faculty, practicing physician assistants, physicians and providers who have the exper-

tise in their respective specialty. The clinical year exposes the student to the areas of family practice, internal medicine, pediatrics, obstetrics and gynecology, emergency medicine, general surgery and psychiatry. The student is also given the opportunity to choose two electives in an area of interest. The didactic and clinical phases of curriculum are designed to enable the student to acquire proficiency in the competencies of the physician assistant.

Program Objectives

In the design of the curriculum and clinical experiences it is the goal of the Physician Assistant Institute:

To develop self motivated and high quality graduates committed to self discovery and self assessment through the application and evaluation of clinical practice obtained through critical evaluation of the medical literature.

To develop highly competent Physician Assistants evidenced by the ability to transfer knowledge from the classroom and clerkship experience to graduate clinical performance through:

- Successfully passing the National Certifying examination
- Acquisition and application of the basic and clinical sciences
- Understanding the diversity amongst patients, ideas, perceptions of care, and culture while respecting the values associated with their ethnicity, sexual orientation and background.
- Developing an appreciation for patient preferences and the diversity of the treatments and healers they seek.
- The ability to implement effective communication skills to colleagues, patients and families they encounter to improve patient care and outcome.

To develop a solid professional value system, committed to life-long learning, professional development and advocacy for the profession.

It is the intention of the University of Bridgeport, Faculty of Health Science and the Physician Assistant Institute to endeavor to communicate these goals through our teaching, role modeling and clinical practice.

Physician Assistant Institute

Competencies for the Physician Assistant Profession

Preamble

In 2003, the National Commission on Certification of Physician Assistants (NCCPA) initiated an effort to define PA competencies in response to similar efforts being conducted within other health care professions and growing demand for accountability and assessment in clinical practice. The following year, representatives from three other national PA organizations, each bringing a unique perspective and valuable insights, joined NCCPA in that effort. Those organizations were the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), the body that accredits PA educational programs; the Association of Physician Assistant Programs (APAP), the membership association for PA educators and program directors; and the American Academy of Physician Assistants (AAPA), the only national membership association representing all PAs.

The resultant document, *Competencies for the Physician Assistant Profession*, is a foundation from which each of those four organizations, other physician assistant organizations and individual physician assistants themselves can chart a course for advancing the competencies of the PA profession.

Introduction

The purpose of this document is to communicate to the PA profession and the public a set of competencies that all physician assistants regardless of specialty or setting are expected to acquire and maintain throughout their careers. This document serves as a map for the individual PA, the physician-PA team and organizations that are committed to promoting the development and maintenance of these professional competencies among physician assistants.

The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. Professional competencies for physician assistants include the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, systems-based practice, as well as an unwavering

commitment to continual learning, professional growth and the physician-PA team, for the benefit of patients and the larger community being served. These competencies demonstrated within the scope of practice, whether medical or surgical, for each individual physician assistant as that scope is defined by the supervising physician and appropriate to the practice setting.

In 1999, the Accreditation Council for Graduation Medical Education (ACGME) endorsed a list of general competencies for medical residents. NCCPA's Eligibility Committee, with substantial input from representatives of AAPA, APAP and ARC-PA, has modified the ACGME's list for physician assistant practice, drawing from several other resources, including the work of Drs. Epstein and Hunderdt; research conducted by AAPA's EVP/CEO, Dr. Steve Crane; and NCCPA's own examination content blueprint.

The PA profession defines the specific knowledge, skills, and attitudes required and provides educational experiences as needed in order for physician assistants to acquire and demonstrate these competencies.

MEDICAL KNOWLEDGE

Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Physician assistants are expected to:

- understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- identify signs and symptoms of medical conditions
- select and interpret appropriate diagnostic or lab studies
- manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities

- identify the appropriate site of care for presenting conditions, including cases and those requiring referral or admission
- identify appropriate interventions for prevention of conditions
- identify the appropriate methods to detect conditions in an asymptomatic individual
- differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data
- appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis
- provide appropriate care to patients with chronic conditions

INTERPERSONAL & COMMUNICATION SKILLS

Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
- appropriately adapt communication style and messages to the context of the individual patient interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- apply an understanding of human behavior
- demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety
- accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

PATIENT CARE

Patient care includes age-appropriate assessment, evaluation and management. Physi-

Physician Assistant Institute

Physician assistants must demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness. Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate caring and respectful behaviors when interacting with patients and their families
- gather essential and accurate information about their patients
- make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- develop and carry out patient management plans
- counsel and educate patients and their families
- competently perform medical and surgical procedures considered essential in the area of practice
- provide health care services and education aimed at preventing health problems or maintaining health

PROFESSIONALISM

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity

- responsiveness to the needs of patients and society
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- self-reflection, critical curiosity and initiative

PRACTICE-BASED LEARNING AND IMPROVEMENT

Practice-based learning and improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. Physician assistants must be able to assess, evaluate and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
- obtain and apply information about their own population of patients and the larger population from which their patients are drawn
- apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- apply information technology to manage information, access on-line medical information, and support their own education
- facilitate the learning of students and/or other health care professionals
- recognize and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others

SYSTEMS-BASED PRACTICE

Systems-based practice encompasses the societal, organizational and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. PAs should work to improve the larger health care system of which their practices are a part. Physician assistants are expected to:

- use information technology to support patient care decisions and patient education
- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide more effective, efficient patient care
- use the systems responsible for the appropriate payment of services

Physician Assistant Institute

Semester Based Curriculum

Semester 1 (Spring)

NUMBER	COURSE	CREDITS
MSPA 511	Anatomy I	3
MSPA 521	Physiology I	3
MSPA 551	History & Physical Exam I	3
MSPA 529	Clinical Medicine I NEW	5
MSPA 565	Integrative Medicine & Practice	2
MSPA 575	Global Health & Preventive Medicine	2
Semester Total		18

Semester 2 (Summer)

NUMBER	COURSE	CREDITS
MSPA 512	Anatomy II	3
MSPA 522	Physiology II	3
MSPA 552	History & Physical Exam II	3
MSPA 530	Clinical Medicine II	6
MSPA 534	Correlative Medicine I	2
MSPA 581	Pharmacology I (Formerly 571)	3
Semester Total		20

Semester 3 (Fall)

NUMBER	COURSE	CREDITS
MSPA 533	Clinical Medicine III (Formerly 613-6)	8
MSPA 542	Correlative Medicine II	2
MSPA 582	Pharmacology II (Formerly 571)	3
MSPA 591	Technical Skills	2
MSPA 556	Patient Education, Nutrition & Counseling	2
MSPA 574	Medical Ethics & Professional Practice (Formerly 603)	2
Semester Total		19

Semester 4 (Spring)

NUMBER	COURSE	CREDITS
MSPA 602	Information Literacy & Medical Writing	2
MSPA 671	Research Methods	2
MSPA 651	Internal Medicine Clerkship 1 of any of the 8 clerkships	5
Semester Total		9

Semester 5 (Summer)

NUMBER	COURSE	CREDITS
MSPA 652	Pediatrics Clerkship	5
MSPA 653	Surgery Clerkship	5
MSPA 654	Emergency Medicine Clerkship 3 of any of the 8 clerkships	5
Semester Total		15

Semester 6 (Fall)

NUMBER	COURSE	CREDITS
MSPA 655	Obstetrics/Gynecology Clerkship	5
MSPA 656	Family Medicine Clerkship	5
MSPA 661	Capstone Project I 2 of any of the 8 clerkships	4
Semester Total		14

Semester 7 (Spring)

NUMBER	COURSE	CREDITS
MSPA 657	Psychiatry Clerkship	5
MSPA 658	Elective Clerkship	2
MSPA 662	Capstone Project II	2
MSPA 695	Graduate Practice Logistics 2 of any of the 8 clerkships	1
Semester Total		10
Curriculum Total		105

*CORE SUPERVISED CLINICAL CLERKSHIPS

All students are required to complete all of the seven core supervised clinical clerkships. The clinical clerkship sequence will be individually assigned to students by the Director of Clinical Education.

Emergency Medicine - The Emergency Medicine clerkship gives the physician assistant student direct involvement and experience in a hospital Emergency Department setting. This will provide the student with practical clinical experience in the diagnosis, evaluation, and management of a wide range of emergent medical, orthopedic, traumatic, and surgical conditions. Students will participate in the care of pediatric and adult patients in all triage acuity classifications. This experience consists of a six week supervised clinical experience in an affiliated hospital emergency department designed to further develop the concepts of diagnosis and management acquired during the pre-clinical course-work and to develop decision-making and cognitive skills related to patient care in an emergency room. This course will also provide the student a chance to develop additional clinical psychomotor skills by performing routine basic procedures in a supervised setting. By the completion of the rotation, the student will have gained an appreciation for the delivery of emergency medical care as well as an understanding of the role of the PA in the Emergency Department setting.

Family Medicine - This six week clinical clerkship is designed to expose the student to a variety of common ambulatory care situations. Settings vary, but experiences are centered around primary care, general medicine, and family practice. Students are responsible for eliciting chief complaints, gathering pertinent historical data, and performing relevant physical examinations. Stu-

dents are also expected to develop problem lists, diagnostic impressions and therapeutic plans. These are to be presented to the preceptor in an organized, thoughtful manner. Students are expected to attend conferences on primary care problems when offered and participate in other assigned activities.

Internal Medicine - This 6 week clerkship is designed to provide an opportunity for the student to build on previous didactic experience and begin to develop competence in clinical medicine. The student is exposed to patients with a wide group of acute and chronic medical conditions. This clerkship will emphasize skills in gathering historical data, examination of patients, and provide the opportunity to perform a variety of diagnostic and therapeutic procedures. Students will interpret laboratory, EKG, and a variety of radiology studies. Students will formulate treatment plans; participate in discharge planning and patient education.

Obstetrics and Gynecology - This six week clerkship is designed to provide the student with exposure to common prenatal and gynecological problems. Hospital and clinic settings offer the student a wide range of outpatient and/or inpatient experience. The student will become confident with the routine gynecological evaluation and patient education. The student may have the opportunity to participate in labor and delivery. Emphasis is placed on data gathering, differential diagnosis, patient management, maintenance of medical records, performance of diagnostic and therapeutic skills, follow up care and the provision of health education and counseling.

Pediatrics - This six week clerkship is designed to provide the student with exposure to common pediatric problems. Emphasis is placed on assessment and management of normal and abnormal growth and development, as well as acute and chronic disease states. The student will develop skills in obtaining historical information and examining the pediatric patient. While most of the experience will occur in the office setting, the student will have the opportunity to be involved on the pediatric inpatient setting also.

Psychiatry/Behavioral Medicine - This six week clerkship provides students experience in working with patients who have psychiatric, behavioral or substance abuse problems. Emphasis is placed on the recognition and

Physician Assistant Institute

management of these problems. The student will learn how to do a mental status exam and medically assess the patient to screen for non psychiatric causes of the patient's clinical presentation. The student will be involved in treating patients with psychiatric as well as co-occurring disorders with alcohol, benzodiazepine or opiate dependence.

Surgery - This is a six week clerkship on an inpatient surgical service with hospital operating room experiences. The student is exposed to the concepts and principles which characterize the practice of medicine in general surgery, while participating in the pre- and post-operative evaluation and care of surgical patients. The role of the physician assistant student on the general surgical service includes performing the admission history and physical examination, monitoring and recording patient progress on daily rounds, performing and/or assisting with diagnostic and therapeutic procedures, assisting the surgeon in the operating room; participating in the post-operative care and management of patients, in addition to providing patient/family education and support.

GRADING

The Physician Assistant Institute letter grade system for courses is as follows:

Grade Quality Points

A	4.00
B+	3.50
B	3.00
C+	2.50
C	2.00
D	1.00 — Considered Failing
F	0.00
P/F	Courses in this grading category are not calculated in the GPA
I	For Incomplete coursework
W	Withdrawal from Course

Clerkship grades will use the same scale as the didactic courses.

Administrative Grades

- I The grade of Incomplete "I", is used by the faculty to indicate that a student has not completed all course requirements. A student will have one week from the

last day of the term to meet with the faculty and complete all course requirements. Upon completion of the course requirements the faculty will submit the earned grade. Failure by the student to meet with the faculty and complete the requirements in one week from the last day of the term will result in the grade of "I" being converted to a grade of "F." Any student with a grade of "F" or "W" will be required to register and retake that course in it's entirety when the course is regularly scheduled. Any student with a grade of "F" or "W" will not be eligible to register for courses for which that course is a prerequisite.

W Withdrawal grades are assigned based on the following policy statements:

1. If the student officially withdraws from a course during the official change-of-registration period, that course does not appear on the student's transcript.
2. If a student officially withdraws from a course after the end of the change-of-registration period, but before the end of the official withdrawal period, a grade of "W" is assigned and that course remains on the student's transcript. Courses with a grade of "W" do not count toward the QPR and do not count toward "hours attempted."
3. The names of students who have officially withdrawn from a course and receive the grade of "W" are so listed on the class roster for the balance of the semester.
4. Any exceptions to the above, including late withdrawals, must be approved by the Director and the Vice Provost for Health Sciences before they become official and are recorded. Poor academic performance does not constitute a valid reason for late withdrawal.

Since courses in the Physician Assistant Program are sequential a withdrawal would prohibit the student from continuing.

Academic policies

Academic policies used to manage and direct the academic program are:

1. Attendance Requirements
2. Requirements for Graduation
3. Good Academic Standing

4. Academic Warning, Probation and Dismissal
5. Dismissal from the College (Non-Academic)
6. Withdrawal from the Program
7. Readmission to the Program

DIDACTIC APPEALS PROCESS

A student may appeal a grade, first to the instructor and then to the Director of Academic Affairs and finally the Director. If after appeal to the Director, a student remains unsatisfied, then an appeal may be presented to the Progress and Promotions committee. In this latter instance, the appeal must be based on substantive academic grounds.

Clinical Clerkship Appeals Process: A student may appeal a grade, first to the Director of Clinical Education and finally the Director. If after appeal to the Director, a student remains unsatisfied, then an appeal may be presented to the Progress and Promotions committee. In this latter instance, the appeal must be based on substantive academic grounds.

ATTENDANCE REQUIREMENTS

In the Physician Assistant Program, it is expected that all students will assume responsibility for meeting all academic and clinical obligations with punctuality. Student attendance is expected in all classes and represents a component of professionalism. Students remain responsible for all of the work in the courses in which they are registered.

Students must arrive at all educational and clinical sessions with the necessary lab instruments, texts, attire, and other materials as designated by the instructor, or may otherwise be excluded from participation in the activity. Students not properly prepared for competencies will not be evaluated. Make up competencies for lack of preparation will not be offered.

Acceptance into the Physician Assistant Institute at the University of Bridgeport requires a full-time commitment. It is an intense and rigorous program that is demanding. The program strongly discourages students from holding an outside job during the didactic and clinical years.

Physician Assistant Institute

Academic Progress

STUDENT STATUS IN GOOD STANDING

To maintain full graduate status, the student must achieve a minimum GPA of 3.000 (based on 4.000) in his or her graduate study. Students whose GPA drops below a 3.000 while in the program will be placed on academic probation.

SATISFACTORY ACADEMIC PROGRESS

Students enrolled in the Physician Assistant Institute Master of Science degree program are in good academic standing and are making satisfactory academic progress; if they have successfully achieved the following criteria upon completion of their most recent semester of course work:

1. Did not receive a grade of "F or D" in any course, and
2. Maintain a cumulative grade point average of 3.0 or better.

A student who has not achieved the above criteria is not making satisfactory academic progress will be evaluated by the Director and the Progress and Promotion committee and will be required to follow the criteria as outlined in the catalog regarding Academic Probation and Dismissal.

PROGRESS AND PROMOTIONS

Each student will be presented by the faculty to the progress and promotions committee. The committee meets toward the end of the didactic period and once again prior to graduation. The committee is charged with the responsibility to assure that students are maintaining progress. If a student is not progressing as expected the committee may make recommendations for remediation or dismissal.

ACADEMIC ADVISING

Students will be assigned an academic advisor upon admission to the program. Students will meet with their advisor at least once per term to discuss progress and any problems they may be experiencing.

REMEDIATION

Student progress will be monitored with enough frequency to ensure that deficiencies in students' knowledge, skills and professionalism are identified in a timely fashion. Once identified, students with deficiencies will be required to enter the program's remediation process. Students will meet with course directors and their faculty advisors to identify the nature and underlying causes of the problems. Opportunities for remediation will be identified and the program will work with students to their fullest ability. Remedial actions may include referral for tutoring, time management, study skills enhancement, test taking strategies, and/or personal counseling. Faculty advisors will meet regularly with students for documentation and follow-up. For further details please refer to the full policy in Appendix A of the Physician Assistant Institute student handbook.

ACADEMIC PROBATION

Graduate students must have a 3.000 cumulative GPA to be eligible to graduate. Graduate students whose cumulative GPA falls below a 3.000 will be placed on academic probation and will receive written notification of this status. At this point it is the student's responsibility to meet with his or her advisor. In order to be removed from academic probation, the student will need to achieve a cumulative GPA of 3.000 within his or her next term of study. Failure to do so may subject the student to immediate dismissal from the program at the discretion of the Program Director.

PROGRAM WITHDRAWAL

Any student wishing to withdraw from the PA program must submit this in writing to the Program Director detailing the reason for withdrawal and expected plans if any, to return. A student who withdraws in "good standing" academically, will be allowed to reapply to the program after an interview with the program administration without going through the full admissions process. An exit interview with the Program Director will be required. A student in this category will be required to interview once again with program administration before readmission is approved.

Students who are withdrawing due to issues of an academic nature will be required to

exit interview with Program Director and the Director of Academic Affairs to delineate a plan, detailing requirements for readmission. A student in this category will be required to interview once again with program administration before readmission is approved.

DISMISSAL

At any time a student can be dismissed from the program for academic or professional behavioral reasons. Any student in jeopardy of dismissal from the program will be notified in writing and have the option to respond. If necessary, an AD HOC Progress and Promotions committee will be convened and the issue presented. All recommendations of the committee will be presented to the Program Director for final action.

DISMISSAL FROM THE COLLEGE

Academic inadequacies are not the only reasons for dismissal from the College. The following is a list of additional causes for dismissal:

1. Failure to meet the generally accepted standards of ethical conduct and clinical practice. Dismissal of this nature is subject to review by a committee of peers, faculty and administration.
2. Pleading guilty or "nolo contende," or being found guilty of any crime involving moral turpitude or being felonious in nature.
3. Repeated violation of public policy, or the demonstration of behavior that creates safety hazards and/or disrupts the order of the institution. Dismissal of this nature is subject to review by a committee of peers, faculty and administration.
4. Failure to meet financial obligations or commitments to the College.

GRADUATION REQUIREMENTS

Candidates for the degree of Master of Science from the Physician Assistant Institute must, in addition to completing all course and other degree requirements, have a minimum GPA of 3.00 and receive a C or higher in all courses. Each Student must successfully complete the summative evaluation prior to graduation. Each student must complete and submit the graduate research requirement. No student will be graduated who has not completed the above outlines requirements and resolved all financial obligations

Physician Assistant Institute

with the University.

Admissions Requirements

- Bachelors degree from an accredited institution
- Cumulative GPA of 3.0 or higher preferred
- Required coursework:

*Taken within the last ten years with a grade of 'C' or better from an accredited school.

- General Biology I with lab
- Anatomy and Physiology I and II with labs
- 2 semesters of Chemistry with labs
- 1 semester of English
- 1 semester of Psychology
- 1 semester of Statistics
- Recommended coursework:
 - Microbiology with lab
 - Genetics with lab
 - Biochemistry with lab
- Minimum of 500 hours of direct patient care experience

Required Materials CASPA

- Application completed through CASPA
 - <https://portal.caspaonline.org/>
- Official transcripts from all schools attended
- Three letters of recommendation
 - One must be from a healthcare provider and another from the supervisor of the clinical experience. The third can be a professor, employer, or another individual who has known you on a professional level for a year or more.

*All transcripts and letters of recommendation must be sent directly to CASPA. These materials will not be accepted by the University of Bridgeport.

Required Supplemental Essay

Please send to paadmit@bridgeport.edu.

- University of Bridgeport Essay – 500 words sent directly to the University of Bridgeport addressing:

- Why have you chosen to apply to the University of Bridgeport?
- What aspects of our program or curriculum resonate with you and why?
- How would the University of Bridgeport's program help you reach your career goals?

**Applicants must complete the Healthcare Experience section on the CASPA application to document the 500+ hours of patient care experience. Please note applications are not considered complete until the supplemental essay has been processed by the University of Bridgeport. Application completed through CASPA-Deadline is August 1.*

Application Procedures

DOMESTIC APPLICANTS

Domestic applicants must include:

1. A properly completed application for admission
2. A NON-REFUNDABLE application fee of \$40*
3. Official transcripts of all college records
4. Statement of Purpose (500–750 words) addressing your desire for medicine as a career and your perception of your role as a Physician Assistant.
5. Three letters of recommendation of which one should be from:
 - a) A Physician, Physician Assistant, Nurse Practitioner or Clinical Supervisor.
 - b) A supervisor speaking to your required healthcare experience.
 - c) General letter of recommendation attesting to character.
6. A completed application and supporting documents must be sent to the Office of Admissions by August 15. Applications are reviewed as they become complete and interviews are offered to the most qualified applicants.

Mailing address

University of Bridgeport
Division of Health Sciences
Office of Admissions
126 Park Avenue, Bridgeport, CT 06604

INTERNATIONAL APPLICANTS

International applicants must complete an application for international students as well as an application to the Physician Assistant program. Applicants who have engaged in pre-professional study in foreign countries must submit official copies of all records, as well as certified translations if the original records are not in English. All transcripts/mark-sheets must be evaluated by a recognized credential evaluation organization, such as World Education Services (WES). Fees charged by such an agency are the responsibility of the student. Additionally, graduation from a physician assistant program does not guarantee employment in the United States or abroad. Please check with your education advisor prior to application to the program.

All non-native English language speakers must demonstrate English language competency at a level appropriate for advanced scientific study. At a minimum, proficiency can be demonstrated in one of the ways listed below:

1. Minimum score of 80 from the Test of English as a Foreign Language (TOEFL) or the Test of Spoken English (TSE), taken within the past two years. Information on the TOEFL/TSE can be obtained from TOEFL, P. O. Box 6151, Princeton, NJ 08541-6151, U.S.A. or www.ets.org.
2. Receipt of a grade of "B" or better in one semester of English at an accredited U.S. college or university.
3. Successful completion of intensive English Language study at the UB's English Language Institute.

Technical Standards

University of Bridgeport Physician Assistant Institute Technical Standards

Completion of a degree at the University of Bridgeport signifies the graduate is prepared for practice in their prospective field by meeting the technical standard requirements. Technical standards, as distinguished from academic standards, refer to the physical, cognitive, and behavioral abilities required for satisfactory completion of curriculum. The essential required abilities include

Physician Assistant Institute

motor, sensory, communicative, intellectual, behavioral and social criteria. These standards are required by ARC-PA (A3.07) and are common to all programs. All candidates must possess the necessary intellectual ability and skills in observation, communication, motor, and behavior to enter and successfully complete the program. (Adopted from: The Report of the Special Advisory Panel, on Technical Standards for Medical School Admissions, AAMC 1979; Key Foundations for Developing Educationally Effective and Legally Sound Access and Diversity Policies AAMC Professional Development Conference for Medical School Admissions Officers June 22, 2007.)

Observation

- Candidates must be able to observe visual presentations in the classroom and laboratory and at the patient bedside.
- Candidates must be able to observe patients closely and at a distance to observe the patient's condition and complete a patient exam.
- Candidates must be able to immediately comprehend and respond to auditory instructions or requests.

Communication

- Candidate must be able to speak, hear and observe patients to obtain pertinent information.
- Candidates must be able to communicate in a clear and effective manner with patients and their families both orally and in writing, using appropriate grammar, spelling, and vocabulary.
- Candidates must possess the skills of sensitivity and confidentiality in patient communication. They must abide by the HIPAA policy.
- Candidates must be able to communicate with the health care team effectively and efficiently.

Motor Skills

- Candidates must be able to elicit information on patient exam by palpation, auscultation, and percussion as well as carry out diagnostic maneuvers.
- Candidates must be able to examine and treat patients with coordination of muscular movements, equilibrium, and sensation.

- Candidates must be able to manipulate equipment and instruments for basic laboratory tests and procedures such as airway management, suturing, needle placement & IV, stethoscope & ophthalmoscope, tongue blades, gynecologic speculum and scalpel.
- Candidates must be able to transport themselves from room to room and location to location in an efficient manner to see patients.
- Candidates must have the physical stamina to complete both the didactic and clinical portions of the training program which includes sitting, standing, and moving from classroom to laboratory to hospital.

Intellectual Ability

- Candidates must possess problem solving ability, a skill demanded of physician assistants.
- Candidates must be able to collect, measure, organize, prioritize, analyze and assimilate data in a limited time frame. Information presented in lecture must be successfully applied in the clinical setting by the candidate.
- Candidates must be able to read and understand the medical literature and use this knowledge in problem solving and patient care.
- Candidates must be able to interpret x-rays and EKG readings.

Behavior

- Candidates must be able to use their intellectual ability and exercise good judgment in completing their responsibilities for the diagnosis and treatment of patients.
- Candidates must have the capacity to respond to emergencies in a calm and reasoned manner.
- Candidates must be able to develop rapport with patients and their families and their colleagues.
- Candidates must be able to handle the physical, mental and emotional stress while functioning effectively.
- Candidates must demonstrate compassion, motivation, integrity, flexibility and a consciousness of social values.
- Candidates must be able to interact with a diverse population.

- Candidates must be able to accept criticism and modify behavior and practice as needed.
- Candidates must work cooperatively preserving relationships with other members of the health care team.
- Candidates must understand and apply ethical standards in practice.
- Candidates must demonstrate emotional stability at a level necessary to deliver sound patient care in all settings and to interact with interdisciplinary health care teams.

Selection of Candidates

The University of Bridgeport Physician Assistant Institute is coeducational and does not discriminate against any applicant on the basis of gender, race, religious orientation, sexual orientation or national origin. (Title VI, Civil Rights Act 1964)

All eligible finalists are invited for a personal interview before any action is taken upon their application. Among the qualities typical of most successful candidates for admission, the following are especially important:

1. Superior communication skills, both oral and written.
2. Evidence of strong motivation to become a Physician Assistant.
3. Initiative and honesty as evidenced in the candidates' transactions within the application process and in all information submitted in support of the application.
4. Academic achievement and motivation toward the curriculum offered at the Institute.

NOTIFICATION OF ACCEPTANCE

Applicants will be notified in writing of the decision of the Admissions Committee as soon as a decision is made.

School of Continuing and Professional Studies

Dean: Michael Giampaoli
Wahlstrom Library, Garden Level
126 Park Avenue
Telephone: (203) 576-4168
Fax: (203) 576-4537
E-mail: scpsinfo@bridgeport.edu
Website: www.bridgeport.edu/scps

The School of Continuing and Professional Studies (SCPS) serves the public by facilitating access to the University's knowledge and resources through credit and noncredit courses and alternative methods of teaching and learning, and by aiding adult lifelong learners and organizations to become more competitive, improve their earning power, and enrich their lives.

THE IDEAL DEGREE COMPLETION PROGRAM

Associate Dean and Director of Advising:
Yvrose Romulus

Director of Admissions: Mary Jane Dubner
Wahlstrom Library, Garden Level
Telephone: (203) 576-4800
E-mail: idealinfo@bridgeport.edu

The Innovative Degree Excellence in Accelerated Learning (IDEAL) program was an early pioneer in accelerated degree-completion programs for adult learners, beginning in 1988 and expanding into three locations throughout the state; Bridgeport, Stamford and Waterbury.

The IDEAL Program gives adults age 23 or over the opportunity to complete a bachelor's degree at a convenient time and place. Courses are mostly offered in five- and eight-week terms – one meeting per week – nine sessions per year in various formats; evening, weekend and online. All faculty who teach in the IDEAL program hold graduate degrees in their teaching discipline and possess relevant and current professional experience. They deliver quality instruction to the adult learner utilizing one's knowledge and experience by fostering innovation in the classroom and a valuable learning environment that will enhance the students' career.

Programs of Study

The degree completion program offers degrees in:

- A.A. in Business Administration
- A.A. in General Studies
- B.S. in Business Administration
- B.S. in General Studies Business concentration
- B.S. in General Studies Social Science concentration
- B.S. in General Studies Online Social Science concentration
- B.S. in Human Services
- B.S. in Human Services & Psychology (Double Major)
- B.S. in Professional Studies
- B.S. in Professional Studies with a concentration in Healthcare Administration
- B.S. in Professional Studies with a concentration in Human Resources Administration
- B.S. in Professional Studies with a concentration in Organizational Leadership
- B.S. in Psychology
- Certificate in Human Resource Management

STAMFORD CENTER

Director: Maureen Maloney
5 Riverbend Drive
Stamford, CT 06907
Telephone: (203) 358-0700
Fax: (203) 967-3735
E-mail: ubstamford@bridgeport.edu
Website: www.bridgeport.edu/stamford

The Stamford Campus is located in the Springdale section of Stamford in the Riverbend Center, a corporate park with plenty of secure parking, near the Springdale MetroNorth railroad station, I-95, and Merritt Parkway. The facility includes wireless technology-enhanced classrooms, SmartBoard technology, networked computer lab, faculty and administrative offices, student resource room and free, convenient parking.

Programs of Study at the Stamford Center

UNDERGRADUATE (IDEAL Degree Completion Program):

- B.S. in Business Administration

- B.S. in General Studies (concentration in Business or Social Sciences)
- B.S. in Human Services

GRADUATE:

- M.S. in Counseling (Weekend)
- M.S. in Education (part-time Evening and Weekend)
- M.S. in Education Intern Program
- Teaching Certification (Elementary, Middle and Secondary)
- Sixth Year Education Program (General, Reading, and Administration)

WATERBURY CENTER

Director: Karen Ringwood
84 Progress Lane
Waterbury, CT 06705
Tel: (203) 573-8501
Fax: (203) 573-8576
E-mail: ubwaterbury@bridgeport.edu
Website: www.bridgeport.edu/waterbury

The University of Bridgeport's Waterbury Campus is conveniently located off Interstate 84 from exit 25A on the Waterbury/Cheshire border and offers undergraduate, graduate, and post-graduate programs. The facility includes wireless technology-enhanced classrooms, SmartBoard Technology, networked computer lab, faculty and administrative offices, student resource room and free, convenient parking.

Programs of Study at the Waterbury Center

UNDERGRADUATE (IDEAL Degree Completion Program):

- B.S. in General Studies (concentrations in Business or Social Sciences)
- B.S. in Human Services
- B.S. in Psychology

GRADUATE:

- M.S. in Education (part-time Evening and Weekend)
- M.S. in Education Intern Program
- Sixth Year Education Program (General, Reading, and Administration)

English Language Institute (ELI)

Director: Meg Cooney
English Language Institute
Carlson Hall
303 University Avenue
Telephone: (203) 576-4860
Fax: (203) 576-4861
E-mail: esl@bridgeport.edu

Assistant Director: Jennie Farnell
English Language Institute
Carlson Hall
303 University Avenue
Telephone: (203) 576-4458
E-mail: jfarnell@bridgeport.edu
Website: <http://www.bridgeport.edu/eli>

General Information

The English Language Institute of the University of Bridgeport offers an intensive program of English as a Second Language. ELI also organizes off-campus trips and on-campus activities designed to introduce international students to the United States, its language and its people.

ELI classes are offered year round, Monday through Friday. Full-time students attend class in the mornings and afternoons. Part-time students can choose to attend mornings or afternoons. For full-time students, a typical day consists of 5 hours of instruction, including classroom instruction in grammar, composition, reading, listening, and speaking, and assigned work in the university's state-of-the-art language laboratory. ELI provides highly individualized instruction. Classes are limited to 15 students per teacher.

ELI students receive a University of Bridgeport student I.D. card and are entitled to use facilities on the campus of the University of Bridgeport, such as the Wahlstrom Library and the Wheeler Recreation Center, to name but a few.

Admission

ELI students must have a strong personal commitment to learning the English language. Courses in English as a Second Language are offered year-round at all levels from beginner through advanced. ELI application forms and additional program information may be obtained at the above address or may be printed out directly from the ELI Internet address shown above.

Applicants must be at least 17 years old. Applications are accepted at any time of the year and new students may begin class throughout the year. International Admissions issues an official letter of admission to the program and an I-20 form promptly upon receiving a completed ELI application. After receiving the I-20 issued by ELI, the prospective student may apply for an F-1 student visa at an American embassy or consulate prior to coming to the United States.

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Why Students Enroll at ELI

Many students wish to enrich their knowledge of the English language while on leave from a school or a job in their home country. Most of these students return to their home country after a stay at ELI of from 7 weeks to a full year or more.

Many ELI students plan to apply for admission to a degree program at the University of Bridgeport. They improve their knowledge of English to meet the English language requirement for university admission. These students usually obtain "conditional acceptance" to a degree program and will receive full acceptance when they satisfy the University's English language requirement for admission. It should be noted that successful completion of ELI's advanced level satisfies the English language requirement for admission to the University of Bridgeport. ELI graduates are not required to take the TOEFL or IELTS.

The Curriculum

The curriculum of ELI focuses on improving skills in speaking, listening comprehension, writing, and reading. At all levels of the curriculum, ELI instructors seek to help students improve their language skills through active use of the language both in and out of the classroom.

New students complete a placement test upon arrival and are placed in the appropriate level of English. Successful completion of the session allows the student to move up to the next level.

Students who are placed in the lower levels concentrate on basic grammar, speaking, listening, and reading skills, and practice paragraph writing. As students progress through the levels, they continue to improve their speaking and listening skills while taking on more challenging tasks in reading and writing.

In the advanced levels, students strive to achieve competence in language-dependent tasks similar to those that are required of native speakers of English in both academic and career-related activities. These include reading for content; note-taking from spoken and written materials; speaking skills needed to relate information, to persuade, to negotiate, and to inquire; and skills needed in essay and report writing, as well as in effective correspondence.

Graduates of ELI receive a "Certificate of Completion" which certifies that they have met the English language requirement for admission to the University of Bridgeport. Grades reports are issued upon request.

Schedule of Charges

Please see insert for current academic year for tuition, fees, and other expense.

ELI students should plan on spending about \$200 per 8-week session to cover required books and miscellaneous personal expenses such as recreational travel, local transportation, books, laundry, clothing, etc.

Application Forms and Additional Information

Prospective students may obtain application forms, credit card charge forms, insurance information, etc. at ELI's Internet site, by email, or by calling or faxing ELI.

Ernest C. Trefz Center for Venture Management and Entrepreneurial Studies

The Ernest C. Trefz Center for Venture Management and Entrepreneurial Studies (CVM) builds upon the entrepreneurial spirit of its principle supporter to encourage the development and retention of small businesses in the region. The Center provides opportunities for potential entrepreneurs and small business persons to get expert help with their ventures and for faculty and students to participate in entrepreneurial experiences.

COMPONENTS OF THE CENTER FOR VENTURE MANAGEMENT INCLUDE:

- The Business Development Institute helps potential entrepreneurs and small business persons get help in start-up, business organization, finance, marketing, staffing and management; and assists in evaluating technology and development planning.
- The Bridgeport Foreign Trade Institute sponsors monthly international business seminars and conferences; develops networks of international business firms; provides consultation services to those individuals and organizations who attempt to enter international business; and assists local governments in promoting local businesses and products made in the State of Connecticut to foreign markets and investors.
- The Urban Management Institute studies socioeconomic issues in the region and recommends appropriate policy initiatives.
- The Special Projects Unit promotes activities especially targeted for small business people in the region through conferences, seminars and special events. Typical events include: "The Entrepreneurship Conference," "The National Innovation Workshop," "Technology Transfer and Licensing," "The Banking Forum," and Minority Workshops on "How To Succeed In Small Business."
- The SCORE (Service Corps of Retired Executives), Bridgeport Chapter, is housed in the Trefz Center on the University campus. SCORE offers opportunities to students for internships in business consultation.

Pre-Professional Programs

The University of Bridgeport is committed to providing the appropriate education and guidance to those students for whom the baccalaureate degree is a stepping-stone to the completion of a professional degree in the health sciences or law. To this end the University has established a Pre-Law and a Pre-Health advisory program.

Pre-Law Studies

Advisor: Timothy Raynor
Mandeville Hall
230 Park Avenue
Telephone: (203) 576-4687
Fax: (203) 576-4388
E-mail: traynor@bridgeport.edu

While no single curricular path is the ideal preparation for law school, a broadly based undergraduate program that includes training in analytical reasoning and writing will serve you well. Law schools want students who can think, read, and write and who have some understanding of the forces that have shaped human experience. You can acquire these attributes in any number of college courses, whether in the humanities, the social sciences, or the natural sciences.

English language and literature courses are virtually indispensable. At the same time, every law student should be aware of the institutional processes of government through which much of the law is made and applied. You can gain this awareness through study in political science. Because the law is inseparable from our historic experience, you should have some acquaintance with American history. The fact that many legal subjects are intimately concerned with economic relations among individuals, and with the structure and development of business enterprises, makes a knowledge of macro and microeconomics valuable. Statistics, accounting, and computer science are other courses that will help you to understand special legal subjects and the practice of law.

Accredited law schools require that applicants take the Law School Admission Test (LSAT). In the admissions process, law schools are primarily interested in the student's LSAT score, the student's GPA, and the intensity and depth of the student's undergraduate program, showing the student's capacity to perform well at an academically rigorous level.

For more information on pre-law studies, check out the Law School Admission Council at www.lsac.org.

Pre-Health Professional Studies

Advisor to Pre-Health: Spiros Katsifis
Charles Dana Hall
169 University Avenue
Telephone: (203) 576-4265
Fax: (203) 576-4262
E-mail: skatsif@bridgeport.edu

Advisor to Pre-Health for General Studies Majors: Edward Geist
Bryant Hall
271 Park Avenue
Telephone: (203) 576-4956
Fax: (203) 576-4051
E-mail: edwgeist@bridgeport.edu

The major categories of Pre-Health Professional Studies are:

- Pre-Chiropractic
- Pre-Naturopathic
- Pre-Dental
- Pre-Veterinary
- Pre-Medical

Virtually all of the professional schools in these fields have the same minimum entrance requirements:

1. Completion of 90 credit hours of college work or completion of a bachelor's degree,
2. Completion of laboratory science courses in the following subjects:
 - Biology – 8 credit hours
 - General Chemistry – 8 credit hours
 - Organic Chemistry – 8 credit hours
 - General Physics – 8 credit hours
3. Completion of a liberal arts core that includes English composition, psychology, communications, humanities, social sciences, and the fine arts.

Depending on the health profession and school some variation in these requirements does occur.

The highest percentage of students admitted to health professional graduate schools major in biology with chemistry the second

most common major. However, students majoring in any discipline, e.g. history, music, or psychology, are also viable candidates provided they satisfy the pre-requisites of the professional school to which they seek admission.

The University of Bridgeport's Biology Major offers a B.A. or B.S. degree that provides a rigorous scientific and technical program for the pre-health professional student. See the Biology major for additional details.

The University of Bridgeport's Bachelor of Science in General Studies (B.S.) degree program provides the student with the opportunity to create a program, in consultation with their advisor, that may fit the individual student's particular needs.

The University offers a pre-Chiropractic program in the Biology major and the General Studies major. These programs are offered with the cooperation of the University of Bridgeport College of Chiropractic. In both programs the student may elect a 90-Credit Basic Option, Combined Baccalaureate/Doctor of Chiropractic Option, or Complete Baccalaureate followed by Doctor of Chiropractic Option. See the description of the pre-chiropractic program elsewhere in the catalog.

A pre-Naturopathic program is also offered in cooperation with the University of Bridgeport's College of Naturopathic Medicine. In this program a student must complete the bachelor's degree before entering the College of Naturopathic Medicine. See the description of this program elsewhere in the catalog.

It should be noted that pre-health professional study in any of the above areas provides an excellent foundation for other careers in the health sciences, including osteopathy, podiatry, physical therapy, optometry, and pharmacy.

Pre-Professional Programs for Chiropractic

The University of Bridgeport offers a pre-professional program for students preparing for Chiropractic College, the Pre-Chiropractic Program for undergraduate students. This program fulfills the prerequisites for all Chiropractic colleges in the United States and Canada, including the University of Bridgeport College of Chiropractic.

Pre-Chiropractic Programs

Three undergraduate options of pre-chiropractic are offered in the Biology and General Studies majors: **90-Credit Basic Option, Combined Baccalaureate/Doctor of Chiropractic Option, and Complete Baccalaureate Followed by Doctor of Chiropractic Option.** In both majors the student earns a bachelor's degree which provides requirements for entrance into Chiropractic school.

The University of Bridgeport's Biology major offers both the B.S. and B.A. degrees. The major provides a rigorous scientific and technical program for the pre-Chiropractic student. The program is described in the section on Biology degrees.

The University of Bridgeport's Bachelor of Science in General Studies (B.S.) degree program provides the student with the opportunity to create a program in consultation with their advisor, that may fit the individual student's particular needs. This program is described elsewhere in the catalog under the General Studies major.

Both of these majors fulfill the University of Bridgeport's College of Chiropractic's minimum entrance requirements, which are:

1. Completion of 90 semester hours of undergraduate course work with a minimum grade point average of 2.50 on a 4.00 scale. In addition to this the cumulative grade point average must be competitive with other applicants vying for seats in the College of Chiropractic.
2. Completion of the following specific courses as part of their professional preparation:
 - Communication/Language Skills
6 semester hours
 - Psychology
3 semester hours
 - Social Science
3 semester hours

- Humanities
3 semester hours
- Electives (Social Science/Humanities)
9 semester hours
- Biology
8 semester hours
- General Chemistry
8 semester hours
- Organic Chemistry
8 semester hours
- General Physics
8 semester hours

3. All biology, chemistry, and physics courses must:

- be suitable for students majoring in the sciences,
- consist of a first semester and second semester course in each subject
- be passed with a grade of "C" (2.00 on a 4.00 scale) or better with a cumulative science quality point ratio of 2.25 or better,
- have a related laboratory.

90-CREDIT BASIC OPTION

Students electing this option complete 90 credits of course work, which includes fulfilling the Chiropractic admission requirements listed above. The student applies to and, if accepted, pursues the D.C. degree in Chiropractic college, but does not earn a bachelor's degree.

COMBINED BACCALAUREATE / DOCTOR OF CHIROPRACTIC OPTION

The University of Bridgeport School of Arts and Sciences and College of Chiropractic offer a seven year coordinated program leading to a combined Baccalaureate and Doctor of Chiropractic degree. Students enrolled in this option complete three years (at least 90 credits) of undergraduate coursework, including all required core courses in the University of Bridgeport curriculum. Students who successfully complete their first three years at the University of Bridgeport, and who comply with the requirements for admission to the University of Bridgeport College of Chiropractic described above may be granted admission into the College of Chiropractic.

Upon acceptance and entrance into the College of Chiropractic, the student may transfer up to 30 semester hours of basic science coursework in the College of Chiropractic to their undergraduate record to be applied towards completion of the B.S. or B.A. degree in Biology. A student must have a 2.50 grade point average in the College of Chiropractic and earned a grade of "C" or better in any course to be transferred. Courses which may be transferred for undergraduate credit are:

		SEMESTER HOURS
AN 511	Histology	4
AN 512	Functional Anatomy & Biomechanics I: Spine	5
BC 511	Biochemistry, Metabolism & Nutrition	4
AN 513	General Anatomy I: Viscera	4.5
AN 514	Embryology I	1
PH 521	Physiology I	3
NS 521	Neuroscience I	3
AN 525	General Anatomy II: Head & Neck	4.5
AN 526	Functional Anatomy & Biomechanics II: Extremities	5
AN 527	Embryology II	1
NS 612	Neuroscience II	5
PH 612	Physiology II	5
MB 621	Microbiology	5

Upon satisfactory completion of all requirements for the baccalaureate degree, including the needed basic science appropriate Chiropractic courses, the School of Arts and Sciences will award the degree. Requirements for the B.A. or B.S. degree in Biology are listed under Biology. Requirements for the Bachelor of Science in General Studies degree are listed under General Studies.

The student must work closely with the undergraduate advisor to insure all required courses for the baccalaureate degree as well as prerequisites for Chiropractic College are fulfilled. This is especially important in earning the first 90 credits towards the degree before entering Chiropractic College.

To be accepted for the Doctor of Chiropractic degree program, the student must:

- maintain a minimum grade point average of 2.50 with a minimum grade of "C" in all undergraduate courses required by the University of Bridgeport College of Chiropractic;**

Pre-Professional Programs for Chiropractic

- schedule a meeting with the Director of Admissions of the University of Bridgeport College of Chiropractic immediately upon matriculation at the University of Bridgeport, indicating intent to continue into the Doctor of Chiropractic program upon completion of prerequisite undergraduate study. Pre-chiropractic advisement will be coordinated with the student's undergraduate advisor;
- submit an application for admission to the Director of Admissions of the University of Bridgeport College of Chiropractic prior to registering for the fifth semester of pre-chiropractic study at the University of Bridgeport;
- successfully complete a personal interview with members of the Admissions Committee of the University of Bridgeport College of Chiropractic during the final semester of pre-chiropractic study.

** Students in this program who complete the requirements for admission into the College of Chiropractic with a grade point average of 3.00 or higher and a grade of "B" or better in each of the science prerequisites will be granted preferred status for admission into the University of Bridgeport College of Chiropractic for the entry date of their choice.

COMPLETE BACCALAUREATE FOLLOWED BY DOCTOR OF CHIROPRACTIC OPTION

Under this option, the student completes the baccalaureate degree, making sure all entrance requirements for Chiropractic College are satisfied. The student then, if accepted, enters Chiropractic College.

Prospective students with questions about any of the above programs and options may contact:

Spiros Katsifis, Ph.D.
Chair of Biology
Charles Dana Hall
Telephone: (203) 576-4265
E-mail: skatsif@bridgeport.edu

Edward Geist, Ph.D.
Advisor to Pre-Chiropractic
General Studies Major
Bryant Hall
Telephone: (203) 576-4956
E-mail: edwgeist@bridgeport.edu

Pre-Professional Programs for Naturopathic Medicine

Pre-Naturopathic Programs

Undergraduate options of pre-naturopathy are offered in the Biology and Bachelor of Science in General Studies majors. In both of these programs the student earns a bachelor's degree which provides requirements for entrance into the College of Naturopathic Medicine and additional skills that will assist the students in their studies once there.

The University of Bridgeport's Biology major offers both the B.S. and B.A. degrees. The major provides a rigorous scientific and technical program for the pre-naturopathic student. The program is described in the section on Biology degrees.

The University of Bridgeport's Bachelor of Science in General Studies degree program provides the student with the opportunity to create a program in consultation with their advisor, that may fit the individual student's particular needs.

Both of these majors fulfill the University of Bridgeport's College of Naturopathic Medicine's minimum entrance requirements which are:

1. Completion of a baccalaureate degree, taken in an accredited degree-granting institution, with a minimum quality point ratio of 2.50 on a 4.00 scale.
2. Completion of the following specific courses as part of their professional preparation:
 - Communication/Language Skills
6 semester hours
 - Psychology
3 semester hours
 - Social Science
3 semester hours
 - Humanities
3 semester hours
 - Electives (Social Science/Humanities)
9 semester hours
 - General Biology/Zoology/Anatomy & Physiology (with lab)
8 semester hours
 - General Chemistry (with lab)
8 semester hours

- Organic Chemistry (with lab)
8 semester hours
 - General Physics (with lab)
8 semester hours
3. All biology/zoology/anatomy & physiology, chemistry, and physics courses must:
 - be suitable for students majoring in the sciences,
 - consist of a first semester and second semester course in each subject
 - be passed with a grade of "C" (2.00 on a 4.00 scale) or better with a cumulative quality point ratio of 2.50 or better,
 - have a related laboratory, and
 - have been taken within the past seven years.

Prospective students with questions about any of the above programs and options may contact:

Leanne Proctor
Director of Admissions
College of Naturopathic Medicine
Telephone: (203) 576-4108
E-mail: lproctor@bridgeport.edu

Graduate Studies Division

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GRADUATE STUDIES DIVISION PROGRAMS

The Graduate Studies Division is responsible for the management and administration of graduate and professional programs, graduate concentration areas, certificates and dual graduate degree programs at the University of Bridgeport.

The following graduate programs in the College of Public and International Affairs and Schools of Arts and Sciences, Business, Education and Engineering are the current programs that participate in the activities of the Graduate Studies Division.

1. M.S. (Biomedical Engineering)
2. M.S. (Computer Science)
3. M.S. (Computer Engineering)
4. M.S. (Counseling)
5. M.S. (Electrical Engineering)
6. M.A. (Global Development and Peace)
7. M.A. (Global Media & Communication Studies)
8. M.S. (Mechanical Engineering)
9. M.S. (Technology Management)
10. M.B.A. (Masters of Business Administration)
11. M.A. (East Asian Pacific Rim Studies)
12. M.S. (Computer Engineering)
13. Ph.D. (Computer Science and Engineering)
14. Ph.D. (Technology Management)
15. Ed.D. (Educational Leadership)

Students accepted into a Master's Degree Program at the University may wish to simultaneously pursue a second Master's Degree. This is permitted subject to the following:

Students wishing to pursue a second Master's Degree must apply to and be accepted into the second Master's Degree Program. Their application should identify the degree they are already pursuing and clearly state that, if accepted, they will be simultaneously enrolled in two degree programs.

Students must meet all of the requirements of each degree in order to be awarded the degree.

In the event that there is course overlap between the two programs, such as might for example be the case with Master's Degrees in Engineering or Master's Degrees in Technology Management and Business, the total number of hours for the two degrees will not be less than 48.

Graduate Studies Division

Graduate Interdisciplinary Studies Graduate Degree Concentrations and Professional Graduate Certificates

The following concentration areas can be incorporated into the graduate programs offered by the Schools of Engineering, Business, Education, and Arts & Sciences or some of the of the dual graduate degree programs. Matriculated and non-matriculated students can elect to obtain graduate certificates in any of the concentration areas by satisfying the requirements of the respective areas. Certificates can be earned without being a student in a degree program.

1. Global Program and Project Management

REQUIRED:

- TCMG 505 – Global Program and Project Management

CHOOSE ANY TWO FROM THE FOLLOWING:

- TCMG 508/MGMT 560 – Foundations of Product Management
- TCMG 533 – Information Technology Strategy
- TCMG 534/MGMT 534 – Strategic Sourcing & Vendor Management
- TCMG 580X/MGMT 585 – New Product Commercialization

Any other course that is approved by your advisor

2. Manufacturing Management

REQUIRED:

- TCMG/MEEG 530 – Foundations of Manufacturing Management

CHOOSE ANY TWO FROM THE FOLLOWING:

- TCMG/MEEG 572 – Production Technology & Techniques
- TCMG/MEEG 573 – Supply Chain Management
- TCMG/MEEG 574 – Principles of Logistics and Material Management
- TCMG/MEEG 577X – Lean Manufacturing
- TCMG/MEEG 546 – Engineering Economics
- TCMG 540 – Simulation & Modeling

Any other course that is approved by your advisor

3. Supply Chain and Service Management

REQUIRED:

- TCMG/MEEG 573 – Supply Chain Management

CHOOSE ANY TWO COURSES FROM THE FOLLOWING:

- TCMG/MEEG 574 – Principles of Logistics and Material Management
- TCMG/MEEG 530 – Foundations of Manufacturing Management
- TCMG 534 – Strategic Sourcing and Vendor Management
- TCMG/MEEG 546 – Engineering Economics
- TCMG/MGMT 571 – Foundations of Service Management and Engineering

Any other course that is approved by your advisor

4. Quality Management & Continuous Improvement

REQUIRED:

- TCMG 578X – Six Sigma

CHOOSE ANY TWO COURSES FROM THE FOLLOWING:

- TCMG/MEEG 577X – Lean Manufacturing
- TCMG/MEEG 540 – Simulation & Modeling
- TCMG/MGMT 571 – Foundations of Service Management & Engineering