GRADUATE CATALOG: 2019-2020

Connecticut State University System

Message from the President

Graduate Programs

Accreditation

Academic Calendar

Contents

General Information

Admission to Graduate Programs

Tuition, Fees, and Financial Aid

Academic Information and Policies

ACADEMIC DEPARTMENTS, PROGRAMS, AND COURSES

Ancell School of Business

Macricostas School of Arts and Sciences

School of Professional Studies

School of Visual and Performing Arts

UNIVERSITY ADMINISTRATION AND FACULTY

Faculty and Administrative Staff

Faculty Emeriti

Honorary Degree Recipients

Updates to Online Graduate Catalog

Western Connecticut State University produces its academic catalogs at the beginning of each academic year. Normally, curriculum changes approved in one academic year are implemented during the next academic year. Changes that require immediate implementation will appear as an addendum in the electronic version of the catalog until the next catalog is published.

CONNECTICUT STATE UNIVERSITY SYSTEM

Connecticut State University System

The Connecticut State University System reaches throughout the state with major campuses in four metropolitan centers – – Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic, Southern Connecticut State University in New Haven, and Western Connecticut State University in Danbury – – and it enrolls over 36,000 students.

The origins of the Connecticut State University System date back to 1849 with the founding of a school for teachers in New Britain. During their distinguished history, the campuses have evolved from normal schools to teachers' colleges to multipurpose state colleges, and, finally, to universities. Today, after 150 years of growth and development, the four campuses of the Connecticut State University System are thoroughly diversified institutions. Among their alumni are physicians, teachers, lawyers, dentists, nurses, clergy, businesspeople, journalists, scholars, librarians, artists, and a host of other professionals. The graduates of the campuses of the Connecticut State University System contribute to all aspects of Connecticut economic, social, and cultural life.

The governance of the Connecticut State University System is the responsibility of a 15 member Board of Regents. Thirteen of the Regents are appointed by the Governor and legislative leaders, and two are students elected to the Board by their classmates. The President of the Connecticut State University System is responsible for the administration of the system. Each campus is given a considerable measure of autonomy and functions under the leadership of a president.

Board of Regents for Connecticut State University System

Matt Fleury, Chair, Hartford

Richard J. Balducci, Deep River

Aviva Budd, Stamford

Naomi K. Cohen, Bloomfield

Felice Gray-Kemp, Hamden

Merle W. Harris, West Hartford

Holly Howery, Bristol

David R. Jimenez, Hartford

Peter Rosa, Avon

Elena Ruiz, Willimantic

JoAnn Ryan, Torrington

Elease E. Wright, Hartford

EX OFFICIO MEMBERS

Renee D. Coleman-Mitchell, Hartford

David Lehman, Hartford

William Lugo, Bolton

Del Cummings, Meriden

Dianna R. Wentzell, Hartford

Kurt Westby, Wethersfield

Administrative Officers – Connecticut State University System

Mark E. Ojakian, President

Jane Gates, Provost and Senior Vice President of Academic and Student Affairs

Elsa Nunez, Vice President for State Universities

David Levinson, Vice President for Community Colleges

Benjamin Barnes, Chief Financial Officer

Joseph Tolisano, Chief Information Officer

Erin Fitzgerald, Associate Director of Board Affairs

Connecticut State University System Office
39 Woodland Street · Hartford, Connecticut 06105-2337

WCSU PRESIDENT'S MESSAGE

Message From The President

Congratulations on embarking on a new stage of your education. Graduate-level studies have become more important to career success, but they also indicate your willingness to become a life long learner.

Whether you are considering an MBA, an Ed.D. in Instructional Leadership or Nursing Education, or a master's degree in any of the 16 graduate programs Western offers, my hope is that you will find our excellent professors, accessible location, and convenient schedule challenging and appropriate for your needs.

Whatever your motivation, our pledge is to help you accomplish your goals with relevant instruction from our professors and support from our mentors and administrators. You will discover that your fellow students come from a variety of backgrounds – they may be just beginning their working lives or seasoned professionals planning to start their own business or to advance within an established organization.

Graduate school is challenging but very rewarding. Our goal is your goal: your success – both academically and professionally.

With warmest wishes,

Dr. John B. Clark
President

Graduate Administration

President	John B. Clark
Provost/Vice President, Academic Affairs	Missy Alexander
Associate Vice President, Finance and Administration	Sean Loughran
Chief Facilities Officer & Associate Vice President for Campus Planning	Luigi Marcone
Dean, Ancell School of Business	David Martin
Dean, Macricostas School of Arts and Sciences	Michelle Brown
Interim Dean, School of Professional Studies	Barry Eckert
Dean, School of Visual and Performing Arts	Brian Vernon

GRADUATE PROGRAMS

Doctoral Programs

Instructional Leadership	Ed.D.
Nursing Education	Ed.D.

Master's Degree

Addiction Studies	M.S.
Applied Behavior Analysis	M.S.
Biological and Environmental Sciences	M.A.
Biology: Integrative Biological Diversity	M.S.
Business Administration	M.B.A.
Counselor Education	M.S.

    Options:
        Clinical Mental Health Counseling
        School Counseling

Earth and Planetary Sciences	M.A.
Education	M.S.

        Option in Curriculum Leadership
        Option in Instructional Technology

English	M.A.
Health Administration	M.H.A.
History	M.A.
Literacy and Language Arts	M.S.
Mathematics	M.A.
Music Education	M.S.
Nursing	M.S.

    Adult-Gerontology Clinical Specialist
    Adult-Gerontology Nurse Practitioner

Special Education (K-12)	M.S.
Teaching Secondary Education (Biology, Chemistry, English, Mathematics, Social Studies, or Spanish)	M.A.T

Master of Fine Arts

Visual Arts (Painting, Illustration, or Interdisciplinary)	M.F.A.
Creative and Professional Writing	M.F.A.

Certificate Programs

Post-Master's Certificate in Adult Nurse Practitioner	Certificate

Intermediate Administration Supervision (#092)   Certificate

ACCREDITATION

Western Connecticut State University is accredited by the New England Commission of Higher Education. Inquiries regarding the accreditation status by the New England Commission should be directed to the administrative staff of the institution. Individuals may also contact the New England Commission of Higher Education, 3 Burlington Woods Drives, Suite 100, Burlington, MA 01803-4514; (781) 425-7714; cihe@neasc.org. In addition, the university is accredited by the Connecticut Board of Regents for Higher Education.

Individual programs at the university are accredited by:

The Connecticut State Department of Education

The American Chemical Society

The Collegiate Commission on Nursing Education

The National Association of Schools of Music

The Council on Social Work Education (Baccalaureate level)

The Council for Accreditation of Counseling & Related Educational Programs

The Council for the Accreditation of Educator Preparation

The National Association of Schools of Theatre

The Association to Advance Collegiate Schools of Business

ACADEMIC CALENDAR

Fall Semester 2019

August 23	Senior Citizen Registration Begins
August 26	Academic Year Begins
August 27	First Day of Classes
September 2	Labor Day, *No Classes*
September 3	Last Day for Full-time Students to Withdraw from WCSU and Receive a 90% Refund
September 3	Last Day for Part-time Students to Withdraw from WCSU and Receive a 100% Refund
September 4	Add/Drop Period End for Full Semester Day Classes
September 10	Last Day for Students to Withdraw from WCSU and Receive a 60% Refund
September 13	Graduate Independent Study Forms Due in Graduate Office (Old Main 101)
September 17	Enrollment Reporting Census Date
September 23	Last Day to submit Pass/Fail and Audit Requests
September 24	Last Day for Students to Withdraw from WCSU and Receive a 40% Refund
October 1	Graduate Application for Graduation Deadline for January
October 14	Columbus Day – Classes in Session
October 21	Midterm Grades Due
October 21	Second Eight Week Classes Begin
November 11	Veteran's Day Observed – Classes in Session
November 15	Withdrawal Deadline without Academic Penalty
November 27-Dec 1	Thanksgiving Recess, *No Classes*
December 1	Graduate Application for Graduation Deadline for May
December 6	Graduate Incomplete Submission Deadline for Spring and Summer
December 7	Last Day of Classes
December 9-15	Final Exams
December 18	Fall Final Grades Due

Winter Intersession 2020

December 16	Intersession Begins
December 25	Christmas, *No Classes*
January 1, 2020	New Year's Day, *No Classes*
January 11	Intersession Ends
January 15	Intersession Final Grades Due

Spring Semester 2020

January 17	Senior Citizen Registration Begins
January 20	Martin Luther King Holiday, *University Closed*
January 20	Semester Begins
January 20	Last Day for Full-time Students to Withdraw from WCSU with No Financial Penalty

January 21	First Day of Classes
January 27	Last Day for Full-time Students to Withdraw from WCSU and Receive a 90% Refund
January 27	Last Day for Part-time Students to Withdraw from WCSU and Receive a 100% Refund
January 28	Add/Drop Period End for Day Classes
February 1	Graduate Application for Graduation Deadline for August
February 3	Last Day for Students to Withdraw from WCSU and Receive a 60% Refund
February 8	Graduate Independent Study Forms Due in Graduate Office (Old Main 101)
February 11	Enrollment Reporting Census Date
February 14-17	President's Holiday, *No Classes, University Closed*
February 18	Last Day for Students to Withdraw from WCSU and Receive a 40% Refund
February 18	Last Day to Submit Pass/Fail and Audit Requests
March 16-22	Spring Break, *No Classes*
March 24	Midterm Grades Due
April 10	Day of Reflection, *No Classes, University Closed*
April 11	*No Classes, University Closed*
April 17	Withdrawal Deadline without Academic Penalty
May 7	Make-up/Reading Day
May 8	Last Day of Classes
May 8	Graduate Incomplete Submission Deadline for Fall and Intersession
May 11-17	Final Exams
May 17	Graduate and Undergraduate Commencement (tentative)
May 20	Spring Final Grades Due

Summer Session 2020

May 25	Memorial Day, *No Classes, University Closed*
May 26	Summer Session I Begins
June 27	Summer Session I Ends
June 29	Summer Session II Begins
July 4	Independence Day, *No Classes, University Closed*
August 1	Summer Session II Ends
August 3	Summer Session III Begins
August 22	Summer Session III Ends

CONTENTS

Contents

Master of Science – Integrative Biological Diversity

School of Professional Studies

Doctor of Education – Instructional Leadership

Master of Science – Applied Behavior Analysis

Master of Science – Counselor Education

Master of Science – Education

Master of Science in Education – Literacy and Language Arts

Master of Science in Education – Special Education (K-12)

Master of Arts in Teaching – Secondary Education

Certificate in Applied Behavior Analysis

Sixth-Year Certificate in TESOL

Doctor of Education – Nursing Education

Master of Science – Nursing

School of Visual and Performing Arts

Master of Arts – Visual Arts

Master of Science – Music Education

Administration

Faculty and Staff

Faculty Emeriti

Honorary Degree Recipients

GENERAL INFORMATION

University History

Western Connecticut State University, founded in 1903, is located in Danbury, a major city in Fairfield County in the foothills of the Berkshire Mountains, 65 miles north of Manhattan and 50 miles west of Hartford. Western's rural 364-acre Westside campus complements its 34-acre, 16-building Midtown campus in the heart of downtown Danbury. Constant planning, evaluation, and improvement of programs and curricula sharpen Western's "edge of excellence" and keep it responsive to the progressive community it serves. The university works with and is supported by a forward-looking, innovative nonprofit, cultural, service, and business community and collaborates with several local, state, and regional community agencies and educational institutions.

Mission Statement

Western Connecticut State University changes lives by providing all students with a high quality education that fosters their growth as individuals, scholars, professionals, and leaders in a global society. To achieve this, we

1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.

2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.

3. Attract student-centered faculty who are passionate teachers and accomplished scholars.

4. Establish partnerships that create opportunities for internships, research, and experiential learning.

Values

Excellence. We value outstanding achievement realized through persistence, effort, honest feedback, and self-reflection.

Curiosity. We value the questions that drive learning, innovation, and creativity, which serve as the beginning and the desired outcome of education.

Dialogue. We value the conversations that explore diverse perspectives and encourage shared understanding.

Engagement. We value the interactions with ideas, peers, and community that are essential to a vibrant university environment.

Opportunity. We value the possibilities created by affordable, accessible educational environments in which students can grow into independent thinkers and confident leaders.

Respect. We value the right of all people to be treated with dignity and fairness and expect this in our policies, classroom, and community.

Vision. Western Connecticut State University will be widely recognized as a premier public university with outstanding teachers and scholars who prepare students to contribute to the world in a meaningful way.

This Mission was approved by the University Senate (March 11, 2015) and the University President (March 24, 2015).

The University Values were approved by the University Senate (May 6, 2015) and the University President (May 7, 2015).

The University Vision was approved by the University Senate (January 18, 2017) and the University President (January 19, 2017).

_____

Graduate Studies

Mission, Role, and Scope of Graduate Programs

The graduate programs at Western offer advanced study under the direction of dedicated educators. Students in the graduate programs benefit from a faculty whose commitment to teaching, to research, and to other professional activities has resulted in national recognition in widely varying fields. Guidance from this faculty helps to strengthen the academic and professional ability of students by increasing their knowledge of a subject, improving their capacity for independent study, familiarizing them with research in their fields, and training them to conduct meaningful research of their own.

The mission of the graduate programs is not confined within the perimeters of the university. The programs also make a significant contribution to the community at large. As a result of their intense, concentrated study at Western, students are well prepared to enter society, not only as trained professionals and specialists, but also, in a wider context, as thoughtful, sensitive human beings with personal integrity and an appreciation of intellectual and political freedom.

Much of this understanding is developed in professional in-service and preservice programs through cooperative efforts with regional businesses, industry, government, social service, and educational agencies. Western's faculty and programs are dedicated to forging and maintaining such ties through the ongoing assessment of regional needs and continual interaction with community, business, professional, and academic organizations-an interaction that also helps to refine the graduate curriculum.

Associate Vice President for Academic Affairs

The university administrator for Graduate Studies at WCSU is the Associate Vice President for Academic Affairs who is advised by the Graduate Council, a faculty body with representation from each discipline, and the four school deans.

Graduate Council

The Graduate Council is responsible for recommending overall graduate policy, approving programs, and maintaining high standards. Program proposals developed by academic departments, working with their school deans, must be approved by the Graduate Council before implementation. Its membership includes the Associate Vice President for Academic Affairs, school deans, the Associate Vice President for Enrollment Services, the associate director of the Office of Graduate Admissions, all graduate program coordinators, and two graduate student representatives.

Graduate Program Coordinators

Each graduate program has a qualified faculty member who serves as graduate coordinator. The coordinators are members of the Graduate Council and leaders in program development. A strength of graduate study at Western is that students enrolled in graduate programs are advised directly by the appropriate program coordinator as they plan their progress toward their degree.

Graduate Faculty

All faculty members who participate in graduate programs must have earned terminal degrees appropriate to their disciplines and to the graduate courses they teach or have significant and highly recognized accomplishments in the field relevant to the graduate courses they teach. Faculty members who participate in graduate programs at WCSU

are active scholars who present and publish regularly in their relevant field of study, some having received national and international distinction.

Graduate Catalog Addendum

Western Connecticut State University produces its academic catalogs at the beginning of each academic year. Normally, curriculum changes approved in one academic year are implemented during the next academic year. Changes that require immediate implementation will appear as an addendum in the electronic version of the catalog until the next catalog is published.

Alumni Association

The Alumni Association of Western Connecticut State University, founded in 1919, promotes the general welfare of the university. The board of directors is composed of 21 directors (including 5 officers) and 5 Life members who meet regularly to discuss and plan programs, events, and volunteer opportunities for alumni.

Alumni members receive a lifetime membership card which provides borrowing privileges at both the Ruth A. Haas and Robert Young libraries, use of computers in the Haas Library, and special membership benefits through the WCSU Save Program, which provides alumni with discounts at many businesses, both local and nationwide. All alumni receive the *Cupola* magazine, alumni e-newsletter, insurance and special affinity program discount offers, special access to career services, and invitations to special alumni programs and events.

Scholarships are awarded each year by the Alumni Association to deserving Western students who meet academic requirements and show evidence of extracurricular involvement at the university and in the community.

The Alumni Association keeps alumni connected to their alma mater through social networking activities, hosted on- and off-campus. Whether a graduate of Danbury Normal School, Danbury State Teacher's College, Danbury State College, Western Connecticut State College, or Western Connecticut State University, alumni are part of campus history and the future of the university.

Statements, Policies, and Reports

Rights Reserved Statement

Students attending Western Connecticut State University are required to familiarize themselves with the catalog. Primary responsibility for knowing and fulfilling all requirements rests on the individual student. The catalog in effect at the time of admission or readmission to a degree program governs degree requirements. Western Connecticut State University administration reserves the right, whenever advisable, to change or modify its schedule of tuition and fees and to withdraw, cancel, reschedule, or modify any course, program of study, or degree, or any requirement in connection with any of the foregoing.

This graduate catalog is provided to students and applicants for their general information and guidance only. It does not constitute a contract, either express or implied, and is subject to revision at the university's discretion.

Educational Records, Family Educational Rights and Privacy Act (FERPA)

Western Connecticut State University accords all the rights under the law to students. No one outside the university shall have access to, nor will the university disclose any information from, a student's educational records without his/her written consent except to personnel within the university, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing students financial aid, to accreditation groups, to persons in compliance with a judicial order, to persons in an emergency in order to protect the health or safety of students or other persons, or to parents of a student who is officially documented as their dependent for income tax purposes. All these exceptions are permitted under the Family Educational Rights and Privacy Act. The university

will maintain a record of all requests for and/or disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student.

Within the Western Connecticut State University community, only those university officials acting in the student's educational interest are allowed access to education records. A university official is any person employed by the university in an administrative, supervisory, academic, research, or support-staff position; any person appointed to the Connecticut Board of Regents for Higher Education; or any person employed by or under contract to the university or the State of Connecticut to perform a special task, such as an attorney or auditor. A university official has a legitimate educational interest if the official is performing a task that is specified in his/her position description or by contract agreement; performing a task related to a student's education; performing a task relating to the discipline of a student; or providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

At its discretion, the university may provide directory information in accordance with the provisions of the act to include student name, address, telephone number, photo ID, date of birth, major field of study, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold directory information by notifying the Office of the Dean of Students in writing. Such a request will be honored until such time students request in writing that their directory information again be made public.

The law provides students the right to inspect and review information contained in their education records, to challenge the contents of their education records, and to have a hearing on the matter. The Vice President of Academic Affairs or his or her designee at Western Connecticut State University has been designated to coordinate the inspection and review procedures for student educational records, which include admissions, personal, academic, financial, disciplinary, cooperative education, and placement records. Students wishing to review their educational records must make requests to the registrar, listing the item of interest. Only records covered by the act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of their academic record for which a financial "hold" exists or a transcript of an original or source document that exists elsewhere). To obtain a copy of your transcript, contact the Registrar's Office at (203) 837-9200. Educational records do not include records of instructional, administrative, and educational personnel, which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute, records of a law enforcement unit, student health records, employment records, or alumni records. Health records, however, may be reviewed by the physician of the student's choosing.

Students may not inspect and/or review the following as outlined by the act: financial information submitted by their parents' confidential letters and recommendations associated with admissions, employment or job placement, honors to which they have waived their rights of inspection and review, or education records containing information about more than one student. In this last case, the university will permit access only to that part of the record that pertains to the inquiring student. The university is not required to permit students to inspect and/or review confidential letters and recommendations placed in their files prior to January 1, 1975, provided these letters were collected under established policies of confidentiality and were used only for the purpose for which they were collected.

Students who believe that their educational records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Office of Student Affairs.

In the event a student's request, either to have access to a record or to amend information in a file, has been denied, the student may ask for a formal hearing. The student must submit a written request for the hearing to the Provost/Vice President for Academic Affairs. The hearing panel will consist of the Vice President for Academic

Affairs, the Associate Vice President for Academic Affairs, and the academic dean of his/her school. Decisions of the hearing panel are final. Any alteration to the student's record will be in accordance with the decision of the hearing panel and will become a permanent part of that record. The student has a right to add a statement to a challenged record if the panel's decision is not to amend the record in accordance with the student's request.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the act may request, in writing, assistance from the vice president for student affairs of the university to aid them in filing complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-4605.

Affirmative Action Policy Statement

Western Connecticut State University ("WCSU" or "University") is grounded on a sound Affirmative Action foundation. To that end, as President of WCSU, I am fully committed to the University's philosophy of the intellectual and moral leadership responsibility to carry out this well-established philosophy, as well as the responsibility of the University leadership to advance social justice and equity by exercising Affirmative Action to remove all discriminatory barriers to equal employment opportunity and upward mobility. Accordingly, the University, through its Plan of Affirmative Action will, with conviction and effort, continue to undertake positive action to overcome the present effects of past practices, policies or barriers to equal employment opportunity, and to achieve the full and fair participation of African Americans/Blacks, Hispanic/Latinos, Whites, Asians/Pacific Islanders, American Indians/Alaskan Aleuts and/or those who self-identify in two or more races, found to be underutilized in the workforce. The University through its Plan of Affirmative Action, with conviction and effort, will also continue to undertake positive action for the full and fair participation of the above groups and any other protected group found to be adversely impacted by University policies or practices.

WCSU's Affirmative Action Plan incorporates and lists federal and state constitutional provisions, law regulations, guidelines and executive orders prohibiting or outlawing discrimination, identifying classes of persons protected based on race, color, religious creed, age, sex (including pregnancy), marital status, sexual orientation, national origin, ancestry, mental disability, genetic information, intellectual disability, physical disability, learning disability, gender identity or expression, veteran status, and criminal record, except for bona fide occupational qualifications.

The University outlines its employment process as one of recruitment, selection, assignment, compensation, promotion and upgrading, training, educational assistance, transfers, terminations, layoffs and recall, and all other terms, conditions and privileges of employment. Affirmative Action is an integral consideration throughout the entire employment process. Both the Chief Human Resources Officer and Chief Diversity Officer are responsible for ensuring that affirmative action remains in the forefront of each step of the employment process. An affirmative action discussion occurs throughout the employment process continuum. All facets of the employment process are linked to affirmative action.

For more information on the Affirmative Action Policy Statement, please visit, www.wcsu.edu/diversity to review the entire policy statement and its full contents.

ADA Policy Statement

Western Connecticut State University does not discriminate on the basis of disability in the administration of, or access to, its programs, services or activities. Under this policy, a person with a disability is defined as "*a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having an impairment*." Should you wish to notify either my office or the above-referenced offices of barriers that may exist in equal access to any program, service, or activity offered by Western Connecticut State University or to obtain information regarding the provisions of the Americans with Disabilities Act and your rights, you are highly encouraged to contact the ADA Compliance Coordinator listed. If you feel that you need a reasonable accommodation as a result of your disability to allow you to perform the

essential functions of your position, please review the below procedures and forms for requesting a reasonable accommodation ("RA").

For more information on the ADA Policy Statement, please visit, www.wcsu.edu/diversity to review the entire policy statement and its full contents.

For more information on reasonable accommodation for students, please visit the WCSU Office of AccessAbility Services in White Hall, Room 003A, or the website at: http://www.wcsu.edu/accessability/ to review available student assistance and services.

Non-Discrimination Policy Statement

Western Connecticut State University ("WCSU" or "University") is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities and employment without discrimination because of race, color, religious beliefs or association, sex, age, national origin, marital status, sexual orientation, physical disability, including but not limited to blindness, learning disability or mental retardation, past or present history of mental disorder, or prior conviction of a crime, in accordance with state and federal laws. To that end, this statement of policy has been put forth to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the university.

To file a complaint of discrimination, or for inquiries concerning the University's Nondiscrimination Policy Statement, related laws and regulations for Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, please contact Mrs. Jesenia Minier-Delgado, Chief Diversity Officer, University Hall, Room 202B, (203) 837-8444/8277/ or TTY (203) 837-8284 or by email at ode@wcsu.edu.

For more information on the Non-Discrimination Policy Statement, please visit, www.wcsu.edu/diversity to review the entire policy and its full contents.

Protection from Adverse Action

All individuals shall be free from all restraint, interference, coercion or reprisal on the part of their associates, supervisors and all others in making any complaint or appeal, in serving as a representative for a complaint, in appearing as a witness, or in seeking information. The above principles apply with equal force after a complaint has been resolved. Should these principles be violated, the facts shall be brought to the attention of the Chief Diversity Officer by the aggrieved party, his/her representative or any person affected. The Chief Diversity Officer shall bring all such situations to the attention of the President for confidential discussion, review, the potential for early proactive intervention and appropriate action.

Individuals are advised of their legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities (CHRO), U.S. Equal Employment Opportunity Commission (EEOC), U.S. Department of Labor, Wage and Hour Division, and any other agencies, state, federal or local, that enforce laws concerning discrimination.

BOR/CSCU Sexual Misconduct Reporting, Support Services and Processes Policy

Statement of Policy

Western Connecticut State University ("WCSU" or "University") will not tolerate sexual misconduct against students, staff, faculty, or visitors, whether it comes in the form of intimate partner violence, sexual assault, sexual exploitation or sexual harassment, as defined in the BOR/CSCU policy. In an ongoing effort to prevent sexual misconduct and intimate partner violence on the CCSU campus, the University provides education and prevention programs for the CCSU community and pursues all criminal and administrative remedies for complaints of sexual misconduct.

WCSU is a community dependent upon trust and respect for its constituent members: students, faculty, staff and those visiting or under temporary contract. As noted in University's Violence in the Workplace Prevention Policy, members of the University community have the right to a safe and welcoming campus environment. Acts of sexual misconduct and intimate partner violence threaten personal safety and violate the standards of conduct expected of community members.

The Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and intimate partner violence. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

The BOR strongly encourages victims to report any instance of sexual misconduct, including sexual harassment, sexual assault, sexual exploitation, stalking and intimate partner violence, as an effective means of taking action by reporting such acts to the appropriate officials and pursuing criminal or disciplinary remedies, or both. The only way that action can be taken against anyone who violates another in such a manner is through reporting. Each and every BOR governed college and university shall provide those who report sexual misconduct with many supportive options, including referral to agencies that provide medical attention, counseling, legal services, advocacy, referrals and general information regarding sexual misconduct. Each and every BOR governed college and university will preserve the confidentiality of those who report sexual misconduct to the fullest extent possible and allowed by law. All BOR and CSCU employees, victim support persons and community victim advocates being consulted will make any limits of confidentiality clear before any disclosure of facts takes place. Other than confidential resources as defined above, in addition to employees who qualify as Campus Security Authorities under the Jeanne Clery Act, all BOR and CSCU employees are required to immediately communicate to the institution's designated recipient any disclosure or report of sexual misconduct regardless of the age of the reported victim.

Sexual intimacy is permissible only if it is agreed to by all participants and all activity is affirmatively consensual at all times. Sexual misconduct, as defined herein, is a violation of BOR/CSCU policies and, in addition, may subject an accused student or employee to criminal penalties. The BOR and each of its governed colleges and universities are committed to providing an environment free of personal offenses. Sexual relationships of any kind between staff, faculty and students are discouraged pursuant to BOR/CSCU policy.

Definitions:

Consent is defined as an affirmed and given freely, willingly, and knowingly of each participant to desired physical/sexual involvement. Consent is a mutually affirmative, conscious decision – indicated clearly by words or actions – to engage in mutually accepted sexual contact. Consent may be revoked at any time during the sexual activity by any person engaged in the activity.

Affirmative consent is defined as a known, not assumed permission, to engage someone with no physical resistance or other negative response. A person who initially consents to sexual activity shall be deemed not to have affirmatively consented to any such activity which occurs after that consent is withdrawn. It is the responsibility of each person to assure that he or she has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that affirmative consent is sustained throughout the sexual activity. It shall not be a valid excuse to an alleged lack of affirmative consent that the student or employee responding to the alleged violation believed that the student reporting or disclosing the alleged violation consented to the activity (i) because the responding student or employee was intoxicated or reckless or failed to take reasonable steps to ascertain whether the student or employee reporting or disclosing the alleged violation affirmatively consented, or (ii) if the responding student or employee knew or should have known that the student or employee reporting or disclosing the alleged violation was unable to consent because the student or employee was unconscious, asleep, unable to

communicate due to a mental or physical condition, or incapacitated due to the influence of drugs, alcohol or medication. The existence of a past or current dating or sexual relationship between the persons involved in the alleged violation shall not be determinative of a finding of affirmative consent.

Report of sexual misconduct is defined as the receipt of a communication of an incident of sexual misconduct accompanied by a request for an investigation or adjudication by the institution.

Disclosure is defined as the receipt of any communication of an incident of sexual misconduct that is not accompanied by a request for an investigation or adjudication by the institution.

Sexual misconduct is defined as engaging in any of the following behaviors:

a)   **Sexual harassment** of employees and students at Western Connecticut State University ("WCSU" or "University") is defined as any unwelcome sexual advance or request for sexual favors, or other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct is used as a basis for academic or employment decisions affecting the student or employee; or such conduct has the purpose or effect of substantially interfering with an employee's or student's work performance or educational experience, or creates an intimidating, hostile or offensive work or educational environment. In an academic setting sexual harassment would also include any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when submission to or rejection of such conduct by an individual might affect academic or personal decisions that are subject to the influence of the person making the proposal.

Sexual harassment is discrimination on the basis of sex and a violation of the Connecticut General Statues, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972. Additionally, unwanted physical contact with another person is a violation of the Connecticut General Statues and may result in criminal prosecution.

Examples of conduct which may constitute sexual harassment include but are not limited to:

- Sexual flirtation, touching, advances or propositions
- Verbal abuse of a sexual nature
- Pressure to engage in sexual activity
- Graphic or suggestive comments about an individual's dress or appearance
- Use of sexually degrading words to describe an individual
- Display of sexually suggestive objects, pictures or photographs
- Sexual jokes
- Stereotypic comments based upon gender
- Threats, demands or suggestions that retention of one's educational status is contingent upon toleration of or acquiescence in sexual advances.

Retaliation is defined as prohibited and occurs when a person is subjected to an adverse employment or educational action because he or she made a complaint under this policy or assisted or participated in any manner in an investigation.

b)   **Sexual assault** is defined as a violent act that shall include but is not limited to a sexual act directed against another person without the consent (as defined herein) of the other person or when that person is not capable of giving such consent. Sexual assault is further defined in sections 53a 70, 53a 70a, 53a 70b, 53a 71, 53a 72a, 53a 72b and 53a 73a of the Connecticut General Statutes.

c)   **Sexual exploitation** is defined as an incident(s) when a person takes non   consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not otherwise constitute one of the preceding sexual misconduct offenses.

Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;

- Non   consensual visual (e.g., video, photograph) or audio   recording of sexual activity;

- Non   consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;

- Going beyond the bounds of consent (for example, an individual who allows friends to hide in the closet to watch him or her having consensual sex);

- Engaging in non   consensual voyeurism;

- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;

- Exposing one's genitals in non   consensual circumstances, or inducing another to expose his or her genitals; or

- Possessing, distributing, viewing or forcing others to view illegal pornography.

Sexual exploitation is further defined as a crime in Connecticut State Law.

d)   **Intimate partner, domestic and/or dating violence** is defined as a means of any physical or sexual harm against an individual by a current or former spouse of or person in a dating or cohabitating relationship with such individual that results from any action by such spouse or such person that may be classified as a sexual assault under section 53a   70, 53a   70a, 53a   70b, 53a   71, 53a   72a, 53a   72b or 53a   73a of the general statutes, stalking under section 53a   181c, 53a   181d or 53a   181e of the general statutes, or domestic or family violence as designated under section 46b   38h of the general statutes. This includes any physical or sexual harm against an individual by a current or former spouse or by a partner in a dating relationship that results from (1) sexual assault (2) sexual assault in a spousal or cohabiting relationship; (3) domestic violence; (4) sexual harassment (5) sexual exploitation, as such terms are defined in this policy.

Offenses that are designated as "domestic violence" are against family or household members or persons in dating or cohabitating relationships and include assaults, sexual assaults, stalking, and violations of protective or restraining orders issued by a Court. Intimate partner violence may also include physical abuse, threat of abuse, and emotional abuse.

- Physical abuse includes, but is not limited to, slapping, pulling hair or punching.

- Threat of abuse includes but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.

- Emotional abuse includes but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.

- Cohabitation occurs when two individuals dwell together in the same place as if married.

- The determination of whether a "dating relationship" existed is to be based upon the following factors: the reporting victim's statement as to whether such a relationship existed, the length of the relationship, the type of the relationship and the frequency of the interaction between the persons reported to be involved in the relationship.

e)   **Stalking** is defined as repeatedly contacting another person when contacting person knows or should know that the contact is unwanted by the other person; and the contact causes the other person reasonable apprehension of imminent physical harm or the contacting person knows or should know that the contact causes substantial impairment of the other person's ability to perform the activities of daily life. As used in this definition, the term "contacting" includes, but is not limited to, communicating with (including internet communication via e   mail, instant message, on   line community or any other internet communication) or remaining in the physical presence of the other person.

Report Sexual Harassment/Misconduct

The Chief Diversity Officer also serves as the University's Title IX Coordinator and is responsible for overseeing sexual violence/misconduct matters and investigating complaints. To request a copy of the mentioned policy, complaint procedures and forms, to discuss a sexual misconduct concern, or to file a sexual misconduct complaint, you may visit the Chief Diversity Officer on the Midtown Campus, in University Hall, Room 202B or contact the Chief Diversity Officer by telephone at (203) 837-8444 or (203) 837-2777 or by email at ode@wcsu.edu.

Protection from Adverse Actions

All individuals shall be free from restraint, interference, coercion, or reprisal on the part of their associates, supervisors, and all others in making any complaint or appeal, in serving as a representative for a complaint, or in appearing as a witness or in seeking information. The above principles apply with equal force after a complaint has been resolved. Should these principles be violated, the facts shall be brought to the attention of the Chief Diversity Officer by the aggrieved party, his/her representative, or any person affected. The Chief Diversity Officer shall bring all such situations to the attention of the President for confidential discussion, review, the potential for early proactive intervention and appropriate action.

Individuals are advised of their legal options to file complaints with the Connecticut Commission on Human Rights and Opportunities, United States Equal Employment Opportunity Commission, United States Department of Labor, Wage and Hour Division and any other agencies, state, federal or local that enforce laws concerning discrimination.

Options for Reporting an Incident of Sexual Misconduct

The University's Campus Response and Resource Team (CaRRT), is available to assist and support any student who has experienced sexual assault, sexual harassment, stalking and intimate partner violence on or off campus. Students' confidentiality will be strictly protected in accordance with the law. To find more information about CaRRT and its membership, please visit: http://www.wcsu.edu/diversity/carrt/.

1. Formal Reporting: Contacting the University's Police Department

Reporting any of the above incidents to police does not commit you to further legal action. However, the earlier you report any such incident, the easier it will be for police to investigate the crime and to prosecute the case successfully if that is your choice.

Protective and/or Restraining Orders

- A protective and/or restraining order may be requested by the courts related to any of the above incidents.

- A court issued protective and/or restraining order prohibits someone from communicating with an alleged victim, from entering the victim's residence, workplace, school, or property and any place the victim may frequent.

- When informed that a protective and/or restraining order has been issued, the University will take immediate steps to enforce the order as it relates to activities on the campus. It is important that students alert the University's Police Department that such an order has been issued (providing a copy of the order is strongly encouraged). For more information about protective and/or restraining orders students may contact

the University's Police Department at (203)837-9300.

Criminal Complaint(s)

Students may make criminal complaints with the University's Police Department and/or with the assistance of the University Title IX Coordinator and/or the (onsite) Women's Center for Greater Danbury. All involved parties will inform the students of their rights and options.

Either (or both) the University Title IX Coordinator or the University's Police Department will conduct a confidential investigation and will keep the student apprised about any decision to prosecute. The University Police Department may review the case with the State's Attorney's Office. The State's Attorney will make the final decision to prosecute under state law.
If you wish, the University's Police Department will contact the (onsite) Women's Center for Greater Danbury and an advocate will meet you at the police station.

2. University Disciplinary Action:

Students may wish to contact the University's Office of Judicial Affairs after a sexual assault, sexual harassment, stalking and intimate partner/domestic violence to pursue university disciplinary action. A complete and detailed description of the judicial process may be found in the Student Code of Conduct at:
http://www.wcsu.edu/stuaffairs/PDFDOCS/Student_Code_of_Conduct.pdf.

Judicial/Disciplinary Option(s)

- External: If you wish to have the identified assailant prosecuted, the local police department and district attorney's office will handle the legal proceedings without expense to you. You do not need to hire an attorney.

- Internal: If the identified perpetrator is a member of the WCSU community, you also have the option to file a complaint through the university's disciplinary system (see Student Handbook). In either instance, a university representative will be available to assist you through the process.

- Available on-campus assistance and community resources are given, including a Bill of Rights, to all involved parties in this matter, including a reporting (third) party.

Students also have the additional option of filing, simultaneously, a criminal complaint by reporting the incident to the University Police and/or the local police department.

3. Anonymous Reporting

Any individual has the right to report matters on the online Anonymous Incident Report System which can be found on http://www.wcsu.edu/police/anonymous-incident-report/.

This online form is available to permit any individual to report acts or incidents of discrimination, harassment and/or sexual violence/misconduct on campus. All information is kept confidential and private by the University to the extent allowed by law. No information regarding the sender (name, email, IP address, etc.) will be collected when submitting information to the University Title IX Coordinator and University Police Department through this online program. There is an optional request for personal identifying information (e.g., name, contact information, address). The purpose of this form is to refer immediate issues for review, handling and resolution, to collect statistical data, as well as to determine possible patterns that may exist on campus. Even with anonymous reporting, the university may investigate an incident to determine if the community is in potential danger.
* *Note: As a responsible employee, all University employees who have direct contact with students are required to complete an online Anonymous Incident Report when made aware of an incident related to any form of sexual violence/misconduct (i.e. sexual assault, sexual harassment, stalking and intimate partner/domestic violence). Responsible employee will advise you of their obligation to report any matter brought to their attention and offer*

available/known resources on campus, such as the Counseling Center, Office(s) of Health Services, University Title IX Coordinator, University Police Department and the Women's Center for Greater Danbury.

Assistance in Changing Living Arrangements, Class Schedules, or On-campus Work Schedules
As a reasonable accommodations measure, the university recognizes that students may want to change their on-campus living arrangements, class schedules, and on-campus work arrangements. Students requesting these changes should contact the Title IX Coordinator at (203) 837-8444 or (203) 837-8277, the Director of Housing (203-837-8736) and/or the Dean of Students (203 837-8547). The mentioned parties will work collectively to address your request and seek the best possible resolution to your living arrangements and campus safety.
Students should not hesitate to make these requests, which will be addressed in a timely manner.

Smoking Policy

Western Connecticut State University is a public university authorized under State of Connecticut statutes. In accordance with current statutes applicable to buildings owned and/or operated by the State of Connecticut and residence halls in public institutions of higher education, smoking* is prohibited inside all buildings. In addition, the university has established the policy that smoking is prohibited within a fifteen (15) foot distance of all building entrances, exits and open windows in order to reduce the infiltration of second-hand smoke into occupied spaces.

*For the purpose of this policy, smoking shall include the recreational use of all tobacco products including cigarettes, cigars, pipes, all forms of smokeless tobacco, snus, snuff, chew, clove cigarettes and the use of e-cigarettes.

[Note: the definition of "smoking" has been clarified.]

Approved on September 19, 2007 by the WCSU University Senate – Resolution R-07-09-04

Approved on October 26, 2007 by Dr. James Schmotter, WCSU University President

Revised Senate Resolutions – Approved on January 15, 2015 by the WCSU University Senate – Resolution R-15-01-01

Approved on February 17, 2015 by Dr. James Schmotter, WCSU, University President

Annual Security Report

Western Connecticut State University is committed to assisting all members of the WCSU community in providing for their own safety and security. The annual security compliance document, the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics, 2015*, is available on the University Police Department's website at wcsu.edu/police/pdf/Annual-Campus-Security-Report-2015.pdf.

If you would like a copy of this report, you can stop by the University Police Department on Roberts Avenue, Midtown campus, Danbury, CT, at any time, day or night, or you can request that a copy be mailed to you by calling (203) 837-9304. Both the website and annual report provide information about campus security and topics such as crime prevention, university police law enforcement authority, and crime-reporting procedures. You will also find information about crime statistics for the previous three calendar years of reported crimes that occurred in both on- and off-campus facilities. This information is required by law and is provided by the university's police department.

The Annual Fire Safety Report, also required by law, is available at wcsu.edu/efs/firereport.

The Campuses

Midtown Campus

The Midtown campus, Western's original campus, is located in downtown Danbury. The many recent renovations,

additions, and new buildings have transformed the Midtown campus into a modern college setting while retaining Western's traditional character. The Midtown campus features:

ALUMNI HALL (AH), BERKSHIRE HALL (BR), FAIRFIELD HALL, HIGGINS HALL (HI), LITCHFIELD HALL, NEWBURY HALL, OLD MAIN (OM), RUTH A. HAAS LIBRARY, SCIENCE BUILDING (SB), STUDENT CENTER (SC), UNIVERSITY HALL (UH), WARNER HALL (WA), WHITE HALL (WH), FIFTH AVENUE GARAGE, WHITE STREET PARKING GARAGE

The Westside Campus

The 364-acre Westside campus features:

ATHLETIC STADIUM, CENTENNIAL HALL AND PARKING STRUCTURE, CLASSROOM BUILDING (WS), ELLA GRASSO HALL, PINNEY HALL, THE CHARLES IVES CENTER FOR THE ARTS, VISUAL AND PERFORMING ARTS CENTER, WESTSIDE CAMPUS CENTER (CC), WESTSIDE NATURE PRESERVE (WNP), WESTSIDE OBSERVATORY, WILLIAM A. O'NEILL ATHLETIC AND CONVOCATION CENTER (ON)

For more information on each building visit Our Campuses: https://www.wcsu.edu/planning/campuses/

Western at Waterbury

Western Connecticut State University at Waterbury is located on the Naugatuck Valley Community College campus, 750 Chase Parkway, Waterbury. In addition to offering bachelor degree-completion programs in nursing and management, Western at Waterbury offers selected general education classes. For more information on these programs, contact Western at Waterbury, Founders Hall, Room 129, (203) 596-8777.

Campus Parking

WCSU has designated parking areas for students, faculty/staff and visitors. Student parking is available in two parking garages, one at Fifth Avenue and Osborne Street, behind White Hall and one on White Street, across from Litchfield Hall both on the Midtown campus. The White Street garage is designated for students as well as faculty/staff and visitor parking. All other surface lots are restricted for faculty and staff parking on the Midtown campus. At the Westside campus, student parking is available in the Student Parking lot on Sand Road, across from Centennial Hall, at designated areas along University Blvd and the O'Neill Center Access Road, as well as the student Parking lot located in the front of the O'Neill Center and accessed from University Blvd. There is a gated Faculty/Staff parking lot located between the O'Neill Center and the Westside Classroom Building as well as to the rear of the O'Neill Center. Additional parking for students is available in the Centennial parking garage located to the rear of Centennial Hall. Detailed parking information and maps of surface lots for both campuses are available on the website at wcsu.edu/parking.

Every student, faculty, and staff member must display a valid parking hangtag when parking on university property. Parking permits are available from the University Police Department. Parking Office, located at the Police Station, 5 Roberts Ave., on the Midtown campus. Hours of operation are Monday – Friday, 9 a.m. to 5 p.m. For more information, call (203) 837-9308.

Vehicles that are improperly parked are subject to ticketing and towing at the owner's expense. All parking areas are clearly identified by signs posted at the entrance to each lot. To avoid having your car towed from an unauthorized area, please read and obey the signs. All persons parking on state property are obligated to know and obey the university parking regulations, which are available at the University Police Department Parking Office on the Westside campus, the University Police Department on Roberts Avenue, or on-line at the police department's homepage, wcsu.edu/police. University parking regulations and Connecticut motor vehicle laws are subject to enforcement by the university police department and violations may result in the issuance of a campus parking ticket or a state court Infraction Ticket.

WCSU is a very active community for both vehicle and pedestrian traffic. Please use caution when traveling on campus. Pedestrians are asked to use the crosswalk or the covered skyway when crossing White Street. Accidents should be reported to the university police at (203) 837-9300; emergencies can be reported by dialing 9-1-1 from any on-campus phone.

For more information, please contact the University Police Department at (203) 837-9300.

Campus Transportation

When classes are in session, the university offers a free shuttle bus service between the Westside and Midtown campuses. This service links the two campuses for curricular as well as co-curricular activities.

The schedule is available online at www.wcsu.edu/shuttle.

Student Services

Division of Student Affairs

The Division of Student Affairs departments cultivate personal development through positive guidance and interaction with students so that they may make informed choices throughout their lives. The Division consists of various departments and oversees/is affiliated with a variety of services: AccessAbility Services; Athletics; Bookstore; Box Office; Campus & Student Centers; Campus Ministries; Career Success Center; Center for Student Involvement; Club Sports; Commuters; Community Services; Counseling Center; Dining Services; Greek Life; Health Services; Housing & Residence Life; InterCultural Affairs; Intramurals; Judicial Affairs; Parent Services; Recreation; Research & Assessment; SGA/Student Organizations; Shuttle Services; Student Success (Orientation/SCT); Substance Abuse and Prevention Programs (CHOICES); Testing Services; University Police Department; Veterans Affairs Programming, and The Women's Center.

Counseling Center

The Counseling Center provides a wide range of services including confidential individual and group counseling, psycho-educational workshops, training and consultation to students, administration, faculty, staff, and parents.

Services are free and available to all matriculated undergraduate and graduate students at Western Connecticut State University. Students can contact the Counseling Center at (203) 837-8690 to make an appointment. The Counseling Center is located in the Midtown Student Center, Room 222. Hours of operation are Monday through Friday between 8:30 a.m. and 4:30 p.m.

Career Services

The Career Services Center (CSC) provides a very wide range of services to graduate students, undergraduate students, alumni teaching faculty and employers. Students and alumni can take advantage of these offerings online (with portals into many online career-discovery platforms), via workshops and special requested presentations during class periods or WCSU club meetings, and through specialized counseling sessions in the Career Services Center offices. A cloud-based, specialized tool to find and prepare for full time/part time jobs, internships, and volunteer opportunities as well as job advice and resume posting called "WESTCONN Works" is available to all students. Other specialized services include a variety of helpful workshops, Career Fairs/Career exploration events, LinkedIn workshops, one-on-one coaching and Experiential Education opportunities, just to name a few. Graduate students can access these important resources via the following venues:

Website: www.wcsu.edu/careersuccess

WESTCONN Works: www.wcsu.edu/westconnworks (with links to sign up for workshops or one-on-one

coaching)

Career Services Center Offices are located in the Westside Campus Center, Suite 300, or call (203) 837-8263. Drop in hours vary by semester and are offered at both Midtown and Westside locations. See the website for details.

International Student Services

Applications are accepted from F-1 international students who wish to pursue full-time graduate study at WCSU. The university is prohibited by law from considering non-immigrant students who wish to study part-time.

Students applying for graduate admission are required to indicate their ability to finance their education. WCSU is unable to offer financial assistance to any student who does not hold U.S. citizenship. Applicants must demonstrate language ability and economic support in order to be considered for application. If a request for application is approved, appropriate academic transcripts must be sent to the university as soon as possible. In addition, the applicant is required to provide an official evaluation of his/her high school diploma and/or college- level courses that has been conducted by an international educational service that is approved by WCSU (http://www.wcsu.edu/admissions/credit-evaluation-services.asp). A high school diploma or its equivalent may be a document-to-document evaluation. College and university courses must be evaluated on a course-by-course basis.

The university accepts a score of 77 or higher on the Melab and 6 or higher on the IELTS (Band). Applicants must earn a 79 (internet-based exam), 213 (computer-based exam), 550 (paper-based exam) score or higher on the Test of English as a Foreign Language (TOEFL). International students residing outside the U.S. should contact the Office of Graduate Admissions at (203) 837-8243 for graduate admission information.

All new students planning to enter the university in the fall semester must submit all application materials before March 1, while those wishing to enroll in the spring semester must submit all application materials before October 1. Students already studying in the United States should submit all materials as outlined in the admissions procedure.

 For more information about post-admissions international student advisement, contact Donna Warner, International Services Coordinator at (203) 837-3270 or via email warnerd@wcsu.edu.

Testing Center

The Campus and Student Centers' Testing Center administers the College Level Examination (CLEP) for students wishing to earn undergraduate credit by examination and the Miller Analogies Test (MAT), an entrance exam for many graduate programs. Distance learning examinations and Language Teaching International (LTI) exams are also proctored by the office. Visit wcsu.edu/testing, or call (203) 837-8877 for more information.

AccessAbility Services

The mission of the Office of AccessAbility Services is to ensure educational equity for students with documented disabilities by providing reasonable and appropriate accommodations and services. The primary goal of AccessAbility Services is to ensure equal access to programs and activities at Western Connecticut State University. AccessAbility Services calls upon the entire community to facilitate and advocate for the best university environment possible for individuals with disabilities. The AccessAbility Services staff work collaboratively with the university community to accomplish this mission.

Qualified students with documented disabilities who are in need of disability services or reasonable accommodations are encouraged to contact AccessAbility Services immediately. The university respects a student's right to disclose or not to disclose a disability; however, the university is not responsible for providing services or accommodations for students who do not disclose a disability to AccessAbility Services. Students must complete an Accommodation Intake Form and provide appropriate documentation in order to receive services. Communication of a disability to other sources does not serve as a substitute for official notification to AccessAbility Services.

 For additional information, contact Elisabeth W. Morel, Director of AccessAbility Services. AccessAbility Services

is located in White Hall, Room 005, and can be reached at (203) 837-8225 (voice), (203) 837-3235 (TTY), or by email at aas@wcsu.edu. Students are encouraged to contact the Office of AccessAbility Services with questions or concerns. Additional information on AccessAbility Services is available at www.wcsu.edu/accessability.

Discrimination in programs and services due to a disability is prohibited at Western Connecticut State University and is a violation of state and federal law. To file a complaint of discrimination because of a disability, contact Jesenia Minier-Delgado, Chief Diversity Officer, University Hall, Room 214, at (203) 837-8277 or minierdelgadoj@wcsu.edu. Please note that the discrimination complaint procedure does not replace and is not a substitute for other established university procedures such as judicial, grade appeal, housing, and public safety. Students with disabilities are held to the same standards and must follow established policies and procedures as other students at Western Connecticut State University.

WESTCONNect Cards (Student IDs)

Every student must obtain a WESTCONNect card (Student ID) to use university facilities and attend university events. The WESTCONNect card allows a student to gain access to the 24-hour computer labs, check books out of the library, work out at the campus fitness facilities, and use the Colonial Shuttle bus service. Resident students use the card for residence hall access and meal plan use. Commuter students use their cards to obtain entry to the commuter parking garage. Students may deposit money (CONNect Cash) into a debit account on the ID card for use at a variety of locations including; campus food service locations, the campus bookstores, vending machines, information desks, box office purchases, residence hall laundry rooms and off-campus purchases at selected locations. To learn more about the WESTCONNect ID card visit the department website (www.wcsu.edu\westconnect) or call (203) 837-9311. Need to check your balances? Want to make a deposit? To see your CONNectCash, meal plan or print credit balances, log on to www.wcsu.edu/westconnect/card_account_manager.asp.

To obtain a WESTCONNect card the student should bring to the WESTCONNect card Office both a valid driver's license or other form of photo identification and a course schedule that verifies registration for the current semester. The WESTCONNect Card Office is located on the lower level of the Old Main Building. Business hours are 8 a.m. – 12:30 p.m. and 1:30 p.m. – 4 p.m., Monday through Friday. The office offers extended hours for the first week of the fall and spring semesters. Please check the Web site (wcsu.edu\westconnect) for detailed information on extended hours before the start of the semester.

Insurance Requirements

Accident Insurance: As part of the student fee, all full-time students are covered under an accident insurance plan, 24-hours a day, on and off campus, from August 1 to July 31 or until full-time enrollment is terminated. Benefits under the accident plan are paid on an excess basis. This means no expense is covered if it would be covered by another health care plan in the absence of this insurance. This insurance supplements, but does not replace, other health care coverage.

Health Service

The Health Service office, located in front of Litchfield Hall, provides full-time students with primary care and health education on a year-round basis. It is staffed by a doctor, nurse practitioner, nurse, and secretary. Office hours are Monday through Friday, 8 a.m. – 4 p.m. Appointments are recommended for non-emergencies. Changes in hours are reported to the Office of the Dean of Students, University Police, and the Office of Housing and Residence Life.

All full-time students are eligible for care at Health Service. There is no charge to be seen in Health Service. The costs for radiology, laboratory, diagnostic tests, and/or prescription medicine dispensed at the office are the student's responsibility. If a written prescription is dispensed, students may use an in-network pharmacy to fill the order. If our medical staff refers a student to a specialist or the local emergency department at Danbury Hospital, the

student's health insurance plan would apply, including all applicable co-pays and co-insurances. WCSU Health Service cannot guarantee benefits and eligibility at the time services are rendered.

All students must complete the Connecticut State University Student Health Service Form found online at www.wcsu.edu/healthservices/forms/health-form.pdf. This form includes proof of two measles, two mumps, two rubella, and two varicella (exempt from varicella/chicken pox if born in the U.S. before 1/1/1980 and exempt from all proof of immunization if born prior to 12/31/1956). The actual lab results of positive titers (blood test) may be submitted in lieu of the immunization. All residents living in on-campus housing are required to show proof of having received a dose of meningococcal conjugate vaccine within the past five years or submit a medical or religious exemption against such vaccinations before a room is assigned.

Though not required, the hepatitis B vaccine is strongly recommended for students. Hepatitis B is a serious viral infection that can be prevented through the vaccine. The preventative vaccine is recommended by a number of health associations, including the Center for Disease Control, the National Collegiate Athletic Association, and the American College Health Association. For vaccine availability, please contact your health care provider or local health department.

Some academic programs may require additional immunizations or examinations prior to the student's participation in an internship or other assignment.

In the event a student is treated in Health Service and becomes incapacitated by illness or injury and needs to be transported via 9-1-1 (or needs someone to assist following discharge), the medical staff will offer to contact an individual for the student.

Substance Abuse Prevention Program (CHOICES)

The Substance Abuse Prevention Program at WCSU is called CHOICES (Cultivating Healthy Opportunities in College Environments). We believe that all students want to succeed both academically and personally and fulfill their potential during their college years. When substance abuse gets in the way, it can seriously derail those dreams. The goal of the office is to provide confidential counseling for substance abuse, resources, information, and services that help students make informed and responsible decisions about the use of alcohol and/or drugs; to collaborate with student organizations, faculty, and staff in planning exciting alternative activities that promote healthy lifestyle choices; and to work with students in creating positive changes on campus and to reduce underage and binge drinking.

The CHOICES Office provides accurate, current information on alcohol and other drugs; conducts individual screenings and assessments for students on a voluntary or referral basis; refers students to counseling and support services on and off campus; provides support for any student concerned about someone else's use/abuse by advising ways the student can make a difference; plans educational workshops and presentations for residence halls, clubs, Greek Life, and athletic teams; and runs support groups for students who are trying to make positive changes in their lives.

All services are confidential. We encourage all students to participate in our programs, activities, the Alcohol Task Force, and Choices Peer Educators Program. For more information, please call (203) 837-8899 or stop by the Midtown Student Center, Room 211, Monday through Friday 9 a.m. through 5 p.m. The website is www.wcsu.edu/CHOICES.

Campus Ministries

WCSU's campus ministries offer students a variety of activities and programs across several traditions.

The Catholic Campus Ministry invites students, faculty and staff alike to consider its Newman Center, located across the street from Newbury Hall on the Midtown campus, a home away from home. This hospitable Center is the heart of the Catholic Campus Ministry, which brings a range of worship, fellowship, outreach and educational

opportunities to university life. All denominations, non-Catholic and non-Christians are welcome to be part of Newman Club or participate in any activities here with the Newman Club. The door is open to all.

The WCSU Campus Ministry, located in the Midtown Student Center 207, is a community where students find opportunities to ask questions, to grow, to serve and to belong. Congeniality and a sprit of focused involvement are key here. Both the Catholic Campus Ministry and WCSU Campus Ministry run other weekly programs and activities.

Students of other faiths can also find other spiritual counselors, activities and programs on campus.

Computer Services

Western is Wireless

Western is 100% wireless, including residence halls and wireless printing. To use the wireless network, your laptop or other mobile device must be equipped with a wireless network adapter and must have a Western Windows account. To learn more about the wireless network and wireless printing, please visit wcsu.edu/technology and click on "Wireless" under WestConn IT Essentials.

Computer Centers

Information Technology and Innovation (IT&I) supports a diverse computing environment consisting of Windows servers, Windows desktops and laptops, PCs, and compatibles, Unix operating systems, and Apple computers. Various computer facilities and technology classrooms exist on each of Western's campuses.

The computer centers, located in Room 117 of the Westside Classroom Building, on the third floor of the Westside Campus Center and on the first floor of the Haas Library on the Midtown Campus, offer 28 to 66 desktop computers in each facility. Each facility also has at least one Apple Macintosh computer. These facilities support a variety of software packages for student convenience including:Microsoft Office, Visual Studio, Firefox and Internet Explorer, Visio and SharePoint Designer. These facilities also support specialized software on various machines per academic requirements and are equipped with both black and white and color laser printers in each facility. Each computer center is equipped with one or more group workstations and a graphic station that offers Adobe Creative Suite. A color scanner is connected to the graphics workstations.

The machines in the computer centers are connected to the university's network, which allows data and applications to be shared and provides access to the various file servers and UNIX systems throughout the campus. Full-time, part-time, and graduate students with a valid WestConnect Card may use the computer facilities at Western. These facilities are staffed with student computer center assistants during operational hours, which are posted each semester, intersession, and break. The computer center assistants' main responsibility is to monitor the facilities; however, they provide help whenever possible. Students who need extensive help should visit the Student Technology Training Center.

To learn more, visit wcsu.edu/technology and select "Computer Centers" under WestConn IT Essentials.

Student Technology Training Center

The Student Technology Training Center (STTC) is located on the Midtown campus in the Student Center, Room 225. This facility provides students with a comfortable environment in which to learn technology. The primary goal of the STTC is to improve student life outside the classroom by creating and maintaining an environment in which all students can empower themselves with a practical understanding of current technology. This facility provides tutorials, hardware and software, workshops, and individualized attention. The STTC, funded by the student technology fee, is not designed to be a classroom or lab.

The roles and goals of the facility are

- to be a valuable technological resource to all students, regardless of their level of knowledge of computers and technology;
- to provide an environment in which students feel comfortable exploring and learning a variety of new technologies;
- to provide the necessary technological and intellectual tools;
- to empower students with a better understanding of today's technology;
- to integrate student life with technology in an effort to better prepare students for today's and tomorrow's classroom environments; and
- to improve student morale outside the classroom, in an effort to increase retention at the university.

The staff of the STTC are dedicated to facilitating the technological empowerment of the university's student body. Students who visit the STTC can learn about Microsoft Office products, graphic design software packages, computer equipment and peripherals, the Internet, and webpage design. The facility provides HP desktop computers with CD- and DVD-burning capabilities. Apple computers are equipped with scanners. All computers have the ability to print to both black-and-white and color laser printers. This facility also supports a variety of software packages for student convenience, including Microsoft Office; Visual Studio; Firefox and Internet Explorer; Visio; SharePoint Designer; specialized software on various machines per academic requirements; and graphic design software including Adobe Creative Suite.

To learn more, visit wcsu.edu/sttc. If you have any questions or would like to make an appointment with a staff member, call (203) 837-8715.

24-Hour Labs

There are three 24-hour labs, open seven days a week throughout the year. One lab is located in the Westside Classroom Building, Room 247c. The other labs are located on the Midtown campus in the Student Center, Room 214, and in the Science Building, Room 127. These facilities support both Windows and Macintosh desktops and are equipped with at least one black-and-white laser printer in each facility. To gain access to these labs, students must swipe their WestConnect Card through the facility's card reader. The 24-hour labs are not staffed but are monitored and maintained regularly. It is the responsibility of each student to use these facilities in accordance with CSU and Western's computer policies. These facilities house the same software as the staffed computer centers.

To learn more, visit wcsu.edu/technology and select "Computer Center" under WestConn IT Essentials.

To report any problems, or if you have any questions, please call the Information Technology and Innovation Help Desk at (203) 837-8467.

Student Accounts and Resources

All Western students are eligible for the following accounts:

Western Windows Account – Students who wish to use any of the computer facilities at Western (computer centers, technology classrooms, 24-hour labs, etc.) or access the wireless network must obtain a Western Windows account. Registered students can receive a Windows account at any staffed computer center. Your WestConnect Card is required. To learn more about Windows accounts, visit wcsu.edu/technology and select "Western Windows Account" under WestConn IT Essentials.

WestConnduit – WestConnduit is Western's campus portal. It brings together campus announcements, upcoming events, social media, and access to essential resources like Blackboard Learn (course management system) and Banner web (see your grades, course schedules, and financial aid information; register for classes; and make

payments).

To get to WestConnduit, visit conduit.wcsu.edu.

E-Learning at Western – Blackboard is a course-management system that enables efficient delivery of online education. Many faculty members use Blackboard to enhance their courses. Students may access their Blackboard courses through WestConnduit (conduit.wcsu.edu) by clicking on the "Student Tools" tab and then "Log in to Blackboard" in the "My Courses" widget.

Connect365 Account – The Connecticut State University System (Western, Eastern, Southern, and Central) email policy states that university email will be considered an official means for communication. All students will be issued a university email for university business through Microsoft's Office 365 Suite of online services. In addition to email, Connect365 gives you access to online document storage, collaboration tools, and Office Web Apps.

To access your Connect365 account for the first time, visit connect.wcsu.edu. Your username will be "your Western username@connect.wcsu.edu." Your temporary password will be the word Connect followed by your own student ID number (e.g., Connect501XXXXX).

To learn more about Connect365, visit wcsu.edu/technology and select "Connect Suite" under WestConn IT Essentials.

ConnectPrint – All the staffed and 24-hour computer centers at Western use the new ConnectPrint system, which makes printing easier and reduces printer waste and supplies. All students will use their WestConnect ID card to release print jobs in the computer centers.

For more information, please visit wcsu.edu/technology and select "ConnectPrint" under WestConn IT Essentials.

Help – If you need help using any of these resources, please visit a staffed computer center for help or visit the Student Technology Training Center for more individualized assistance.

Computers in the Residence Halls (ResNet)

Any student who owns a computer with Built-in Ethernet or wireless capability can connect to ResNet, our residence hall network. Once connected, students will be required to log in using their Windows account credentials. For more information, please visit wcsu.edu/resnet.

Technology Classrooms

We are proud to say that all Western classrooms are equipped with technology, offering an ideal hands-on learning environment for both students and instructors. All classrooms feature basic standardized technology, including a projector, instructor workstation, and laptop connection. Some also are multistation classrooms offering student workstations and a printer.

For more information on Western's technology classrooms, visit wcsu.edu/technology and select "Computer Centers" under WestConn IT Essentials.

Your Technology Fee at Work

Students can get free copies of the latest Microsoft Office suite and Windows operating system from our staffed computer centers. For more information, visit wcsu.edu/technology and go to "Current Students."

Information Technology Policies

Learn about Western's information technology policies at wcsu.edu/technology/students:

* Policies and Guidelines for Computer Use

* CSU Network Policy

* Electronic Monitoring Notice

* Computer Center Usage Rules and Policies

* CSUS Email Policy

* Wireless Policy

* Information Security Policy

 As new policies become effective, they will be listed on this website.

_____

Housing

Department of Housing and Residence Life

On-Campus Housing

The Department of Housing and Residence Life offers apartment-style accommodations to graduate students matriculated into one of our many graduate programs. Generally, housing is offered to any full-time matriculated students who pay their yearly housing deposit (March for continuing students and May 1st for new students), provide proof of having a meningitis vaccine, and complete a housing application. Housing is offered on a limited basis to married couples.

Married couples must both be full-time students in order to live on campus. Couples agree to notify the Housing Office of any change in their status within 30 days of change or in advance if the couple decides to pursue separate living arrangements. Falsification of any information regarding eligibility will result in termination of housing.

Off-Campus Housing

To assist graduate students who require off-campus accommodations, the Housing Office provides a listing service of off-campus facilities via its website (www.wcsu.edu/housing). The information contained on this website is designed to assist you in finding suitable off-campus housing. Also, we recommend using a local newspaper or performing a web search to obtain off-campus housing.

_____

Campus Life

Recreation

Amy Shanks, Associate Director of Recreation | Berkshire Hall Room 136, (203) 837-8609, wcsu.edu/recreation

Recreation

The recreation department at WestConn is dedicated to providing the campus community with a multitude of recreational activities to encourage physical fitness and promote a positive well-being. All students are invited to engage in one of the many recreation, intramural and club sports activities taking place on campus. The midtown facilities include: Colonial Fitness Zone, fitness studios, batting cages and gymnasium. The WestConnREC midtown offices and information desk are located in Berkshire Hall next to the Colonial Fitness Zone. There is also a Westside Colonial Fitness Zone and information desk located in Pinney Hall, which is on the westside campus. For up-to-date information, please visit our website, wcsu.edu/recreation.

Intramurals

Team and individual events are offered for women, men and coed divisions, and the programs are open to all current WestConn students, faculty, staff, and alumni.

For a current listing of intramural leagues and seasons, please visit wcsu.edu/recreation.

Club Sports

The club sports program provides opportunity for individuals who share a common interest in a recreational sport to improve their skill level and overall knowledge of the sport or activity. Club sports can be organized on either a recreational or a competitive level. Instructional activities range from informal play to regular practices in preparation for intercollegiate and tournament competition. Many clubs compete with other schools and are a part of a collegiate league of play. Examples of current active club sports include dance team, cheerleading, ice hockey, eSports and men's and women's rugby.

The Center for Student Involvement

Dennis Leszko, Director of the Center for Student Involvement | Student Center 227, (203) 837-3954, studentlife@wcsu.edu, wcsu.edu/studentlife

The Center for Student Involvement (CSI), located in the Midtown Student Center, Room 227, is the main point of contact for students wanting to form a new club or organization and those currently involved with one. CSI is where student organizations register and receive information and support. The CSI staff advises in the operation of more than 80 student organizations, including the Student Government Association, the Program Activities Council, and the Recreation Council, and provides assistance with leadership development, university policies, and event planning. The CSI coordinates programs, events, and activities on campus organized by and for students through the Student Activities Master Calendar.

Clubs and Organizations

Student Government Association (SGA) | Student Center 215, (203) 837-8711

The SGA is the official voice of the student body. It appoints student representatives to university committees, allocates the student activities fee to student organizations, and protects student rights. If you are interested in serving your fellow students, stop by the office.

The Echo | Student Center 217

Get the story! Western's student-run newspaper is available online at http://wcsuecho.wordpress.com/. All students, independent of their major, are eligible to write and work for *The Echo*.

Greek Council | Student Center 219

This is the governing body for all social Greek letter organizations. For information concerning any Greek organization, just call or stop by.

Inter-Residence Hall Association (IRHA) | Newbury Hall, (203) 837-8720

The IRHA is the governing body for each of the Residence Hall Councils. Representatives are elected from each residence hall.

Program Activities Council (PAC) | Student Center 212

PAC is the main programming board for student activities. Throughout the semester, PAC organizes various trips, game shows, comedians, movies, and more for your entertainment pleasure. If you have an interest in advertising or planning campus events, concerts, and shows, then stop by the office to join or attend a meeting – every Monday at 4 p.m. in the Student Center.

Campus and Student Centers Board | (203) 837-8504

Great resources like our Midtown Student Center and Westside Campus Center need a collective student voice to keep them serving student needs and enriching university life.

Student Veterans Organization (SVO) | Student Center 208

The SVO is a club established in 2009 to acknowledge the needs of Western veterans who wish to better integrate into the university community. Officially recognized and endorsed by the Student Government Association, the SVO is comprised of student veterans who wish to support and serve other veterans – at WCSU and abroad – in a number of ways.

WXCI Campus Radio | Student Center 213, (203) 837- 8387

91.7 WXCI is a student-run college radio station located on the Midtown campus. Since its inception in 1973, WXCI has remained the second largest college station in Connecticut, pumping 3,000 watts of power through its transmitter.

Other Student Organizations

For a complete list of student organizations, visit wcsu.edu/studentlife.

Any group of students who have a common bond of interest is encouraged to form a student organization. As officially recognized student organizations, each group has an obligation to the educational advancement of its members as well as Western Connecticut State University. Applications to become a recognized student organization are available from the SGA office and the Center for Student Involvement. Check out the listings at the web address listed above.

Governance

All full-time students of the university are members of the Student Government Association. The Association's governing body is the student senate, with members chosen by university-wide election. The student senate prepares a budget to allocate student activity funds to campus organizations. The Program Activities Council and the Campus and Student Centers Board are responsible for sponsoring student activities throughout the year and for recommending improvements in the campus or student center buildings. These organizations give students the opportunity to develop leadership and organizational skills.

Judicial Affairs

The Office of Judicial Affairs administers the student discipline process and serves as a liaison to all university departments regarding matters pertaining to student conduct. All Western students are expected to adhere to the policies and procedures outlined in the Student Code of Conduct. Formal complaints, as well as inquiries concerning the student discipline system and student discipline records, should be directed to the Director of Judicial Affairs at (203) 837-8770. Judicial Affairs is located in the Midtown Student Center room 220.

Student Code of Conduct

The Student Code of Conduct is intended to present a clear statement of student rights and responsibilities established by the Board of Regents for Higher Education. The BOR has charged the President of the Board of Regents for Higher Education with developing procedures to protect those rights and to address the abdication of responsibilities in collaboration with the four State Universities, the twelve Community Colleges and Charter Oak State College. The Student Code describes the type of acts not acceptable in an academic community.

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the development of students and the general well-being of society. In line with this purpose, the Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") has the duty to protect the freedoms of inquiry and expression, and furthermore, has the responsibility to encourage all of its members to develop the capacity for critical judgment in their sustained and independent search for truth.

CSCU has certain self-defined institutional values. Principal among these values is respect for the safety, dignity, rights, and individuality of each member of the CSCU community. The opportunity to live, study, and work in an institution which values diverse intellectual and cultural perspectives and encourages discussion and debate about competing ideas in an atmosphere of civility is a basic component of quality higher education.

All members of CSCU must at all times govern their social and academic interactions with tolerance and mutual respect so that the students who pass through a CSCU door are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the BOR's and CSCU's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on CSCU campuses. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation or expression, disability, gender, age, or ethnic background are antithetical to the BOR's and CSCU's fundamental principles and values. It is the BOR's and CSCU's responsibility to secure the students' right to learn by establishing an environment of civility.

The disciplinary process is intended to be part of the educational mission of CSCU. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

The complete "Student Code of Conduct" can be found in the Student Handbook, which is available on the WCSU website.

ADMISSION TO GRADUATE PROGRAMS

Application Requirements

Criteria for admission to graduate study at Western Connecticut State University includes both qualitative and quantitative requirements to ensure that applicants possess the educational preparation to succeed academically at the graduate level. The criteria are established by the Graduate Council and approved by the Provost and Vice President for Academic Affairs and Western's President. No applicant is denied admission on the basis of sex, race, creed, or national origin.

Application Procedure

Students may register for graduate classes on a matriculated (degree-seeking) or nonmatriculated (non-degree-seeking) basis. All students registering for graduate classes must hold a baccalaureate degree or its equivalent and must demonstrate ability to pursue graduate studies. Prior to registration, prospective students must apply to the Office of Graduate Admissions. Applicants must provide:

- a completed application, along with the application fee
- official transcripts from all colleges and universities attended
- proof of all prerequisite requirements, including minimum grade point average
- proof of immunization form for all students born after 1956
- a current RN license for prospective nursing students
- a current teacher's license for prospective education and educational psychology students
- appropriate test scores, such as GRE or GMAT, as required by some graduate programs for admission

Application materials may be requested from the Office of Graduate Admissions, Old Main, Room 101, by calling (203) 837-8243. Or, prospective students may visit the website at www.wcsu.edu/graduate and apply online. Prospective students are encouraged to read the relevant sections of this catalog, including the portions that describe the degree program in which they are interested. General questions should be addressed to the Office of Graduate Admissions; program-specific questions should be directed to the graduate coordinator identified in this catalog.

International Applicants

Currently the only graduate program at WCSU that is able to accept students holding the F-1 visa is the M.F.A. in Fine Arts (Painting, Illustration, or Interdisciplinary). Students who have an earned undergraduate degree in a country other than the United States must have their transcripts assessed by an appropriate educational service for a comprehensive course-by-course evaluation. This report will determine if the student completed the equivalent of a U.S. bachelor's degree, which is the minimum requirement for acceptance into any of WCSU's graduate programs. Prospective international applicants should contact the Office of Graduate Admissions for general questions and the coordinator of the M.F.A. in Fine Arts for program-specific questions.

For questions with regards to appropriate visa documents (I-20 for F-1 visa), please contact Ms. Donna Warner, International Services Coordinator, University Hall 300, 181 White Street , Danbury, CT 06810.

Phone: 302-837-3270 Email: warnerd@wcsu.edu

http://www.wcsu.edu/international/students.asp

Application Deadline

Application for graduate admission at WCSU is ongoing, although prospective students are encouraged to apply *at least one month* prior to the start of any given semester. Some graduate programs may enforce their own deadlines for application. For more information, please contact the appropriate graduate program coordinator.

Transfer of Credit

Students who wish to use transfer credits toward any of Western's graduate programs must make this request at the time of initial application to the university. The amount of graduate credit transferable into a master's degree program from other accredited institutions is limited to nine semester credits, except in the case of

* The Connecticut State University, wherein no limitations are placed on the number of transfer credits. However, a student must complete at least fifteen (15) semester credits in residence at Western (including thesis requirements, alternative research project, departmental seminar, and/or comprehensive examination) as required for particular programs.

* The M.S. program allows up to 6 transfer credits.

All transfer credits must represent satisfactory work (a grade of B or better) at the institution where the work was completed and must be in accordance with a planned program of study. Transfer credits older than 10 years are not accepted toward any graduate program at WCSU. Courses used to earn a degree are not transferrable to any graduate program at WCSU. Transfer of courses completed after a student is admitted to a graduate program must be approved in advance in writing by the student's graduate program coordinator.

Transfer credits are not included in a determination of cumulative GPA's for graduate students at WCSU.

Student Status

Graduate students may be full-time or part-time students according to the number of credits for which they are enrolled in a semester. Full-time enrollment consists of nine semester hours or more. Most graduate study at Western is undertaken on a part-time basis.

Matriculated Student

To matriculate in a degree program, students must complete an application and meet the general requirements for admission to the Office of Graduate Admissions. In addition, they must meet any specific requirements for admission to the program in which they are interested in pursuing. For program requirements, students should read the section of this catalog describing the program. General questions should be addressed to the Office of Graduate Admissions and program-specific questions should be addressed to the program's graduate coordinator identified in the catalog.

Nonmatriculated Student

Students who complete an application and meet the general requirements for admission to the Office of Graduate Admissions may complete one semester of graduate study with a maximum of six credits as nonmatriculated students. To enroll for further study, students must apply and be admitted to a degree or certificate program. The Office of Graduate Admissions reserves the right to exclude nondegree students from graduate courses offered to students in degree or certificate programs.

International Student

Western Connecticut State University has been designated by the United States Department of Homeland Security to offer course of study to any F-1 student who is pursuing a "full course of study" to achieve a specific educational or professional objective. A full course of study at the graduate level at Western Connecticut State University is a minimum of nine credit hours.

Audit Student

Students may audit any course with the permission of the instructor. Auditors are subject to those conditions established by the instructor. You must obtain approval to audit within the first four weeks for full-semester courses or within the first two weeks for courses scheduled less than a full semester. Audited courses carry no credit. Audit forms, obtained from the Office of Graduate Admissions must be signed and completed within the time period stated for the audit grade to be assigned.

Special Student

Students who wish to register for a course but who are not seeking a graduate degree must complete an application and meet the general requirements for admission to the Office of Graduate Admissions. Permission to take a course is given on a space-available basis, and some programs may not allow students to register for courses unless they have been admitted to the program. Special students who wish to continue their studies must apply and be admitted to a degree or certificate program.

Guest Student

Graduate students matriculated at another institution may register for graduate study at Western on a space-available basis by presenting a letter of permission from their resident institution to the Office of Graduate Admissions. Students must also provide academic transcripts to demonstrate satisfaction of course or program prerequisites. The New England Regional Student Program (see description below) provides special opportunities for guest study and exchange.

Undergraduate Student

Students matriculated for an undergraduate degree at Western who meet special qualifications may be permitted to enroll in particular graduate courses. Interested students may obtain details from the Office of Graduate Admissions.

In-Service Workshops for Teachers

Graduate study is primarily an on-campus function of the university; however, occasional in-service, credit-bearing workshops are offered at school districts in the university's service area upon the request of the administration in such districts. Usually these workshops are designed to enable teachers in a school system to study a teaching or curriculum problem of special significance to specific situations. School officials interested in workshops of this nature should contact the chair of the education and education psychology department, Westside Campus Center, Room 249, (203) 837-8510.

New England Regional Student Program

The New England Regional Student Program (RSP), one of the basic programs administered by the New England Board of Higher Education (NEBHE), was established in 1957. The RSP enables residents of New England to attend an out-of-state public college or university within New England for certain degree programs not available at their home state public institutions. These students pay in-state tuition plus 50% above that amount.

TUITION, FEES, AND FINANCIAL AID

Student Expenses

As part of the Connecticut State System of Higher Education, Western Connecticut State University offers a high-quality education program at low cost. Details of the expenses follow.

Application Fee: all new graduate students pay $50 when filing an application for admission to the Office of Graduate Admissions. There is an additional $100 evaluation fee for doctoral candidates.

Tuition and Fees Per Semester (All rates subject to change)

The Office of Graduate Admissions does not guarantee that full-time study is possible each semester for all programs. Please check with the appropriate graduate program coordinator to obtain accurate information.

Part-Time Doctoral Students

Ed.D. Leadership Program:
In-state: $875 per semester hour; Out-of-state: $875 per semester hour includes

	In-state	Out-of-state
Tuition	$603 per semester hour	$603 per semester hour
General Fee:	$272 per semester hour	$272 per semester hour

Additional Fees:

Student Activity Fee:	$3 per semester hour (fall/spring terms only)	$3 per semester hour (fall/spring terms only)
Registration Fee:	$60 per semester (nonrefundable)	$60 per semester (non-refundable)

Ed.D. Nursing Program:
In-state, Out-of-state, New England Regional Student Program: $1,187 per semester hour includes

Tuition:	$808 per semester hour
General Fee:	$379 per semester hour

Additional Fees:

Student Activity Fee:	$3 per semester hour (fall/spring terms only)
Registration Fee:	$60 per semester (non-refundable)

Part-Time Master's Students *(less than 9 semester hours per semester)*

In-state: $587 per semester hour; Out-of-state: $587 per semester hour includes

	In-state	Out-of-state
Tuition:	$389 per semester hour	$389 per semester hour
General Fee:	$198 per semester hour	$198 per semester hour

Additional Fees:

Student Activity Fee:	$3 per semester hour (fall/spring terms only)	$3 per semester hour (fall/spring terms only)
Registration Fee:	$60 per semester (nonrefundable)	$60 per semester (nonrefundable)

Full-Time In-State Connecticut Residents, Master's Programs *(9 semester hours per semester)*

Tuition:*	$3,513.50
University Fee:	$459.00

General Fee: $2,030.00

Student Activity Fee:$99.50

Total: *$6,102.00 per semester*

* *Master of Fine Arts (Painting, Illustration, or Interdisciplinary) tuition: $4,464.00*

* *Master of Fine Arts in Professional and Creative Writing tuition: $3,871.50*

Full-Time Out-of-State Residents, Master's Programs *(9 semester hours per semester)*

Tuition:* $9,051.00

University Fee: $1,093.00

General Student Fee: $2030.00

Student Activity Fee:$99.50

Total: *$12,273.50 per semester*

* *Master of Fine Arts (Painting, Illustration, or Interdisciplinary) Tuition: $10,764*

* *Master of Fine Arts in Professional and Creative Writing tuition: $9,495*

M.F.A. Professional Writing Program *(less than 9 semester hours per semester)*

In-state: $650 per semester hour; Out-of-state: $650 per semester hour includes

	In-state	Out-of-state
Tuition:	$452	$452
General Student Fee:	$198	$198

Additional Fees:

Student Activity Fee:$3 per semester hour (fall/spring terms only)$3 per semester hour (fall/spring terms only)

Registration Fee: $60 per term (nonrefundable) $60 per term (nonrefundable)

Fees for Online CSU

In-State:$587 per semester hour(tuition $389 per semester hour plus general student fee $198 per semester hour)

Out-of- $587 per semester   (tuition $389 per semester hour plus general student fee $198 per semester
State: hour   hour)

Additional Fees:

Online Registration Fee:$50 per course, nonrefundable

All online courses (full- or part-time, in- or out-of-state resident) pay a $50 online registration fee for each registered online course.

Auditing a Class

Students who wish to audit a class pay the same tuition as those who are taking the course for credit. You may register online, in person, or through the mail.

Refund Policies

Refund Policy for Part-Time Students (applies to fall and spring semesters, also winter and summer sessions courses that are eight weeks or longer) Non-attendance does not entitle students to a credit on their tuition and fee bill, formal withdrawal through the Graduate Office is required.

Tuition refunds for part-time students will be issued on the following basis:

- Withdrawal through the first week of classes:………………………………….100% refund

- Withdrawal though the second week of classes:………………………………….60% refund

- Withdrawal through the third and fourth week of classes:……………………40% refund

No refunds will be issued after the fourth week of classes. The registration fee is nonrefundable except when the university cancels a course.

Tuition and Fees Refund Policy for Full-Time Students (fall and spring semesters)

Nonrefundable fees include the application fee, admissions binder, and housing deposit.

To be eligible for a refund, a full-time student must formally withdraw from the university. Nonattendance of classes does not entitle you to a refund.

A refund of the tuition, university, and student activity fees, excluding the application fee and deposit, will be issued in accordance with the schedule below. The amount of the refund will be determined on the basis of the official date of withdrawal:

- Up to the day before the first day of classes:…………………………….100% refund
- Withdrawal through the first week of classes:…………………………….90% refund
- Withdrawal through the second week of classes:………………………..60% refund
- Withdrawal through the third and fourth week of classes:……………40% refund

No refunds will be issued after the fourth week of classes. The registration fee is nonrefundable except when the university cancels a course. These refund figures assume charges have been paid in full; if not, students who withdraw may actually owe a balance to WCSU.

Refund Policy for Courses Three to Seven Weeks in Length (applies to fall and spring semesters, also winter and summer session courses)

Tuition refunds for these classes will be issued on the following basis:

- 100% of refundable term charges will be cancelled during the first 3 calendar days of the term;
- 60% of refundable term charges will be cancelled during the fourth, fifth and sixth calendar day of the term;
- 40% of refundable term charges will be cancelled during the seventh, eighth, and ninth calendar day of the term;
- No cancellation of charges after the ninth calendar day of the term.

No refunds will be issued after the ninth calendar day of the term. The registration fee and online is nonrefundable except when the university cancels a course.

Refund Policy for Courses Less than Three Weeks in Length (applies to fall and spring semesters, also winter and summer session courses)

Tuition refunds for these classes will be issued on the following basis:

- 100% of refundable term charges will be cancelled during the first 2 calendar days of the term;
- 60% of refundable term charges will be cancelled during the third and fourth calendar day of the term;
- No cancellation of refundable charges after the fourth day of the term.

The $60 Registration Fee, the $50 online fee are non-refundable only in cases where the university cancels the class.

No refunds will be issued after the fourth day of the term. The registration fee and online fee is nonrefundable except when the university cancels a course.

Board Fee Refund

This fee is refundable, upon withdrawal from the university, on a prorated basis. Full weeks will be used to prorate.

Procedures for Students Receiving Assistance under Title IV

Both full-time and part-time students who formally withdraw from the university and who are recipients of the Title IV funds should contact the Office of Financial Aid & Student Employment immediately at wcsufinancialaid@wcsu.edu to discuss the impact withdrawing will have on their financial aid award.

_____

The Office of Financial Aid and Student Employment

How to Apply for Financial Aid

In order to receive financial aid, a graduate student must be matriculated and registered for at least six credits per semester. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov, and complete according to instructions. The university's school code, 001380, is required. Please be sure to obtain an FSA ID prior to completing the online form. You can apply for an FSA ID by going to http://fsaid.ed.gov.

Applicants should make every attempt to utilize the IRS Data Retrieval Tool when completing the FAFSA. If at the time of completing the FAFSA form you are unable to use the IRS Data Retrieval Tool because your taxes were recently filed or were not filed yet, you must update your FAFSA using the IRS Data Retrieval Tool once you have filed your taxes. Some individuals may not be able to use the IRS Data Retrieval due to other circumstances.

Maintaining Eligibility

What is Satisfactory Academic Progress **(SAP)?**

Students receiving financial assistance under the federally supported Title IV Programs must comply with the following set of standards to be eligible for such assistance. Such standards are referred to as Satisfactory Academic Progress (SAP) and are measured on a per-term basis. SAP is an assessment of your cumulative academic record at Western Connecticut State University. This policy is separate and apart from other academic policies at the university.

There are three components measured and weighed in determining SAP to ensure successful completion of a degree within a timeframe consistent with federal regulations.

Students applying for financial aid must maintain status as a matriculated graduate or undergraduate. Matriculated students will be evaluated for Satisfactory Academic Progress based upon *qualitative* and *quantitative* standards, as well as a *Maximum Timeframe* standard.

Students who enroll in the Fresh Start program will only have the credits retained and new GPA as calculated by Fresh Start included in the determination of their SAP status for the re-entry term.

Financial Aid Programs Affected by Satisfactory Academic Progress

SAP is required for all Title IV funds, state, university, and some alternative loan programs, including, but not exclusive to the following:

- Federal Pell and Supplemental Educational Opportunity (SEOG) Grants
- Federal Loans: Perkins; Direct Subsidized/Unsubsidized; Direct Parent/Graduate PLUS Study Program
- Federal Work Study Program
- Roberta B. Willis Scholarship

- Connecticut State University Grant
- State scholarship and grant programs

How is SAP Determined?

Qualitative Measure

Grade Point Average (GPA) is the standard used to qualitatively measure Satisfactory Academic Progress. Students must meet and maintain the cumulative GPAs listed below:

Credits Earned	Minimum Cumulative GPA Required
Undergraduate: 0-29 credits	1.7
Undergraduate: 30+ credits	2.0
Graduate	3.0

QuantitativeMeasure

Pace: Matriculated undergraduate and graduate students must successfully complete two thirds (**67%**) of all cumulative credits *attempted*. For a summary of how attempted credits are classified for SAP purposes, see the table below:

Counted as *attempted* Credits	Not counted as attempted Credits
Courses with grades A-F earned	Remedial Courses
Withdrawals- W, WF, WFP	Audited Courses
Repeated Courses	Courses never attended
Incompletes- INC, NG	Dropped Courses
Transferred Credits	Non-transferred credits
Pass/Fail Courses- P, FP	Exams (i.e. CLEP)
Courses taken as a nonmatriculated student	
Fresh Start Courses with grades > C-	
Courses assigned RM/RP	
No Grade (NG)	

For clarification on abbreviations, view WCSU's grading system.

Below is an example demonstrating how Pace is calculated for SAP purposes:

Previous Transfer Credits	Attempted Fall 2013	Attempted Spring 2014	Total
30	12	15	57

- The student has attempted a total of 57 credits across both semesters, including transfer credits. In order to find out how many credits the student must have completed in order to meet the Pace standard, multiply 57 x 0.67 = 38.19 The student must complete and pass 38.19 credits to be in compliance with the Pace requirement

of SAP.

Maximum Timeframe

Undergraduate and graduate students may receive financial aid for attempted credits in their program of study that do not exceed 150% of the published credits needed to complete said program.

- *Example*: if a Bachelor's degree takes a minimum of 120 credits to complete, multiply as follows to find 150%: 120 x 1.50 = 180 Therefore, a student in a Bachelor's degree program may attempt up to 180 credits before s/he is considered noncompliant with the Maximum Timeframe standard.

This 150% credit rule is also applicable to students who have changed majors, or who seek a dual or second degree.

When is SAP calculated?

All financial aid recipients will be reviewed for Satisfactory Academic Progress at the end of each payment period, and once grades are posted. Courses taken during the Winter and Spring Break intersessions will be included in the SAP calculations at the end of the spring semester payment period.

The Office of Financial Aid & Student Employment will review each file in accordance with the qualitative, quantitative, and Maximum Timeframe measures described.

If all SAP standards are met, the student will be assigned a status of "SAPOK" and will retain financial aid eligibility for the next term.

Failure to Meet Satisfactory Academic Progress

If a student fails to meet one or more of the Satisfactory Academic Progress standards, a *SAP Warning* notification corresponding to the unmet standard(s) will be sent to the student via WestConn email. At any time, students may also check their SAP status on their Westconnduit account.

When an SAP Warning is administered, the student will still be eligible to receive financial aid for the immediate subsequent term, known as the *SAP Warning term*. If, at the end of the SAP Warning term the student is meeting the previously unmet standard(s), then the SAP Warning status is lifted and the student will maintain financial aid eligibility for the following term.

Students who fail to meet the SAP standard during the SAP Warning term will be ineligible for financial aid in the subsequent term or until such time as they again meet the requirements of SAP.

It is possible for a student to be placed on multiple consecutive *SAP Warning terms* if the SAP Warnings are issued for failing to meet two different standards.

Example: A student does not meet the Pace requirement for fall semester, and is given a *Pace Warning* for Spring semester. At the end of Spring semester, she is meeting the Pace requirement, but is not meeting the GPA requirement. The student will then receive a *GPA Warning* for the following Fall semester, and will still be eligible for financial aid.

Students who do not meet the Speed/Maximum Timeframe standard of SAP will not be granted a Warning term. These students will automatically lose financial aid eligibility, but may file an appeal to have their aid reinstated.

Regaining Eligibility

Apart from successfully appealing, or enrolling in an academic plan, students who are disqualified due to low GPA or low-credit hour completion will regain financial eligibility once they achieve the required GPA or credit completion as long as they have not completed more than 150% of their program requirements. Undergraduate students who are disqualified due to exceeding the 150% of the required units for their program will regain

eligibility after they become a graduate student once the Bachelor's degree is posted.

SAP Appeal Process

SAP Appeals will be accepted within 30 days of the date of SAP status notification, but no later than November 1 (fall) or April 1 (spring), whichever comes first.

If, after one *SAP Warning term*, the student does not meet the Satisfactory Academic Progress criteria, s/he may submit an appeal for reinstatement of financial aid eligibility. Appeals may be based on death of a relative, injury or illness of the student, or other special circumstances. SAP appeals must be written using the Satisfactory Academic Progress Appeal form, and submitted with supporting documentation and a written explanation of what has changed that will allow the student to complete SAP during the next academic term. This form should be submitted to the SAP Appeal Committee, C/O Enrollment Services, Old Main 206.

If the appeal is approved by the committee, the student's aid eligibility will be reinstated. Should an appeal be denied, financial aid will be cancelled for the next term.

Appeal Outcome and Academic Plan

If a student appeals successfully, financial aid eligibility will be reinstated for the following term. By the end of term, the student must be meeting the previously unmet SAP standard in order for financial aid to continue to be reinstated for future terms.

Students who fail to meet the standard will be ineligible for financial aid in the subsequent term or until such time as they again meet the requirements of SAP.

Some appeal approvals may be based upon a student's enrollment/completion of an *Academic Plan* as developed by the SAP Appeal Committee. The Academic Plan will outline specific academic conditions that must be met in order to maintain financial aid eligibility.

Financial Aid Withdrawal Policy

What is a Return of Title IV Funds **(R2T4)?**

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, s/he may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A prorated schedule is used to determine the amount of federal student aid funds he/she will have earned at the time of the withdrawal.

Thus, a student who withdraws in the second week of classes has earned less of his/her financial aid than a student who withdraws in the seventh week. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

*When is a Return of Title IV Funds Required***?**

If a student's enrollment status changes for an entire term (i.e., official withdrawals and administrative withdrawals), the school must recalculate the student's awards to determine the amount of aid s/he will have earned based on the date of withdrawal.

If a student does not begin attendance in all of his/her classes, the school must recalculate the student's awards based on the lower enrollment status. For instance, a student registers for a full-time course load (15 credits) but only begins attendance in three classes (nine credits); in this case, the student's awards must be recalculated based on the lower enrollment status (nine credits).

Timeline for a Return of Title IV Funds

The Office of Financial Aid and Student Employment must determine the amount of aid that was earned and how much was unearned; the unearned aid is returned to the U.S. Department of Education by WCSU on your behalf. WCSU is required to recalculate Title IV Funds within 30 days from the date of withdrawal. In the event that funds need to be returned, WCSU is required to return funds within 45 days from the date of withdrawal.

The amount of unearned aid will be returned to the U.S. Department of Education. Because the institutional refund policy is different from the Financial Aid Return of Title IV Funds policy, any return of funds may result in a balance due to WCSU. This is posted as a charge to your WCSU student account and must be repaid immediately.

Post-Withdrawal Disbursement

If you did not receive all of the funds that you earned prior to your date of withdrawal, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, WCSU must get permission before it can disburse them by collecting a post-withdrawal Disbursement Permission form. You may choose to decline some or all of the loan funds so that you do not incur any additional debt. WCSU may automatically use all or a portion of your post-withdrawal disbursement grant funds for tuition, fees, and room and board charges (as contracted with the school). WCSU needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give permission, you will be offered the funds; however, it may be in your best interest to allow WCSU to keep the funds to reduce your debt at the school.

When is a Return of Title IV Funds Not Required?

If you withdraw from one or more courses during a semester but remain enrolled in classes, a Return of Title IV Funds is not required. Withdrawing from one or more courses can, however, affect your Satisfactory Academic Progress and, in turn, your financial aid eligibility for future semesters. Please see our Satisfactory Academic Progress Policy.

Student Employment

Student employment is an integral part of the university and of university life for many students. Student labor benefits the institution in almost every academic and administrative department on campus. The student's employment can be related to his/her program of study and/or interests and work schedules can be arranged around the student's academic schedule.

WCSU employs approximately 800 students during the academic year. The types of positions available are as diverse as the students themselves. A list of position announcements can be found on the Financial Aid website – wcsu.edu/finaid/student-employment.

To be eligible, students must be matriculated in a minimum of 6 credit hours at the university. Students are paid bi-weekly with an the hourly rate of pay contingent on the difficulty of position and the experience of the student.

There are two major funding sources for the student labor force at Western Connecticut State University: the Federal Work Study Program and Institutional Payroll.

The Federal Work Study Program is a federally funded program based on demonstrated financial need; work experience is not the qualifying factor. A Federal Work Study award is based on available funding and not guaranteed year to year.

The Institutional Payroll is state funded and is available to all students; it is not based on a student's financial need. Students are employed based on the needs of each department, availability of funds, and the student's experience in specific areas.

All federal and state funds are subject to federal and state regulations as mandated.

Graduate Assistantships

Several graduate assistantships are available to matriculated graduate students. Application forms can be secured in the Office of Enrollment Services, Old Main, Room 206.

_____

Office of Veterans Affairs

The Veterans Affairs Coordinator assists Veterans, members of the Selected Reserve and military-connected families in transitioning to higher education and is responsible for certifying the enrollment and changes in enrollment for students eligible for Veteran education benefits. The Office of Veterans Affairs is located on the Midtown campus in Old Main, Room 101 with office hours Monday through Friday, 8:30 a.m. to 4:30 p.m. All current/former service members and family members are encouraged to contact the Office of Veteran Affairs in order to ease the transition into WCSU.

- Chapters 30: Montgomery GI Bill
- Chapter 31: Vocational Rehabilitation and Employment
- Chapter 33: Post 9/11 GI Bill (Veteran)
- Chapter 33: Post 9/11 GI Bill (Dependent)
- Chapter 33: Post 9/11 GI Bill (Yellow Ribbon Program)
- Chapter 35: Dependents' Educational Assistance
- Chapter 1606: Selected Reserve Educational Assistance
- Chapter 1607: Reserve Educational Assistance

Tuition Waivers In addition to the federal benefits offered by the U.S. Department of Veteran Affairs, Veterans and Air/Army National Guard members who meet certain criteria may be eligible to receive a tuition waiver at WCSU after any federal tuition benefit received. The tuition waiver does not apply to other college costs such as books, fees, parking, and room and board and eligibility is not retroactive. For more information regarding eligibility requirements and how to apply, please visit https://www.wcsu.edu/veterans.   In order to begin using Veteran education benefits, the following documents must be submitted to WCSU's Office of Veteran Affairs (Criteria depends on the benefit(s) for which you are applying):

Veteran Education Benefit:	Required Documents Needed:
Chapter 30: Montgomery GI Bill	DD-214 (Member 4 Copy) & COE
Chapter 31: Vocational Rehabilitation and Employment	DD-214 (Member 4 Copy) & VA Form 22-1905
Chapter 33: Post 9/11 GI Bill (Veterans)	DD-214 (Member 4 Copy) & COE
Chapter 33: Post 9/11 GI Bill (Dependents)	COE
Chapter 33: Post 9/11 GI Bill (Yellow Ribbon Program)	DD-214 (Member 4 Copy & COE
Chapter 35: Dependents' Educational Assistance	COE
Chapter 1606: Selected Reserve Educational Assistance	NOBE or COE
Chapter 1607: Reserve Educational Assistance	NOBE or COE
Connecticut State Veterans Tuition Waiver	DD-214 (Member 4 Copy)
Connecticut Army and Air National Guard Tuition Waiver	COE (provided by your Unit)

*In addition to the required documents needed, as noted above, students should also go to www.wcsu.edu/veterans/forms to complete any internal office forms that may be required.

Still Have Questions? Feel free to email WCSU's Office of Veteran Affairs at vetinfo@wcsu.edu or call (203) 837–8840 for more information and/or for any additional questions you may have.

ACADEMIC INFORMATION AND POLICIES

Course Registration

Student Responsibility

It is the student's responsibility to ensure that courses taken meet degree requirements. Courses taken without a graduate program coordinator's permission may not be approved for a degree program. All students accepted by the Office of Graduate Admissions must follow a program approved by a graduate program coordinator. Substitute courses may replace required courses only if approved by the appropriate graduate coordinator.

General Program Information

Students should be aware that additional requirements may be imposed for certification or licensure (even once a plan of study has been prepared) if such requirements are imposed by outside licensing or accrediting agencies. A plan of study may be subject to revision to reflect such additional requirements

Course Schedules

For courses offered, consult the university website, using the Open/Close system, or contact the Office of Graduate Admissions at (203) 837-8243.

The school deans, in conjunction with graduate coordinators and the Associate Director of Graduate Admissions, reserve the right to make changes in faculty assignments and, if necessary, cancel announced courses. The deans also reserve the right to limit class size and to refuse registration when class limits have been reached.

Students are encouraged to register early – *at least one month prior to the start of the semester or the summer session* – to help ensure that the course(s) they plan to take will meet the minimal enrollment requirement and will actually be taught.

Student Independent Study (SIS)

The SIS provides an opportunity for matriculated students, with faculty sponsorship and approval of the graduate coordinator, to design and develop their own projects and learning experiences. Graduate students planning an SIS must complete the approval process by the last day of the drop/add registration period for a semester or term.

Faculty-Developed Course

Occasionally, an academic department may offer an experimental course, labeled X98, to determine its value to the total departmental program or in response to a particular request from a group of students

Registration Procedures

Graduate students may register for classes in one of six ways:

Web: Matriculated graduate students who have a MyBanner Account are able to register via the web. Web registration is available to matriculated students only.

Email: Students may send an email to graduateadmissions@wcsu.edu

Online Registration Form: Current student may use the online registration form: https://www.wcsu.edu/graduate/forms/course-registration.asp

Fax: Students may register by fax, using the registration forms available on the website or at the Office of Graduate Admissions, Old Main, Room 101. The registration fax number is (203) 837-8326. No faxes will be

accepted prior to midnight of the first day of registration. Any faxes received prior to that date will be processed at the end of the calendar day.

Mail: Students may mail their completed registration form to Office of Graduate Admissions, Western Connecticut State University, 181 White Street, Danbury, CT 06810

In Person: Students may register in person in the Office of Graduate Admissions, Old Main, Room 101.

Credit/Semester Hours

To make satisfactory progress students must complete the required credits/semester hours within the time frame allowed for the degree.

Many graduate programs include one or two courses that must be taken after most other degree requirements are met. For example, in the M.S. in Education program, students opting for a non-thesis approach will register for ED 501 and ED 592 after completing at least 18 credits, including ED 500 and specific department requirements.

Students are advised to check with their graduate program coordinator to determine the specific requirement of their program.

Generally, no course may be taken for extra credit. The only exception to this rule may be made when the extra credit will complete a student's degree requirements during the current semester or term. This exception is contingent upon the instructor's willingness to arrange additional work whereby the student may earn one extra credit over and above that allowed for the regular class. In such instances, an additional tuition payment for the extra semester hour is required.

Registration for standard summer courses is ordinarily limited to six credits per session and three credits in any sessions four weeks or less in length. Graduate students who wish to exceed that number must obtain permission from their graduate program coordinator or, if they have not yet been assigned a coordinator, from the Office of Graduate Admissions.

Only matriculated graduate students may earn credit for a Student Independent Study (SIS). Proposals for such study must be approved by the graduate coordinator before the last day of the add/drop registration period for the semester or term.

Graduate students may register to audit a class in the same way that they register to enroll. They receive no credit for an audited class but pay the same tuition as those who are taking the course for credit.

Withdrawal from a Course (and how it may affect your grade)

Students who find it necessary to drop a course must immediately notify the Office of Graduate Admissions in writing. An official form for this purpose may be obtained in the Office of Graduate Admissions. Failure to withdraw in writing will generate a grade of F for the course. Ordinarily, students do not withdraw from a course after mid-semester. It is not possible to withdraw by phone.

Students may withdraw from a full-semester course without penalty until the end of the tenth week of the semester.

Withdrawals are recorded on the student's transcript with the notation "W." There is no penalty attached to this notation. Withdrawals after the tenth week of a course normally result in an automatic penalty of WF. Withdrawals through the tenth week are initiated by the student in the Office of Graduate Admissions. Later requests for withdrawal from a course without penalty are initiated through conference with the instructor.

State Authorization Reciprocity Agreement

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education

courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. The Connecticut Office of Higher Education became a member of SARA in 2017, thus allowing Western Connecticut State University to apply to be a member of SARA. This allows Western Connecticut State University to accept students from all SARA approved states.

Student Complaints

Pursuant to federal regulations and the terms of SARA, the Office of Higher Education is responsible for the investigation and resolution of out-of-state students' complaints against institutions of higher education based in Connecticut and offering distance education via SARA. Note that issues regarding student life, such as discipline, grading, etc., fall solely within the purview of the institution and are not generally investigated. Additionally, the Office of Higher Education does not investigate anonymous complaints or provide legal advice. Currently, SARA institutions are to:

- Apply the tuition refund policies of their home state to students located in other SARA states; and
- For students located in non-SARA states, follow any relevant tuition refund policies of those states.

Within two years of the incident complained of, out-of-state students enrolled in a Connecticut institution via SARA may file a complaint in accordance with the following steps:

1. The student must attempt to resolve the complaint by exhausting the institution's established internal grievance procedures. These are usually published in the institution's catalog, student handbook and/or posted on the institution's website. Absent extenuating circumstances, the Office of Higher Education will not investigate complaints filed by students who have not first sought a resolution with the institution.

2. If all remedies at the institutional level have been exhausted and the complaint is not resolved, the student may file a complaint with the Office of Higher Education. To file a complaint, please follow these procedures. All documentation for review related to the complaint must be provided by the student as part of the filing.

3. The Office of Higher Education will process the complaint and provide copies of all documents filed with the complaint to the institution. The institution has 20 days to respond. After receiving a response and conducting an investigation, the Office of Higher Education will issue a findings report to all parties. The findings report is final.

If a Connecticut student is enrolled in a distance education program offered by a SARA institution based in another state, the student should contact the portal agency in that state to pursue the complaint process. Connecticut students enrolled in Connecticut institutions must first exhaust an institution's established internal grievance procedures, and then should contact the Office of Higher Education prior to filing a complaint.

All correspondence, including institutional applications and student complaints, should be sent via email to sean.seepersad@ct.gov or post to:

Dr. Sean Seepersad
SARA Coordinator
Division Director, Academic Affairs
Office of Higher Education
State of Connecticut
450 Columbus Boulevard, Suite 707
Hartford, CT 06103-1841

Completion of Graduate Program

Graduate Degree Requirement

Satisfactory completion of all required courses, comprehensive exams, thesis projects, or dissertations as required by each graduate program.

Time to Complete Degree Requirements

All graduate programs must be completed within six years.

Awarding of Credit

Credit Hour: A semester hour of credit is an amount of work represented in intended learning outcome and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks,
2. or the equivalent amount of work over a different amount of time,
3. or at least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other engaged academic time leading toward the award of credit hours.

Maintaining Matriculation **

Once a student has been admitted to a graduate program, the student must maintain his/her matriculation status. If a student is absent for three consecutive semesters, the student must reapply for admission to graduate studies. The student will be subject to any changes made in the program and may lose some courses due to the required time limit for completing a program. If a matriculated student will miss more than two consecutive semesters, s/he may avoid losing matriculation status by applying for a leave of absence from the program. The student will still be subject to the particular time limit for the program in which s/he is enrolled.

** Does not apply to matriculated students who cannot enroll because a course is not offered in a particular program.

Grade Point Average (GPA) Required for Graduation

A minimum cumulative GPA of 3.0 B is required for graduation.

Grades

The GPA is computed using quality points earned for graduate credit at Western Connecticut State University. Grades for courses accepted in transfer are not computed in the GPA. The Office of Graduate Admissions uses the following quality point system to compute the GPA:

A = 4.00	C = 2.00	P = Pass (on Pass/Fail Option)
A- = 3.67	C- = 1.67	FP = Fail (on Pass/Fail Option)
B+ = 3.33	D+ = 1.33	AUD = Audit
B = 3.00	D = 1.00	INC = Incomplete
B- = 2.67	D- = .67	W = Officially Withdrawn
C+ = 2.33	F = 0.00	WF = Withdrawn Failing

- Course grades of D+, D, D-, or F may not be counted toward a graduate degree; however, they are included in computation of the GPA.
- The grade WF is computed in the GPA. It carries academic penalty. This grade is received when a student

stops attending class without officially withdrawing or withdraws without the instructor's permission after the published date for withdrawing without penalty.

- The INC grade must be made up within a semester of the time the INC was recorded. If not completed within that time, the grade becomes an F unless the instructor recommends an extension of time for justifiable cause, the extension not to exceed one additional semester (fall, spring, or summer session). The only exception to this policy will be made for students making satisfactory progress while completing a thesis or research project. Such students are limited only by the time allowed to complete their degree.
- The grades P or FP are not computed in the GPA. A student may choose or change a choice of this option up to the final day of the drop/add registration period for a semester. The choice or change must be made in the Office of Graduate Admissions.
- Students who choose to audit (AUD) receive no grade and no academic credit for that course.

Application for Graduation Deadlines

All students who expect to complete degree requirements by the end of the next semester or summer session must apply in advance for graduation to allow for the necessary degree audit of their credentials. Application must be made by one of the following deadlines:

* For August Apply by February 1.
* For January Apply by October 1.
* For May   Apply by December 1.

Withdrawal/Leave of Absence from University

Students who may find it necessary to withdraw from their studies at the university permanently, or for a limited time, should follow the formal withdrawal or leave of absence procedure by completing a form obtained from the Office of Graduate Admissions. A leave of absence will permit a return to studies without formal reapplication for admission, usually after an absence of no more than two consecutive semesters. Students on leave of absence should keep in mind the need to maintain their matriculation status and time frame for completion of the degree.

Academic Policies

Attendance and Examination Policies

Students are required to observe the attendance regulations announced by the instructors for those courses in which they are enrolled.

Final examinations (cumulative examinations) may be given only in the time period scheduled for such tests. Other types of tests may be given throughout the term so long as they are not final examinations.

Probation & Suspension

Excellence in performance is expected of students engaged in graduate study. The student who is unable to maintain a satisfactory grade point average may be asked to withdraw from graduate study.

Any graduate student whose cumulative graduate grade point average falls below 3.0 or "B" is automatically placed on academic probation. If, at the end of the following semester of enrollment, the student's cumulative grade point average increases but remains below 3.0, the student may be continued on terminal academic probation for a maximum of one additional semester. At the end of that semester, the student must have a 3.0 cumulative grade

point average, or be dismissed from the division by the academic dean of the student's academic discipline for unsatisfactory academic performance. Semesters include fall, spring and summer.

Grade Appeal Policy

Western Connecticut State University Student Handbook

When disagreements occur between student and instructor on the accuracy of a grade, the university regards it as important for the matter to be settled within a reasonable period of time. A specific procedure is in place that ensures students will get an impartial hearing of such a complaint.

Academic grading reflects careful and deliberate judgment by the course instructor. Academic evaluation of student performance requires expert consideration of cumulative information and is to some extent subjective.

The university recognizes that in rare instances there may be "palpable injustice(s)" in the determination of a final grade. Students may use the appeal process when they believe there is evidence to show that 1) a final grade was determined by methods and criteria different from those used for determining final grades for others in the same class or 2) the evaluation was made as the result of bias or caprice.

Student confers with instructor:

The student shall first confer with the instructor who awarded the grade no later than the end of the fourth week of the next regular semester. In the case of half-semester courses, students shall have the right to begin the appeal process at the conclusion of the course.

Written grievance to professor:

If no amicable settlement is reached, the student shall present the instructor with a WRITTEN copy of his/her grievance along with any supporting documentation which shall be considered confidential. The instructor shall respond in writing to the student within five working days. (It is suggested that students prepare a packet of information for the instructor, the chairperson and the dean).

Ability to choose a mentor/adviser:

Students, if they wish, shall have the right to choose a mentor/adviser for the purpose of guiding them through the appeal process. Students shall have the right to present their case at each stage of the appeal process. At the student's request, the mentor/adviser may accompany the student to meetings related to the appeal process as an observer.

Written grievance to department chair:

If the student is not satisfied, the student, within five working days of receipt of the instructor's response, may present the case in writing to the appropriate department chairperson who may effect a mutually agreed-upon settlement with the instructor. The department chairperson shall respond in writing to the student within five working days with a copy sent to the instructor.

Written grievance to academic dean:

If the student is not satisfied, the student may, within five working days of receipt of the department chairperson's response, present the case in writing to the appropriate academic dean who may effect a mutually agreed-upon settlement with the instructor and department chairperson. The academic dean shall respond in writing to the student within ten (10) working days, with copies of the decision sent to the instructor and the department chairperson.

Written grievance submitted to university senate president by dean (for ad hoc committee):

If the student is not satisfied, the student may ask, within five working days of receiving the dean's decision, that the dean contact the president of the University Senate to convene the Ad Hoc Committee on Grade Appeals. The dean shall forward the request to the senate president within five working days of receipt. The dean shall also notify the

Provost/Academic Vice President, in writing, that the senate is being asked to convene an ad hoc committee.

The Ad Hoc Committee on Grade Appeals shall be composed of three members of the instructional faculty in the ranks of tenured professor or tenured associate professor presently serving on the senate, selected in alphabetical order each time the committee is appointed.

The senate president shall appoint the ad hoc committee within five working days and shall notify the student and the instructor of that fact. The senate president shall not discuss the details of the case with the ad hoc committee. The ad hoc committee will convene within five working days. It is the responsibility of the student to present three copies of all material, including any additional material submitted later in the process and relevant to the case to the chair of the ad hoc committee.

Professor submits materials as requested by ad hoc committee:

The instructors shall submit such materials as requested by the committee and shall have the right to present their case at any stage of the appeal process. The committee shall consider the case and reach a decision within 15 working days of its convening by the senate president.

Committee Decisions and Next Steps:

Denial:

Following its deliberations, the committee may deny the appeal, in which case the matter shall be closed.

If Palpable Injustice is Found:

If the committee finds that the grading constituted a palpable injustice, as defined above, the case shall be remanded to the instructor for reconsideration. If the instructor disagrees with the finding of the committee, the instructor shall inform the committee and the student within five working days of that fact.

Student Requests Committee to Recommend to Provost:

If the student disagrees with the grade change as effected or with the refusal by the instructor following the remand, the student shall request within five working days that the committee make a recommendation to the Provost/Vice President for Academic Affairs.

If either the student or the instructor has disagreed, the committee shall then forward its recommendation for a grade to the Provost/Vice President for Academic Affairs, who will implement the recommendation of the committee within five working days.

Action of the provost is final and binding upon all parties:

The action of the Provost/Vice President for Academic Affairs shall be final and binding upon all parties and shall be communicated by the Provost/Vice President for Academic Affairs to the student and the instructor.

ACADEMIC HONESTY POLICY

1. PURPOSE

This is Western Connecticut State University's policy on Academic Honesty.

2. POLICY

2.1 Principles

2.1.1 Academic Honesty Code

A student has an obligation to demonstrate honesty in carrying out his/her academic assignments.

2.1.2 Faculty Responsibility

Faculty members are responsible for knowing the principles and procedures of the Academic Honesty Policy, and for enforcing the policy when academic honesty violations occur. Faculty members must also remind students of the Academic Honesty Policy and help them comply with it.

2.1.3 Student Responsibility

Students are responsible for maintaining the academic integrity of the university by following the Academic Honesty Policy. Students are responsible for doing their own work and avoiding all forms of academic dishonesty.

2.2 Academic Honesty Violation

The most common academic honesty violations are cheating and plagiarism. Cheating and plagiarism are complex issues, therefore we offer the following definitions.

Cheating includes, but is not limited to:

Submitting material that is not one's own.

Using information or devices that are not allowed by the faculty member.

Obtaining and/or using unauthorized material.

Fabricating information.

Violating procedures prescribed to protect the integrity of a test, or other evaluation exercise.

Collaborating with others on assignments without the faculty member's consent (not to be confused with tutoring in the university learning centers).

Cooperating with or helping another student to cheat.

Having another person take an examination in the student's place.

Altering exam answers and requesting that the exam be regraded.

Communicating with any person during an exam, other than the faculty member or exam proctor.

Plagiarism includes, but is not limited to:

Directly quoting others without using quotation marks or indented format to identify them.

Using sources of information (published or unpublished) without identifying them. This can be one's own past work.

Paraphrasing materials or ideas of others without identifying the sources.

2.3 Resolution of Academic Honesty Violations

A student involved in an academic honesty proceeding may continue to attend all classes until the matter is resolved.

2.3.1 Action Initiated by the Faculty Member

If a faculty member believes a student has committed an academic honesty violation, the faculty member should complete the Academic Honesty Report. The faculty member will request a meeting with the student within five university calendar days (excluding Saturdays, Sundays, and holidays) to attempt to resolve the incident. As a result of this meeting, if the faculty member determines a violation has occurred, he or she should give the

student a copy of two things: (a) this policy statement, and (b) the completed Academic Honesty Report. The faculty member retains a copy of the Academic Honesty Report of this incident, and forwards a copy of the Academic Honesty Report to the faculty member's department chair, school dean, associate vice president for academic affairs, and dean of students. The faculty member may assign a penalty; see section 2.5 below. If the faculty member is unable to contact the student, or if the student fails to meet with the faculty member, the faculty member may assign the penalty. If a penalty is assigned, the faculty member will send the student a copy of this policy statement and a completed Academic Honesty Report. The faculty member will send these documents by registered mail to the student's current mailing address on file with the university, and provide a copy to the faculty member's department chair, school dean, associate vice president for academic affairs, and dean of students. The final grade for the course will not be recorded in the Registrar's Office until all of the student's rights to appeal have been exhausted.

2.3.2 Appeal Procedures

If the student does not admit responsibility for the incident or does not accept the penalty proposed by the faculty member, the student may appeal first to the faculty member's department chair, then to the dean of the faculty member's school, and then to the Senate Ad Hoc Committee on Grade Appeals. If the student does not appeal, the decision of the faculty member stands and a copy of the Academic Honesty Report will be forwarded by the faculty member's department chair, school dean, associate vice president for academic affairs, and dean of students, where it will be filed for future reference.

2.3.2.1 Department Hearing

Within five university calendar days of the department chair's notification to the student that a penalty has been assigned (within an academic long semester, excluding Saturdays, Sundays and holidays), the student or the faculty member may submit a written appeal to the dean of the faculty member's school. This meeting should take place within five university calendar days of the student's request. As a result of this meeting, the department chair will complete an Academic Honesty Report and with the consent of the faculty member, affirm, deny, or modify the original penalty assigned by the faculty member. Within five university calendar days of the meeting, the department chair will forward copies of the completed Academic Honesty Report to the student, the faculty member, and the school dean, and the associate vice president for academic affairs, and the dean of students. Copies of the report will be sent by registered mail (with return receipt) to his/her current mailing address on file with the university. Within ten university calendar days of the department chair's decision, the student or the faculty member may appeal the department chair's decision to the dean of the faculty member's school. If the decision is not appealed, the department chair will send a copy of the Academic Honesty Report to the faculty member's school dean, and the associate vice president for academic affairs, and to the Office of the Dean of Students, where it will be filed for future reference.

2.3.2.2 Dean's Review

Within five university calendar days of the department chair's notification to the student that a penalty has been assigned (within an academic long semester, excluding Saturdays, Sundays and holidays), the student or the faculty member may submit a written appeal to the dean of the faculty member's school. This written appeal should ask the dean to review the department chair's decision and explain why the student or faculty member believes that the department chair's decision was wrong. Within ten university calendar days from the time the written appeal is received in the dean's office, the dean will determine if the department chair's action should be upheld or overturned and will communicate his/her decision in writing to the student by registered mail, and inform the faculty member, the department chair, the associate vice president for academic affairs, and the dean of students. Within ten university calendar days of the dean's decision, the student or the faculty member may appeal the dean's decision to the Senate Ad Hoc Committee on Grade Appeals (see page 45 of the 2018-2020 Undergraduate Catalog). If the decision is not appealed, the dean will send a copy of the Academic Honesty

Report along with the results of the dean's review of the report to the student, the faculty member, the associate vice president for academic affairs, and the office of the dean of students, where it will be filed for future reference. Students may still be subject to further disciplinary action by the university through the student code of conduct, administered by the dean of students (or his/her designee).

2.3.2.3 Senate Ad Hoc Committee on Grade Appeals

If the student or faculty member is not satisfied, he/she may ask, within five (5) university calendar days (excluding Saturdays, Sundays and holidays) of receiving the school dean's decision, that the school dean contact the president of the university senate to convene the Ad Hoc Committee on Grade Appeals. The school dean shall forward the request (along with all relevant materials) to the senate president within five (5) university calendar days (excluding Saturdays, Sundays and holidays) of receipt. The dean also shall notify the Provost/V.P. for Academic Affairs, in writing that the senate is being asked to convene an ad hoc committee.

The Ad Hoc Committee on Grade Appeals shall be composed of three members of the instructional faculty in the ranks of tenured professor or tenured associate professor presently serving on the senate, selected in alphabetical order each time the committee is appointed.

The senate president shall appoint the ad hoc committee within five (5) university calendar days and shall notify the student and the faculty member of that fact. The senate president shall not discuss the details of the case with the ad hoc committee. The ad hoc committee will convene within five (5) university calendar days (excluding Saturdays, Sundays and holidays).

The committee shall consider the case and reach a decision within fifteen (15) university calendar days (excluding Saturdays, Sundays and holidays) of its convening by the senate president. Following its deliberations, the committee may deny, affirm or modify the appeal. The committee shall then forward its recommendation to the Provost/V.P. for Academic Affairs, who will implement the recommendation of the committee within five (5) university calendar days (excluding Saturdays, Sundays and holidays). The action of the Provost/V.P. for Academic Affairs shall be final and binding upon all parties, and shall be communicated by the Provost/V.P. for Academic Affairs to the student and the faculty member (with copies to the department chair, school dean, associate vice president for academic affairs, and dean of students).

2.4 Maintenance of Academic Honesty Reports

The Office of the Dean of Students will maintain a copy of each Academic Honesty Report filed on a student until that student's graduation or permanent suspension of studies. Students will be assumed to have permanently suspended their studies at WCSU if they go five years without enrolling for any coursework. Faculty members or administrators investigating allegations of academic honesty violations may request that the Office of the Dean of Students release them any previous reports that have been filed on the student against whom the current allegations are being made.

2.5 Penalties

The penalty for an academic honesty violation on a significant course requirement such as a final copy of a term paper/project or final examination shall be an "F" for the course. The penalty for academic honesty violations in other coursework will be left to the discretion of the faculty member and may be modified upon appeal. When an academic honesty violation includes flagrant behavior, such as having a substitute take an exam or stealing an exam, the faculty member also shall refer the matter to the Office of the Dean of Students for disciplinary action pursuant to the CSU Student Code of Conduct. The Office of the Dean of Students also may initiate disciplinary action against a student with repeated academic honesty violations.

3. REVIEW AND RESPONSIBILITIES

1-Provost/V.P. for Academic Affairs and V.P. for Student Affairs

2-University Senate

3-President

Review: Every three years (and as needed)

President

Policy History

Issue #1: 2006

Issue #2:

Senate Approved as Revised: R-06-05-02

Administrative Approval: 9/6/06

To access all forms pertaining to the Academic Honesty Policy, visit the Web site at:

wcsu.edu/facultystaff/handbook/pages/AH-polreport-stu.asp

ANCELL SCHOOL OF BUSINESS

Overview

DEGREE PROGRAMS

MBA Business Administration

MHA Master of Health Administration

MSJA Master of Justice Administration

COURSES

Accounting

Finance

Justice and Law Administration

Management

Management Information Systems

Marketing

ANCELL SCHOOL OF BUSINESS

David Martin, Dean, WS 376   Phone (203)837-9600
                                                            martind@wcsu.edu

Catherine Cote, Administrative Assistant, WS 374   Phone (203) 837-8782
                                                            Fax (203) 837-8527
                                                            cotec@wcsu.edu

Elise Budnick, Learning Commons Coordinator, WS 409E   Phone (203) 837-8567
                                                            budnicke@wcsu.edu

Departments

Accounting Chairperson   Thomas Monks, WS 386, (203) 837-8886

*

Finance Chairperson   Annie Wong, WS 141, (203) 837-8577

*

Management Chairperson   Stanley Bazan, WS 202, (203) 837-9238

*

Management Information Systems Chairperson   Richard Montague, WS 204, (203) 837-9343

*

Marketing Chairperson   Ronald Drozdenko, WS 301, (203) 837-8776

*

Division of Justice and Law Administration Chairperson   George Kain, WS 347, (203) 837-8514

Accreditation

The Ancell School of Business (ASB) is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Mission

The Ancell School of Business (ASB) provides a high-quality, affordable, personalized learning environment for undergraduate and graduate students from Western Connecticut and the broader region. The Ancell School transforms students into graduates who are prepared to meet the needs of employers in our service region and the opportunities and challenges of the global economy. The Ancell School promotes faculty excellence in teaching, intellectual contributions, and service to professional and business organizations.

Graduate Programs

Master of Business Administration

Master of Health Administration

Master of Science in Justice Administration

Admissions

Please refer to the department area in the catalog for specific procedures and requirements for admissions, or contact the Office of Graduate Admissions at (203) 837-8243.

MASTER OF SCIENCE IN JUSTICE ADMINISTRATION

George Kain, Graduate Coordinator, WS 347   Phone: (203) 837-8514

kaing@wcsu.edu

Charlene Parks, Department Secretary, WS 349 Phone: (203) 837-8340

Fax: (203) 837-8527

reidc@wcsu.edu

The Master of Science in Justice Administration program is currently not accepting any students into the program.

Accounting Faculty	J. Donegan (M.B.A. Coordinator); M. Ganon; T. Monks; G. Skiba.
Finance Faculty	C. Huang; W. Lin; L. Vo; A. Wong.
Management Faculty	P. Assenza; S. Bazan; E. Buccini; M. Chuang; M. Dugal; L.Forbes.
Management Information Systems	E. Collar; J. Flynn; R. Montague; P. Nugent; T. Yoon.
Marketing	J. Cronin; R. Drozdenko; X. Han; K. Koza; B Oumlil.
Division of Justice and Law Administration	W. DeFeo; T. Dwyer; K. C. Jordan; G. Kain (M.S.J.A. Coordinator); K. Marino; A. Markert; C. Mullaney; D. Sharma.

Program Overview and Mission

The Master of Science (M.S.) in Justice Administration program at Western is designed to meet the needs of both practicing justice professionals and other graduate students preparing to enter this field. Most students attend this program on a part-time basis, although some pursue this degree full-time. Opportunities exist for networking with and learning from the experiences of other students. Current students and graduates of this program include correctional professionals at the federal and state levels, other offender rehabilitation specialists, law enforcement officers at all levels (from the rank of patrol officer through chief and from both federal and local agencies), other public safety and security professionals, counselors, and computer security specialists.

Learning Goals and Objectives

This program prepares students for management and leadership positions in criminal justice and allied fields. In addition, the program

- provides preservice skills and practical experience required for placement in professional positions.
- provides in-service foundation courses in management required for career advancement within public organizations.
- educates students in financial/budgetary processes, quantitative methods, institutional analysis, public management, political advocacy, and leadership within the criminal justice domain.
- offers an interdisciplinary curriculum designed to be theoretically sound, as well as skills-based, to enhance the student's accountability, responsiveness, and ability to analyze policy problems within the field.

Admission Requirements

Admission to the M.S. in Justice Administration program requires submission of the following materials:

- graduate admission application form and fee

- official transcripts for all undergraduate and graduate courses and degrees
- an entrance examination score from one of the following:
  - Miller Analogies Test (MAT)
  - Graduate Record Examination (GRE)
  - Law School Admission Test (LSAT)
  - Graduate Management Admission Test (GMAT)
- two letters of recommendation
- current resume or curriculum vitae
- interview with program coordinator

Criteria for admission to the program include the following:

Students are considered for admission to the program only after the above requirements have been met. Admission is based on several criteria: academic achievements, entrance examination scores, recommendations, and work experience in the field.

Degree Requirements

The M.S. in Justice Administration degree will be awarded to graduate student candidates who complete both the M.S. program and other requirements set forth in this catalog by the Office of Graduate Studies.

Waiver/Transfer/Substitution of Courses

It is possible to substitute certain courses, or to reduce the required semester hours to complete the program if/when transfer credit of graduate courses is approved. Certain required courses may be waived for appropriate undergraduate experience.

Course Restrictions

For a complete list of prerequisites, corequisites, and other restrictions for all courses, please consult the Course Description section of this catalog. All students must complete an online business statistics course with in the first year of matriculation. This is a noncredit course that satisfies the basic quantitative methods program requirement, previously offered as a 3-credit Finance Department course.

Master of Science in Justice Administration (36 SH)

MGT 501	Organizational Behavior	3 SH
MGT 525	Managing Public Organizations	3 SH
MGT 526	Public Financial Management	3 SH
MGT 547	Human Resource Management	3 SH
JLA 500	Legal Issues in Public Administration	3 SH
JLA 590	Research in Public Administration	3 SH
JLA 515	Policy Analysis in Justice Administration	3 SH
JLA 520	Seminar in Law Enforcement Administration	3 SH
JLA 550	Special Issues in Judicial and Correctional Administration	3 SH
	Three graduate courses (nine credits) selected with approval of faculty adviser.	9 SH

Research project or comprehensive examination

An expanded project in JLA 590; Research in Public Administration, may be completed in lieu of the comprehensive examination. Changes in this schedule need the graduate program coordinator's approval.

Total Semester Hours for M.S. in Justice Administration Program: 36 SH

Information

All information and queries related to the M.S. in Justice Administration program should be directed to the graduate program coordinator.

*The M.S.J.A. does not provide preparation for careers in business.

Accounting

ACC 501 Introduction to Financial Statements   1 SH

This class provides a brief intensive introduction to financial accounting for MBA students. The subject matter includes the accounting model, the components of the income statement, cash flow statement, statement of financial position and accompanying disclosures as well as the analysis thereof.

ACC 502 Introduction to Managerial Accounting   1 SH

This class provides a brief intensive introduction to management accounting for MBA students, including its relevance for decision-making, terminology, common analytical tools and ethical consideration. *Prerequisite*: ACC 501.

ACC 504 Financial Accounting Concepts   3 SH

This course examines the process of recording, analyzing, and interpreting business transactions and financial reports as it relates to the financial information component of the business information system. Emphasis is placed on the understanding, interpretation, and application of financial reports.

ACC 507 Strategic Cost Management   3 SH

The course examines how the manager or professional within an organization should address financial analysis requirements in making decisions affecting such issues as assessing organizational performance; creating a business plan for new products, subsidiaries, and other initiatives; deciding whether or not to eliminate a product, division, or other organizational unit; planning for growth; creating and monitoring an integrated budget; analysis of multiperiod projects; assessing return on individual decisions; and determining an organization's most efficient cost system. *Prerequisite*: ACC 501 (or equivalent) and ACC 502 (or equivalent).

ACC 515 Advanced Topics in Business Valuation   3 SH

An in-depth study of the various methods to value non-publicly traded businesses and the associated issues.

ACC 516 Financial Statement Analysis   3 SH

Examine the tools and techniques to analyze and evaluate financial statements. Using real cases and situations, students will apply the various analytical techniques and skills to assess financial statements.

ACC 517 Advanced Accounting Topics   3 SH

An in-depth study of accounting research methods and applications to current accounting topics. Study and discuss SEC reporting requirements and international accounting standards. Discuss and analyze issues, topics and possible standards being considered by the FASB and IASB.

ACC 518 Advanced Topics in Tax   3 SH

This course will address selected topics, methods of research, and important issues of practice and procedure in the area of taxation. Specific topics will vary from year to year but examples include: tax research, international taxation, state and local taxation, tax procedure and professional responsibility, taxation for business and investment decisions and flow through entities.

ACC 598 Faculty-Developed Course

This is an experimental course offered by the Accounting Department as a means of determining its value to the total program or in response to a particular request from a group of students.

ACC 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. The vehicle may be utilized more than one time. *Prerequisite*: written permission of the faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Finance

FIN 504 Introduction to Business Statistics   1 SH

This course provides an introduction of statistics to MBA students. This is an applications-oriented study of basic statistical concepts and techniques. Focus is on the use of descriptive statistics as an aid to managerial decision-making and on computer-based analysis data.

FIN 508 Introduction to Economics and Finance   1 SH

This course provides an introduction to economics and finance concepts for MBA students. The subject matter includes supply and demand analysis, time value of money, financial instrument review and valuation, and real, nominal and term structure of interest rates. *Prerequisite*: ACC 501.

FIN 560 Analysis of Financial and Investment Decisions   3 SH

The course focuses on the management of a corporation's financial and security investments. It provides a critical discussion on a number of theoretical issues and empirical observations and their relevance to an understanding of "real world" corporation decisions. The theories will be reinforced by hands-on computer techniques. Students will learn to collect data from various resources, create models to perform quantitative analysis, and make sound financial and investment decisions for a corporation. *Prerequisite*: FIN 504 & FIN 508.

FIN 598 Faculty-Developed Course

This experimental course is offered by the Finance Department as a means of determining its value to the total department program or given in response to a particular request from a group of students.

FIN 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. The vehicle may be utilized more than once. *Prerequisite*: written permission of the faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Justice And Law Administration

JLA 500 Legal Issues in Public Administration   3 SH

This course offers a legal, political, and public policy analysis of the law of federal and state administrative regulation with particular emphasis on the balances among the important and potentially conflicting public values.

JLA 511 The Legal Environment of Business   3 SH

This course examines the legal environment of business by focusing on the legal foundations of business activity, government regulation and public policy, social issues, and business ethics. Specific areas, such as the U. S. Constitution, contracts and sales, products liability, and corporations and employment arrangements, are surveyed. In addition, ethical implications of management decisions are emphasized in every topic covered.

JLA 515 Policy Analysis in Justice Administration   3 SH

This class focuses on problem solving and policy-making in both the public and private sectors of the justice system, with emphasis on evaluative and qualitative approaches. It explores agency goal setting and policy implementation in consonance with the political climate and societal priorities. Also, bureaucracy obstacles are considered, and a critical examination of various decision-making models and theories is offered.

JLA 520 Seminar in Law Enforcement Administration   3 SH

This course examines the fundamentals of management as applied to the field of law-enforcement, with a specific focus on the need for law enforcement improvement through the management of change. Special attention is given to the latest developments in administration and management as they apply to law-enforcement operations, both at the supervisory and administrative levels.

JLA 550 Special Issues in Judicial and Correctional Administration   3 SH

This course is a survey and discussion of the problems surrounding judicial and correctional administration. Students will be exposed to both internal and external constraints with an emphasis on current trends and directions relative to public policy. Focus on the relationship between theory and practice will be the central theme of the course.

JLA 590 Research in Public Administration 3 SH

This course will expand the content offered in FIN 510 in order to reinforce the vital linkage between scholarly literature and data-based decision making. This course will focus on increasing the student's ability to critically comprehend the literature in the field of justice and law administration. *Prerequisite*: FIN 510.

JLA 598 Faculty-Developed Course

This is an experimental course offered by the JLA Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

JLA 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. The vehicle may be utilized more than once. *Prerequisite*: written permission of faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Management

MGT 501 Organizational Behavior   3 SH

This course explores the behavior of individuals and their groups within goal-seeking organizations. Topics include conflict, group dynamics, leadership, decision making, authority and power, communication and organizational change, and development. The focus is on groups and their functioning within the organization.

MGT 504 Essentials of Operations Management   1 SH

This course provides basic definitions of operations management terms, tools and techniques for analyzing operations, and strategies context for making operational decisions in manufacturing and services operations.

MGT 505 Essentials of Organizational Behavior   1 SH

This course addresses essential concepts in Organizational Behavior at the individual, group, and organizational levels. Special emphasis is placed on applying theory to managerial problems and developing an appreciation for the importance of human behavior in a range of organizations.

MGT 506 Strategic Management   3 SH

This course focuses on the problems in managing organizations effectively in their competitive environments. The purpose, processes, and concepts of strategic management are examined and developed by case work on all phases of strategy formulation and implementation. *Prerequisite*: ACC 507, FIN 560, & MKT 534.

MGT 521 Strategic Integration of Operations   3 SH

Manufacturing and operations strategy emphasizes the concept of operations as a source of competitive advantage. A competitive advantage can accrue through superior product development, cost, quality, features, etc. Strategic decisions in operations about capacity, vertical integration, processes, sourcing, inventory, supply chain and other areas all significantly affect what the business brings to the marketplace. This course provides a framework to formulate an operations strategy and evaluate the key decisions in operations that have a substantial impact on a firm's competitive position. The course will also examine today's critical strategic issues such as outsourcing and globalization. The class will be divided into three parts: (1) Basic concepts of Operations Strategy, (2) Key elements and decisions in Operations and Supply Chain strategy, (3) Business Process Improvement and Implementation. *Prerequisite*: MGT 320 Operations Management or MGT 504 Essentials of Operations Management or equivalent.

MGT 525 Managing Public Organizations   3 SH

This course is an examination of the internal and external environments of public agencies and the applications of the principles of public administration within those environments.

MGT 526 Public Financial Management   3 SH

This course is an examination of the principles of the economics of public finance and of budgeting. Students will understand the environment of public finance and master analytic tools to improve their understanding of the subject.

MGT 530 Leadership   3 SH

This course focuses on the competencies that the latest research has identified as essential to effective leadership, such as providing vision, creating and managing change, risk taking, sensing the environment, developing crisis management skills, and maximizing human resources. Utilizing readings from history, literature, video, and the latest business books, this course will challenge students to identify successful leadership competencies and to examine and develop their own leadership skills. *Prerequisite*: Undergraduate courses in Organizational Behavior or

MGT 505 Essentials of Organizational Behavior or equivalent.

MGT 544 Negotiations and Conflict Resolution   3 SH

This course deals with negotiations and conflict resolution as a means by which to achieve goals within organizations. Students are provided with strategies and tactics to aid in solving problems of power. While a significant element of the course deals with theory, the bulk of time is spent dealing with practical exercises in order to improve the actual skills of the student.

MGT 547 Human-Resource Management   3 SH

This course focuses on the development and maintenance of effective personnel policy in the modern organization. Topics include methods and techniques of job analysis, manpower planning, recruitment and selection, training and development, compensation, performance appraisal and legal guidelines, and compliance requirements. Application of human-resource management toward achieving overall organizational goals is stressed.

MGT 580 Health Delivery Systems   3 SH

This course offers a general overview of health systems, with particular focus on the American health system, including its history and development and forces affecting its roles and functions. Interaction between components and contemporary issues and trends are addressed. Analytic methods for assessing and improving systems are discussed.

MGT 581 Health-Services Financial Management   3 SH

This course focuses on analysis of budget development by type of health-services agency. Third-party reimbursement, short-term and long-term capital financing, cash flow, sources of revenue, cost effectiveness, and cost containment are studied. Topics are addressed through a study of concepts, tools and techniques. *Prerequisite*: MGT 580 or MGT 582.

MGT 582 Managing Health-Services Organizations   3 SH

An overview of the practices and procedures used to manage health-services organizations, including the organizational structure, the roles and functions of various constituencies, and the planning, control, and communication systems. The skills for effective managerial leadership and management of conflict and change are also examined.

MGT 583 Continuum of Gerontological Services   3 SH

This course describes the continuum of long-tern care and the basic need for health wellness and prevention services' integration and financing. The different programs to care for older persons in hospitals, hospices, housing arrangement, and the home are reviewed. Adult day care, HMOs, PACE, and integrated delivery systems are introduced. The various caregivers, living arrangements, care, and the need to protect older persons from abuse, neglect, and victimization are emphasized. *Corequisite*: PSY 580.

MGT 584 Long-Term Care Administration   3 SH

This course addresses long-term care policy, particularly for the elderly, and includes definitions, goals, targets for care, organization (including home-based versus institutional care), quality assurance, personnel, family roles, financing and payment mechanisms, and the relationship between long-term care, acute care, and housing. *Prerequisites*: MGT 580 or MGT 582.

MGT 585 Health Services Quality Tools   1.5 SH

This course examines a range of tools for managing quality and their application within health services organizations. *Prerequisites*: MGT 580 or MGT 582.

MGT 586 Health-Services Marketing   3 SH

This course in marketing management for health services examines the problem of organizational response to consumer desires and needs in the context of a changing market for health services. Consumer behavior and

development of marketing mix, product policy, and market strategy appropriate to various health-service institutions are covered. *Prerequisites*: MGT 580 or MGT 582.

MGT 587 Health-Services Law   3 SH

This is a study of the common and statutory laws affecting health-services agency operations. The role of the government in policy development and implementation through regulatory controls is studied. *Prerequisite*: MGT 580 or MGT 582.

MGT 588 Administrative Residency in Health Services Management   3-6 SH

This course provides administrative experiences in health services organizations. Students complete a residency in health services management within an appropriate organization. This course may involve a significant amount of time at the site of the residency and this time could be during the usual work day. *Prerequisite*: MGT 580 or MGT 582.

MGT 589 Health Services Information Technology and Innovation   1.5 SH

This course addresses information technology in health services with a special emphasis on information. Recent trends and innovations in information technology will also be highlighted. *Prerequisite*: MGT 580 or MGT 582.

MGT 591 Introduction to Health Policy   3 SH

This course focuses on the basic concepts of health policy including policy formulation, implementation and evaluation. The dynamics of policy-making are explored, including the role of interest-group politics, coalition building, and lobbying. *Prerequisite*: MGT 580 or MGT 582.

MGT 595 Strategic Managing for Health Services   3 SH

This course focuses on the application of management strategies in the health-services industries. The executive and managerial perspectives are both examined. Each student conducts an empirical or nonempirical project and submits a final report to be archived by the Ancell School of Business. Completion of this course fulfills the nonthesis requirement for the M.H.A. degree. *Prerequisite*: 18 SH completed in MHA program.

MGT 598 Faculty-Developed Study

This experimental course is offered by the Management Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

MGT 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than one time. *Prerequisite*: written permission of faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Management Information Systems

MIS 512 Essentials of Management Information Systems   1 SH

This course provides a brief intensive introduction to Management Information Systems for MBA and MHA students. The subject matter includes information systems fundamentals necessary to operate effectively in a computerized business environment, and an overview of the components, operations, and role of information systems in business environments. Major concepts and recent developments in computer hardware, software, telecommunications, and database management technologies are presented, and the strategic, global, and ethical dimensions of information systems are discussed.

MIS 516 Information Analysis   3 SH

This course explores the ways in which major systems develop concepts, tools, and methods that help managers perform their roles more effectively and efficiently. Both technical and conceptual tools for designing and implementing information systems will be discussed. Students will also apply theories and concepts to industry-oriented application problems. The role of the manager in systems development will also be emphasized. *Prerequisite*: MIS 512.

MIS 598 Faculty-Developed Study

This experimental course is offered by the MIS Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

MIS 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than once. *Prerequisite*: written permission of faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Marketing

MKT 509 Fundamentals of Marketing Management   3 SH

This is a basic marketing course for M.B.A. students with nonbusiness undergraduate degrees. The critical role of modern, technology-based marketing systems within the enterprise and their contribution to the global economy are covered. The course presents marketing as a managerial philosophy that guides the entire organization in the creation of value-laden relationships with loyal customers.

MKT 533 Promotion and Advertising Strategy   3 SH

This course covers the theories and practices of advertising, sales management, promotion, and public relations as related to the overall marketing program. *Prerequisite*: MKT 509.

MKT 534 Strategic Marketing Management   3 SH

This course focuses on the importance of planning as related to an organization's overall marketing program. Marketing planning includes analyzing environments, identifying and measuring markets, developing strategies and objectives, implementing marketing programs, and monitoring the process. The course emphasizes marketing decision making through the development of cooperative interrelations among various internal and external business functions. Topical issues include marketing technology, customer quality, product development, and marketing strategies for the global marketplace. *Prerequisite*: Online marketing course as specified by instructor: Contact MBA Coordinator for details.

MKT 539 Effective Managerial Communication   3 SH

The course prepares students to become more effective speakers and writers in the field of business management. Students will participate in informative and persuasive oral presentations, as well as in small group deliberations. Focus will be on business media, particularly electronic media. Each student will deliver a major presentation and write a complex managerial proposal.

MKT 591 Selected Topics in Marketing   1-6 SH

This course provides an examination of an issue, problem, field, methodology, or other subject in marketing and related business areas. The methods used in the course may include, but are not limited to, lecture, case, literature review, computer simulation, and real-time project with an organization. The specific topic will be announced at the time of the offering. *Prerequisite*: MKT 509.

MKT 592 International Business Strategy 3 SH

This course objective/focus is to provide students with an understanding of the main strategic considerations and management issues facing the managers of firms and other organizations that are active internationally or affected by international commerce. This course examines the inner workings of International Business from a strategic point of view. It includes the various opportunities and challenges of operating in a global business environment, including cultural, economic, operational, legal and ethical aspects.

MKT 598 Faculty-Developed Course

This experimental course is offered by the Marketing Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

MKT 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than one time.

Prerequisite: written permission of faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

MACRICOSTAS SCHOOL OF ARTS AND SCIENCES

Overview

DEGREE PROGRAMS

MASTER OF ARTS

Biological and Environmental Sciences

Earth and Planetary Sciences

English

History

Mathematics

MASTER OF FINE ARTS

Creative and Professional Writing

MASTER OF SCIENCE

Integrative Biological Diversity

Addiction Studies

COURSES

Biology

Chemistry

Communication

Earth Science

English

History

Mathematics

Physics, Astronomy, and Meteorology

Psychology

Writing, Linguistics, and Creative Process

MACRICOSTAS SCHOOL OF ARTS AND SCIENCES

Michelle Brown, Dean, WA 300   Phone: (203) 837-9400
                                                      brownm@wcsu.edu
Martha Palanzo, Administrative Assistant ,WA 300   Phone: (203) 837-9401
                                                      palanzom@wcsu.edu
Secretary   Phone: (203) 837-9402
                                                      Fax: (203) 837-8525

Departments

Biological and Environmental Sciences Chairperson   Patrice Boily, SB 243, (203) 837-8569
                                   *

Chemistry Chairperson   Russell Selzer, SB 334, (203) 837-8448
Chemistry Associate Chairperson   Paula Secondo, SB 339, (203) 837-8795
                                   *

Communication and Media Arts Chairperson   Jay Brower, BR 213A, (203) 837-8833
                                   *

Computer Science Chairperson   Gancho Ganchev, WS 114, (203) 837-9349
Computer Science Assistant Chairperson   Daniel Coffman, WS 111, (203) 837-8746
                                   *

English Chairperson   Shouhua, Qi, BR 210F, (203) 837-9048
                                   *

History & Non-Western Cultures Co-Chairperson   Joshua Rosenthal, WA 216, (203) 837-8449
History & Non-Western Cultures Co-Chairperson   Marcy May, WA 220, (203) 837-8481
                                   *

Mathematics Chairperson   Stavros Christofi, WH 321A, (203) 837-9351
Mathematics Associate Chairperson   David Burns, WH 320, (203) 837-9346
                                   *

Philosophy & Humanistic Studies Chairperson   Stuart Dalton, WH 021A, (203) 837-3282
                                   *

Physics, Astronomy & Meteorology Chairperson   Rob Eisenson, SB 277, (203) 837-8989
Physics, Astronomy & Meteorology Co-Chairperson   James Boyle, SB 273, (203) 837-8856
                                   *

Psychology Chairperson   Daniel Barrett, WA 310, (203) 837-8869
                                   *

Social Sciences Chairperson   Zuohong Pan, WA 209, (203) 837-8462
Social Sciences Associate Chairperson   Rotua Lumbantobing, WA 205, (203) 837-8457
                                   *

World Languages and Literatures Chairperson   Stacey Alba Hawkins, BR 215A, (203) 837-8485
                                   *

Writing, Linguistics, and Creative Process Chairperson Brian Clements, WH 317B, (203) 837-8876

Mission and Objectives

The Macricostas School of Arts and Sciences offers Master of Arts degrees in history and mathematics and Master of Science degrees in addiction studies and integrative biological diversity. The school also offers the Master of Fine Arts in Creative and Professional Writing.

In keeping with the state of Connecticut's goals for higher education, the Macricostas School of Arts and Sciences, with its graduate programs, seeks to

- enhance student learning and promote academic excellence.
- join with elementary and secondary schools to improve teaching and learning at all levels.
- ensure access to and affordability of higher education.
- promote the economic development of the state to help business and industry sustain strong economic growth.
- respond to the needs and problems of society.
- ensure efficient use of resources.

The Macricostas School of Arts and Sciences plays a central role in the education of every student at the university. The school serves students of diverse interests and needs and from many different segments of the community. The arts and sciences faculty believe that teaching is an art. Their highest priority is to help students learn.

Graduate Programs

The Master of Arts (M.A.) degree programs at Western are designed to provide opportunities for the pursuit of advanced study in the fields of history, and mathematics. Master of Arts programs provide in-depth study of a specific field for professional advancement, personal development, or preparation for further advanced study.

The Master of Fine Arts (M.F.A.) program is a performance-based program leading to the highest degree awarded in professional fields in the arts.

Master of Arts degree programs:

 History

 Mathematics

Master of Fine Arts in Creative and Professional Writing

Master of Science degree programs:

 Addiction Studies

 Integrative Biological Diversity

MASTER OF ARTS IN BIOLOGICAL AND ENVIRONMENTAL SCIENCES

Master of Arts in Biological and Environmental Sciences

Theodora Pinou, Graduate Coordinator, SB 242	(203) 837-8793
	pinout@wcsu.edu
Lisa Taylor, Department Secretary, SB 220	(203) 837-8791
	taylorl@wcsu.edu
	Fax: (203) 837-8769

*The Biological and Environmental Science program is currently not accepting any students into the program.

Faculty P. Boily; N. Connally; J. Cordeira; R. Gyure; M. Monette; T. Philbrick; T. Pinou (Graduate Coordinator); R. Prunier; S. Wagener; E. Wong

Program Overview and Mission

The Master of Arts (M.A.) in Biological and Environmental Sciences degree program provides an opportunity for advanced study through intensive classroom presentations, seminars, laboratory and field experiences.

The M.A. program enables students to: pursue industrial, public service, or technical careers in the biological and environmental sciences; upgrade their knowledge in support of secondary school teaching; prepare for further studies leading to the Ph.D. in biology.

Learning Goals and Objectives

A student completing an M.A. in Biological and Environmental Sciences should

- demonstrate an understanding of the scientific process and be able to apply it to designing and analyzing biological experiments
- demonstrate an in-depth understanding of the factual and theoretical bases of one or more areas of biology
- be able to communicate effectively in both oral and written presentations
- acquire the specific knowledge and understanding needed to further his or her professional career
- possess the computer and library skills necessary to continue learning beyond the M.A. degree, as well as information relevant to his or her specific interests and needs

Admission Requirements

A student seeking admission to the M.A. in Biological and Environmental Sciences program must meet the following requirements in addition to the general requirements described in this graduate catalog:

- Applicants must hold a bachelor's degree in the biological sciences with a GPA of at least 2.70, or equivalent background. Applicants with an undergraduate GPA of less than 2.70, or with an undergraduate degree in a field other than biology, may be required to submit scores on the Graduate Record Examination (GRE) in biology in support of their application. Both the undergraduate record and GRE scores will then be considered.
- A narrative statement describing the student's career goals and an explantion as to why the student would like

to pursue a graduate degree; in particular, students should cite why they are seeking admission to Western Connecticut State University.

Final admission requires approval by the program coordinator and the dean of arts and sciences.

Degree Requirements

Advising Committee

Each student will choose an adviser based on his or her interests. After the student completes six credits with a GPA of 3.0 or higher, the student and adviser will then choose two other faculty members to compose the student's committee. A committee member from outside the department of biological and environmental sciences must be approved by the department.

Course Work and Related Requirements

Students must complete 24 to 30 semester hours of course work, depending upon choice of the thesis or non-thesis option, and must pass a final examination. A cumulative GPA of at least 3.0 is required for graduation.

Master of Arts in Biological and Environmental Sciences

a. Required Course: BIO 500 Graduate Seminar 3 SH

b. Additional Course Requirements: 21 to 27 SH to be chosen from the following list:

BIO 504	Limnology	3 SH
BIO 510	Current Topics in Biology	3 SH
BIO 530	Population Genetics	3 SH
BIO 516	Current Topics in Cell and Molecular Biology	4 SH
BIO 535	Advanced Molecular Biology	4 SH
BIO 536	Molecular Oncology	3 SH
BIO 537	Molecular Endocrinology	3 SH
BIO 538	Molecular Mechanisms of Animal Development	3 SH
BIO 539	Molecular Biology of Prokaryotes	3 SH
BIO 540	Aquatic Vascular Plants	4 SH
BIO 543	Stream Ecology	4 SH
BIO 545	Advanced Systematic Biology	3 SH
BIO 551	Soil Ecology	3 SH
BIO 555	Environmental Physiology	3 SH
BIO 556	Herpetology	4 SH
BIO 560	Behavioral Ecology	3 SH
BIO 565	Topics in Animal Behavior	3 SH
BIO 592	Independent Thesis Research	1-6 SH
BIO 598	Faculty-Developed Study	1-4 SH
BIO 599	Student-Developed Study	1-6 SH

Other 500-level BIO courses may be added to this list. A student should see the program coordinator before taking a BIO course not on this list. A maximum of six semester hours in 400-level courses may be applied to the degree. Some 400- or 500-level courses from other departments may be approved by the student's committee. A student should obtain committee approval before taking a course in another department.

c. Thesis or nonthesis option. Students will choose from the following options:

1. *Thesis*. A minimum of 24 semester hours of course work, plus a thesis. All courses must be approved by the student's committee. The thesis proposal must be approved by the student's committee, the program coordinator, and the school dean. Thesis students will be required to present their research in a department seminar.

2. *Nonthesis*. A minimum of 30 semester hours in a planned program of courses. All courses must be approved by the student's committee.

d. Final Examination

Thesis students must pass a thesis defense. Nonthesis students must pass a comprehensive examination. The examination or thesis defense will be administered by the student's committee during the student's final semester. The student's GPA must be at least 3.0 at the time of the thesis defense or comprehensive examination.

e. Grade Point Average

A student's cumulative GPA must be at least 3.0 to be eligible for graduation.

MASTER OF ARTS IN EARTH AND PLANETARY SCIENCES

Dennis Dawson, Graduate Coordinator, SB 278 Phone: (203) 837-8671

dawsond@wcsu.edu

Merisa Williams, Department Secretary, SB 324 Phone: (203) 837-8669

williamsm@wcsu.edu

Fax: (203) 837-8595

The Master of Arts in Earth and Planetary Sciences program is currently not accepting any students.

Faculty J. Boyle; D. Dawson; R, Eisenson; A. Owino

Program Overview and Mission

The Department of Physics, Astronomy, and Meteorology offers a Master of Arts (M.A.) degree in Earth and Planetary Sciences. Students have the opportunity for advanced course work in physics, meteorology, astronomy, oceanography, and geology. In addition, for their capstone experience, students have the option of either performing independent thesis research or, for those who are teachers, completing two education courses and passing a comprehensive examination.

Students also may choose to concentrate in either meteorology/climatology or astronomy/astrophysics.

The mission of the M.A. in Earth and Planetary Sciences program is to provide students with the scientific knowledge and technical skills to: pursue careers in meteorology, astronomy, oceanography or geology either in the private sector or in government; enhance knowledge in support of a career in secondary education; or allow students to continue with additional studies leading to a Ph.D. in atmospheric science, astronomy, oceanography, or geology.

Learning Goals and Objectives

The goals and objectives include:

- imparting an in-depth understanding of the factual and theoretical bases of the various disciplines in earth and planetary sciences;
- promoting scientifically based critical thinking with regard to current issues in the earth and planetary sciences;
- familiarizing students with the application of technology and of scientific methods through astronomical observations, weather analysis and forecasting as well as data collection for meteorological, oceanic, and geological applications via remote-sensing and in-situ platforms;
- promoting an understanding of the scientific process and having students apply it to designing and analyzing experiments in support of independent research; and
- promoting effective communication of scientific concepts in both oral and written format.

Admission Requirements

For admission to the M.A. program, a student must have a bachelor's degree from an accredited college or university with a combined undergraduate GPA of at least 2.5 and:

- a minimum of 45 semester hours in sciences and mathematics, including six to eight semester hours in three of the following disciplines: astronomy, biology, chemistry, computer sciences, earth sciences, geology, mathematics, meteorology, oceanography and physics. Deficiencies may be rectified by taking undergraduate

courses while taking graduate course work; OR

- students must receive written permission from the Physics, Astronomy and Meteorology Department graduate committee.

If the cumulative undergraduate GPA is below 2.5, the applicant may submit Graduate Record Examination (GRE) scores (the general plus one advanced in mathematics or physics) in support of his or her application. In that case, both the undergraduate record and GRE scores will be taken into consideration for admission into the program.

Degree Requirements

Requirements for the degree of M.A. in Earth and Planetary Sciences include:

- Cumulative GPA or 3.0 or better;
- A minimum of 24 semester hours of course work; and
- Capstone experience:
    i. Six semester hours of independent thesis research. The thesis must be approved by the graduate committee, the graduate program coordinator and the school dean. Thesis students must also pass a thesis defense, OR
    ii. Six semester hours of education (ED 500 and another ED 500-level course for students who meet the admissions requirements of the Education Department. All non-thesis students must pass a comprehensive examination.

Acceptable 500-level ED courses include:

- ED 530 Curriculum Leadership in the Secondary School
- ED 532 Computer Literacy in Education
- ED 556 Curriculum Development Using the Instructional Technology

Master of Arts in Earth and Planetary Sciences

I. Earth and Planetary Science Core Requirements	*12 SH*
PHY 510 Thermodynamics	3 SH
PHY 520 Scientific Methods	3 SH
PHY 550 Special Topics in Earth and Planetary Sciences	2-3 SH
PHY 590 Seminar in Earth and Planetary Sciences	3 SH

Note: PHY 550 is offered only during summer sessions; students may elect two credits or three credits with an additional assignment. If two credits are taken, then a four-credit PHY 598 or 599 course may be used to fulfill degree requirements.

II. Earth and Planetary Sciences Courses	*12 SH*
EPS 510* Physical Oceanography	3 SH
EPS 521* Meteorology and Weather Systems	3 SH
EPS 530* Planetary Physics	3 SH
EPS 540* Physical Geology	3 SH

*Three of these four courses must be taken. Students may substitute one course with PHY 598 or PHY 599 after receiving written permission from the graduate committee. PHY 598 or PHY 599 allows students to concentrate

their studies in either meteorology/climatology or astronomy/astrophysics.

III. Thesis or Education Course Requirements	*6 SH*
EPS 592 Independent Thesis Research in Earth and Planetary Sciences	6 SH
Thesis Defense Or ED 500 Contemporary Educational Issues	3 SH
ED 5__# _____	3 SH

Final Comprehensive Examination

#Acceptable 500-level ED courses include ED 530, ED 532 and ED 556.

Suggested Special Topics Courses and Thesis Topics for Students Concentrating in Meteorology/Climatology Concentration:

* Air Pollution and Boundary Layer Meteorology
* Climate, Atmospheric Radiation, and the Earth's Energy Balance
* Earth Dynamics: Air-Sea-Land Interaction

Suggested Special Topics Courses and Thesis Topics for Students Concentrating in Astronomy/Astrophysics Concentration:

* Solar-Terrestrial Connections
* Planetary Remote Sensing
* Solar System Dynamics

MASTER OF ARTS IN ENGLISH

Program on hiatus until further notice

Master of Arts in English

Donald Gagnon, Graduate Coordinator, Literature Option, BR 223   Phone: (203) 837-9062
gagnond@wcsu.edu

Patrick Ryan, Department Chair, Writing Option, HI 205D   Phone: (203) 837-3273
ryanp@wcsu.edu

Laurel Richards, Department Secretary, HI 205   Phone: (203) 837-9041
richardsl@wcsu.edu
Fax: (203) 837-8912

Literature Option Faculty:

Michael J. Chappell, Anam K. Govardhan, Heather Levy, Margaret P. Murray, Ingrid Pruss, Shouhua Qi.

Writing Option Faculty:

Brian Clements, Kelli Custer, Anthony D'Aries, Oscar De Los Santos, Edward A. Hagan, Michael Lewis, John Roche, Patrick Ryan

Overview

All students graduating with the M.A. in English are expected to have developed an advanced knowledge of authors, literary genres, literary periods and criticism, as well as an advanced ability to analyze texts, contexts, and significant literary issues, using a variety of critical approaches. Research, critical thinking, and writing skills are integral components of all course work.

Program Learning Outcomes

By the end of their M.A. program, students should be able to engage effectively in:

- Demonstrating familiarity with a wide range of representative literary texts
- Analyzing the functions of texts and related criticisms, as well as their relationships to historical, social and political contexts
- Locating, evaluating, and synthesizing available resources for researching significant scholarly topics
- Constructing logical, informed, and valid written arguments
- Preparing and delivering effective oral presentations and arguments appropriate to English-related professions

Admission Requirements

Applicants to the M.A. in English program must hold a baccalaureate degree from an accredited institution of higher education. In general, students who have completed a substantial number of credits in English at the undergraduate level will receive preference for admission to the program; however, the M.A. in English program welcomes applicants from diverse educational backgrounds. Applicants with other undergraduate concentrations or majors will be considered. In all cases, a record of strong undergraduate academic achievement will merit preference over any other criterion for admission.

Prospective students for the Literature Option must include the following in their application:

- a 500-word statement of purpose explaining why they want to pursue graduate studies in English
- a writing sample, i.e., a substantial research essay on a literary topic (approximately 10 pages, typed, double-spaced, printed on 8-1/2-by-11 white bond paper).

Prospective students for the Writing and TESOL Options must include the following in their application:

A substantial writing sample, i.e., an essay, 1,250 words minimum, typed, double-spaced, printed on 8 1/2-by-11 white bond paper. The department welcomes business reports, conference papers, and articles on nonacademic subjects, as well as formal research papers previously submitted for undergraduate or graduate credit. Examples of creative writing and/or lesson plans do not satisfy the writing requirement. All submissions will be retained by the Department of Writing, Linguistics, and Creative Process.

All applicants must have an entrance interview with the appropriate graduate coordinator. After the entrance interview, the graduate coordinator recommends whether or not to accept the applicant, or whether to accept the applicant conditionally (i.e., students may be asked to make up academic deficiencies) and forwards this recommendation to the Office of Graduate Admissions.

Degree Requirements

Students in the Literature and TESOL options have two paths to fulfill degree requirements: thesis or comprehensive examination, whereas a thesis is required of all writing option students (see below).

Literature Option students electing to take the comprehensive examination to complete their graduate studies in English will be tested on a reading list prepared by the English Department. The three-hour comprehensive is a closed-book exam administered in November and April of each year. Students should indicate in writing to the graduate coordinator of the English Department their intention to take the comprehensive examination at least one full month in advance of either the November or April examination. The graduate coordinator will announce the specific time and place for each examination. "Comprehensive Examination Guidelines" is available from the graduate coordinator.

Literature option students electing to write a thesis must register for ENG 592, Independent Thesis Research in English. A student electing to write a thesis must do so under the guidance of an English Department faculty member who agrees to direct the student's work. The English Department's graduate committee must approve all thesis proposals. Students choosing the thesis path should, therefore, consult with the graduate coordinator as well as the thesis director and closely follow the department's "Thesis Guidelines."

*TESOL option (**currently not offering program**)* students electing to take the comprehensive examination to complete their graduate studies in English will be tested on reading lists prepared by the English and writing departments. The three-hour comprehensive (two hours on literature, one hour on TESOL) is a closed-book exam administered in November and April of each year. Students should indicate in writing to the graduate coordinators of both the English and the writing departments their intention to take the comprehensive examination at least one full month in advance of either the November or April examination. The graduate coordinators will announce the specific time and place for each examination. "Comprehensive Examination Guidelines" is available from the English graduate coordinator.

TESOL option students electing to write a thesis must register for ENG 592, Independent Thesis Research in English. A student electing to write a thesis must do so under the guidance of an English or Writing Department faculty member who agrees to direct the student's work. TESOL students choosing the thesis path should, therefore, consult with the Writing Department's graduate coordinator and closely follow the Writing Department's "Thesis Guidelines."

Writing option Students must register for ENG 592, Independent Thesis Research in English, and write a thesis under the guidance of a Writing Department faculty member who agrees to direct the student's work. The writing option student must obtain a copy of the Writing Department Thesis Guidelines and follow the procedures described therein.

Literature Option (30 SH)

Completion of the following:

ENG 502 Critical Theory	3 SH
ENG 506 Studies in the History of the Language and Linguistics	3 SH
One course in English literature (ENG 509, 513, 532, 534, or 541)	3 SH
One Course in American Literature (ENG 552, 567, or 568)	3 SH
One Course in Topic/Genre Studies (ENG 544, 570, 572, or 574)	3 SH
Path A: Thesis	
One more literature course in the M.A. program	3 SH
ENG 592: Independent Thesis Research in English	6 SH
Path B: Comprehensive Exam	
Three more literature courses in the M.A. program	9 SH
Completion of the Comprehensive Exam	
Electives	
Any other two courses in the M.A. program	6 SH

Writing Option (30 SH)

Completion of four English writing courses (12 SH)

Completion of the following:

One course in English literature (ENG 509, 513, 532, 534, or 541)	3 SH
One Course in American Literature (ENG 552, 567, or 568)	3 SH
One Course in Topic/Genre Studies (ENG 544, 570, 572, or 574)	3 SH
One more course in the M.A. program	3 SH
Completion of Thesis	
ENG 592: Independent Thesis Research in English	6 SH

TESOL Option (30 SH) *Currently not offering program

Completion of TESOL Requirements:

ENG 506 Studies in the History of the Language and Linguistics	3 SH
ENG 515 TESOL Testing and Assessment	3 SH
ENG 516 TESOL Methodology	3 SH
ENG 517 Grammars of Grammars	3 SH
Completion of the Following:	
One course in English literature (ENG 509, 513, 532, 534, or 541)	3 SH
One Course in American Literature (ENG 552, 567, or 568)	3 SH
One Course in Topic/Genre Studies (ENG 544, 570, 572, or 574)	3 SH
Path A: Thesis	

One more course in the M.A. program   3 SH
ENG 592: Independent Thesis Research in English   6 SH
Path B: Comprehensive Exam
Three more courses in the M.A. program   9 SH
Completion of the Comprehensive Exam

Biology

BIO 500 Graduate Seminar   3 SH

This course will include a combination of guest speakers, student presentations, and roundtable discussions on current topics and papers in the biological sciences. In addition, lectures and assignments will deal with techniques of scientific-literature research, scientific writing, and paper presentations. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of the instructor.

BIO 505 Biological Diversity Stewardship Seminar   1 SH

This hybrid course introduces students to the theory and scientific practice of organismal stewardship and conservation. Through the activities of this course students will be introduced to global professional organizations and scholarly resources associated with managing biodiversity, and how these resources support local priorities. Students will learn how practitioners use empirical evidence to establish stewardship priorities and how stewardship validates sustainable practices. Students will produce a stewardship management plan for an organism of choice and an annotated bibliography that reviews their proposed topic. *Prerequisites:* Admission into the MS in Integrative Biological Diversity

BIO 506 Applied Stewardship   2 SH

This course provides students in the MS in Integrative Biological Diversity the opportunity to implement the management proposal developed in the Biological Diversity Stewardship Seminar. Students will contribute to the monitoring and conservation priority of an organism of interest 6 hours per week for 14 weeks minimum, with faculty oversight and mentorship. The Applied Stewardship cohort will engage in as many as 3 on-line learning community Chat Room sessions throughout the semester. *Prerequisites:*Admission into MS in Integrative Biological Diversity Program and completion of Biological Diversity Stewardship Seminar with a grade of B or better is a prerequisite for registration.

BIO 504 Limnology   3 SH

This is a study of the fundamental properties and dynamics of lakes through the interrelated aspects of physical, geological, chemical and biological processes. This course involves studies of the evolution and eutrophication of lakes under natural and altered conditions of modern environments. *Prerequisite*: bachelor's degree in biology or permission of instructor.

BIO 516 Current Techniques in Cell and Molecular Biology   3 SH

Current techniques in cell and tissue culture, molecular genetics, immunology, and biochemistry are covered in this course. Through laboratory work, assigned readings, lectures, and discussions, students will become familiar with both the techniques and the theoretical framework on which these techniques are based. *Prerequisite*: Admission to the M.A. in Biological and Environmental Sciences program or permission of instructor.

BIO 530 Population Genetics   3 SH

This course will consider the theoretical, experimental, and empirical foundations of population genetics. Topics covered will include models of natural selection and genetic drift; the neutral theory of molecular evolution; migration and population subdivision; speciation; and applications to medicine, pest control, and conservation biology. *Prerequisite*: Genetics or equivalent; Calculus I recommended.

BIO 531 Molecular Evolution   3 SH

This course will consider the theoretical and empirical aspects of the evolution of DNA and protein molecules. Methods of inferring evolutionary processes and relationships among populations and among species based on DNA and protein sequences will be examined, along with methods of drawing and evaluating phylogenetic trees based on

molecular data. The course will consist of a combination of lectures, computer exercises, laboratory experiments, and student presentations. *Prerequisites*: BIO 312 and BIO 325 or permission of instructor. Some background in probability is recommended.

BIO 535 Advanced Molecular Biology   4 SH

This is an advanced course that examines the current status of gene cloning and mapping, genome analysis, and human genetic diseases. The laboratory will introduce students to techniques used in genome manipulation and analysis. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of the instructor. A background in cell biology or genetics is recommended.

BIO 536 Molecular Oncology   3 SH

This advanced course examines the molecular mechanisms of cellular-growth control, carcinogenesis, cancer genetics and immunology, and current treatment technologies. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of the instructor. A background in cell biology or genetics is recommended.

BIO 537 Molecular Endocrinology   3 SH

This advanced course examines molecular mechanisms of hormone synthesis and structure, hormonal control of gene expression and cellular pathways, and aberrant hormone effects. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of the instructor. A background in cell biology, genetics, or human physiology is recommended.

BIO 538 Molecular Mechanisms of Animal Development   3 SH

This advanced course examines the molecular and genetic mechanisms underlying cell adhesion, cell-to-cell communication and signaling pathways, apoptosis, patterns and body axis formation, limb morphogenesis, and sex determination in animals. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of the instructor. A background in cell biology, genetics, or developmental biology is recommended.

BIO 539 Molecular Biology of Procaryotes   3 SH

This advanced lecture course examines the molecular mechanisms underlying procaryotic biology. Emphasis will be on pathogenic bacteria. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of instructor. A background in microbiology, genetics, or molecular biology is recommended.

BIO 540 Aquatic Vascular Plants   4 SH

The course will introduce students to the aquatic and wetland plant flora (ferns, fern allies, flowering plants) of the Northeast. The lecture will focus on conceptual issues of the biology, ecology and evolution of aquatic plants. The laboratory will be devoted largely to field collection and identification of aquatic and wetland plants. *Prerequisite*: an introductory course in plant taxonomy or equivalent background.

BIO 543 Stream Ecology   4 SH

This course will cover the physical, chemical, and biological characteristics of streams and rivers, including an integrated study of the environmental factors affecting the composition and distribution of biota. The role of streams and their biota in ecosystem processes will be emphasized. The laboratory will provide experience in field and lab techniques used in the study of streams. *Prerequisite*: A course in ecology or permission of the instructor.

BIO 545 Advanced Systematic Biology   3 SH

The course will focus on conceptual aspects of systematic biology. Emphasis will include phylogenetic reconstruction, species concepts, speciation, the dynamic nature of species, and evolutionary factors such as hybridization, gene flow, and species extinction. Students will apply conceptual issues to particular groups of interest. *Prerequisite*: an introductory course in taxonomy/systematic biology or equivalent.

BIO 551 Soil Ecology   3 SH

This course examines the dynamics of microbes and the fauna that feed upon them within the physical and chemical environment of the soil. The role of soils and their biota in ecosystem processes will be emphasized. *Prerequisite*: a course in ecology or permission of the instructor.

BIO 552 Microbial Ecology   3 SH

This course will study the relationship between microorganisms and their environment and their interactions with each other and with other species. We will examine microbial-species diversity and metabolic versatility with an evolutionary perspective. The approach will include experimental design and data analysis and ecosystem modeling as applied to microbial ecology. *Prerequisite*: BIO 215 or BIO 216 or equivalent or permission of instructor.

BIO 555 Environmental Physiology   3 SH

This course involves discussions of principles and current research on animal regulatory mechanisms and physiological adaptations for survival in changing environmental conditions. The effects of pollution and other chemical, physical, and biotic environmental stressors on animal functions are explored. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of instructor.

BIO 556 Herpetology   4 SH

The course will emphasize the biological diversity, ecology, behavior, and conservation of amphibians and reptiles and address the role these organisms play as indicators of change in ecology and human health. The course will address conservation laws for amphibians and reptiles, how these laws are being implemented, and their impact on the developing world during times of both economic prosperity and hardship. Saturday field trips are required. *Prerequisite*: a bachelor's degree in biology or permission of instructor.

BIO 560 Behavioral Ecology   3 SH

This course offers an examination of the manner in which animals interact with their environment. Both theoretical principles and environmental problems will be studied. Topics include optimality theory, inclusive fitness, social behavior, selfishness and cooperation, mating, reproduction and species interactions. The course will be a combination of lectures and seminar presentations by students. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of the instructor.

BIO 565 Topics in Animal Behavior   3 SH

This course will introduce graduate students without previous background in the discipline to the critical concepts and topics involved in the study of the biological basis of animal behavior. Ecological and evolutionary approaches will be stressed. Student presentations will supplement lectures by the instructor. *Prerequisite*: admission to the M.A. in Biological and Environmental Sciences program or permission of the instructor.

BIO 592 Independent Thesis Research   1-6 SH

This course is designed for students fulfilling the thesis requirements for the degree of M.A. in Biological and Environmental Sciences. Individual conferences with the adviser are scheduled as needed. This vehicle may be repeated for up to six semester hours of total credit. Credit will be awarded upon submission of an approved thesis and thesis abstract. *Prerequisite*: submission of an approved thesis proposal and permission of the graduate coordinator.

BIO 598 Faculty-Developed Study

This experimental course is offered by the Biological and Environmental Sciences Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

BIO 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than once. *Prerequisite*: written permission of faculty sponsor and department. Registration through the Office of Graduate Admissions is

required.

Chemistry

CHE 598 Faculty-Developed Course

This experimental course is offered by the Chemistry Department as a means of determining its value to the total program or in response to a particular request from a group of students.

CHE 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than once. *Prerequisite*: written permission of the faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Communication

COM 598 Faculty-Developed Course

This is an experimental course offered by the Communication Department as a means of determining its value to the total program or in response to a particular request from a group of students.

COM 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than once. *Prerequisite*: written permission of the faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Earth and Planetary Sciences

EPS 592 Independent Thesis Research in Earth and Planetary Sciences 6 SH

Designed for student fulfilling the thesis requirements for the Master of Arts degree in the earth and planetary sciences. These students must submit an acceptable thesis proposal and work independently on thesis research in data collection and analysis. Individual conferences with the thesis advisor will be scheduled as needed. Credit will be granted upon submission of one copy of an approved final draft of the thesis and thesis abstract. Prerequisite: permission of the thesis advisor and the graduate program coordinator.

English (MA Program)

ENG 502 Critical Theory   3 SH

This course is an in-depth examination of major schools of contemporary critical theory from Structuralism to Post-Colonialism. The goal of the course is to provide students a varied repertoire of current approaches to texts and to facilitate their understanding of the ideological stances inherent in each scholarly perspective. Students are encouraged to examine the strengths and weaknesses of each approach and to develop their own critical scholarly voice by applying aspects of theories to their own readings of texts.

ENG 506 Studies in the History of the Language and Linguistics   3 SH

The course explores the origins and development of the English language as well as present-day English dialects. Students examine the phonology, morphology, and grammar of Old English, Middle English, and Modern English as reflected in appropriate samples of the language. In addition, students will apply the main systems of grammatical and linguistic analysis to the English language and investigate current linguistic issues.

ENG 509 Medieval Literature (post-colon)   3 SH

This course will be an intensive, in-depth study of medieval literary topics and authors, including Chaucer. This literature will be examined in the context of its historical, cultural, philosophic, and literary setting, specifically, in the ways in which linguistics and rhetorical traditions have shaped individual authors and works and how scholars and literary critics have sought to explain this body of literature. This course may be repeated for credit provided the post-colon subject is different.

ENG 513 English Renaissance Literature (post-colon)   3 SH

This course will focus on major writers of the English Renaissance, usually emphasizing either the poetry or prose of writers such as Sidney, Bacon, Spencer, Donne, and Browne, and/or the drama of writers such as Marlowe, Jonson, Webster, Chapman, and Middleton. This course may be repeated for credit provided the post-colon subject is verifiably different.

ENG 515 TESOL Testing and Assessment   3 SH

This course is intended to to provide a comprehensive foundation in teaching English as a second language (TESOL) as well as testing and assessment. Contact the Division of Graduate Studies Office for admissions requirements.

ENG 516 TESOL Methodology   3 SH

This course will introduce students to the various methods of teaching English as a second language (TESOL) practiced during this century. Students will learn about the theoretical foundations upon which several teaching methods are based, the strengths and weaknesses of these methods, and current issues and research in this field. Focus will be on lesson plans and teaching methods. Students must have a background in English literature, linguistics, or extended foreign language study. Exceptions may be made with the consent of the instructor. Contact the Division of Graduate Studies Office for admissions requirements.

ENG 517 Grammars of English   3 SH

This course will introduce students to the various grammars of English. Students will learn about the theoretical foundations upon which several grammars are based and the strengths and weaknesses of each. The course will illustrate how to integrate grammar into the teaching of writing. The course assumes that students will have background in at least one of the following: linguistics, English literature, the teaching of English. Exceptions may be made with the consent of the instructor.

ENG 518 Topics in Nonfiction Writing   3 SH

This course offers workshops in different kinds of nonfiction writing. Topics might include autobiography, advanced exposition, technical writing, or journalism (with various subheadings).

ENG 519 Topics in Creative Writing   3 SH

This course offers workshops in different genres of creative writing. The specific genre (poetry, fiction, drama, etc.) and the focus of the course will vary semester to semester.

ENG 532 Restoration and Eighteenth-Century British Literature (post-colon)   3 SH

This course offers an intensive and in-depth study of selected authors and/or topics from Restoration and Eighteenth-Century British Literature. This course may be repeated for credit provided the post-colon subject is different.

ENG 534 Nineteenth-Century British Literature (post-colon)   3 SH

Intensive and in-depth study of selected authors and/or topics from Nineteenth-Century British Literature, such as Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, the Brontës, Dickens, George Eliot, Carlyle, Mill, Arnold, and Hardy. This course may be repeated for credit provided the post-colon subject is different.

ENG 541 Twentieth-Century British and Irish Literature (post-colon)   3 SH

This course offers an intensive examination of prominent authors of ex-colonies as well as a thorough study of Britain's and Ireland's most visionary authors. This course may be repeated for credit provided the post-colon subject is different.

ENG 544 Topics in Literature (post-colon)   3 SH

This course offers a critical study of topics in literature, e.g., satire, gender roles, representation of "Other(s)," which typically cut across periods, genres, and cultures. This course may be repeated for credit provided the post-colon subject is verifiably different.

ENG 552 American Literature to 1860 (post-colon)   3 SH

This course offers an intensive and in-depth study of selected authors and/or topics from American Literature prior to 1865, such as Puritanism, Transcendentalism, Sentimentalism, Romanticism, Winthrop, Bradstreet, Taylor, Byrd, Edwards, Mather, Franklin, Irving, Fuller, Melville, Hawthorne, Stowe, Emerson, Thoreau, Southworth, and Poe. This course may be repeated for credit provided the post-colon subject is verifiably different.

ENG 567 American Literature: 1860-1920 (post-colon)   3 SH

This course offers an intensive and in-depth study of the most significant literary movements (realism, naturalism, local color, early modernism, psychological realism, etc.) in appropriate literary, critical, and cultural contexts. This course may be repeated for credit provided the post-colon subject is verifiably different.

ENG 568 American Literature: 1920-present (post-colon)   3 SH

This course offers an intensive and in-depth study of the most significant literary developments (modernism, agitprop, Harlem Renaissance, Beat, etc.) in appropriate literary, critical, and cultural contexts. This course may be repeated for credit provided the post-colon subject is verifiably different.

ENG 570 Fiction Studies (post-colon)   3 SH

This course offers an intensive and in-depth study of important works of fiction and fiction writers in pertinent literary, critical, and cultural contexts. This course may be repeated for credit provided the post-colon subject is verifiably different.

ENG 572 Drama Studies (post-colon)   3 SH

This course offers an intensive and in-depth study of important plays and playwrights in pertinent literary, critical, and cultural contexts. This course may be repeated for credit provided the post-colon subject is verifiably different.

ENG 574 Poetry Studies (post-colon)   3 SH

This course offers an intensive, in-depth study of significant poets, movements, or genres of poetry in relationship to

their literary, critical, and cultural contexts. This course may be repeated for credit provided the post-colon subject is verifiably different.

ENG/WRT 585 Apprenticeship in Teaching College Writing   1-3 SH

Restricted to graduate students in English, this course focuses on the theory and practice of teaching freshman composition. Students will be responsible for attending seminars in rhetorical theory with a workshop component in the practicalities of teaching composition, conducting writing and discussion sessions with students in freshman composition, and commenting on and evaluating essays. Written assignments based on the reading for the course will be required. This variable-credit course may be taken for up to three credits.

ENG/WRT 586 Practicum in Teaching College Writing   1-3 SH

Restricted to graduate assistants in English, this course is a workshop for discussion of problems encountered in teaching freshman composition. This course may be taken for up to three credits per semester as long as the student is a graduate assistant. *Prerequisite*: ENG/WRT 585. Students may take a total of three credits in ENG/WRT 586 or a combination of three credits from the two courses (ENG/WRT 585 and ENG/WRT 586).

ENG 588 Teaching College English   1-3 SH

This course focuses on the theory and pedagogy of teaching first-year college English, i.e., introductory literature courses (writing intensive), to students of diverse backgrounds. Students are required to attend both the weekly seminar in theory and pedagogy of teaching first-year college English and the weekly teaching workshop. Required of graduate students teaching in the college English program for the first time. This course is also open to other graduate students. This variable credit course may be taken for up to three credits.

ENG 592 Independent Thesis Research in English   3-6 SH

Designed for students fulfilling the thesis requirements for the Master of Arts in English. Students must follow the thesis guidelines and work independently on thesis research and writing. Individual conferences with the thesis adviser are scheduled as needed. Credit will be granted upon submission of the approved final draft of the thesis and thesis abstract. Permission of both the thesis adviser and the graduate coordinator is required.

ENG 598 Faculty-Developed Course

This experimental course is offered by the English Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

ENG 599 Student-Developed Study   1-3 SH

This vehicle is designed to provide the student with an opportunity to develop his or her own learning experience that lies outside the existing graduate course offerings of the English Department. The student will design a project and secure a faculty sponsor who has the pertinent expertise. This vehicle may be taken for a maximum of three credits toward the degree. *Prerequisite*: written permission of the faculty sponsor and the English Department. Registration through the Office of Graduate Admissions is required.

History

HIS 501 Development of Western Thought   3 SH

An examination of the philosophical under-pinning's of Western society. The pertinent thoughts of those theorists who have contributed significantly to the fashioning of Western culture are studied.

HIS 505 New York City: Its History and Culture   3 SH

This survey course examines the political history of the city from its foundation. It also offers an examination of selected themes in the context of the social and cultural history of the city. In addition to regular lectures, the course will use the city itself as a classroom. Students will pay for travel costs and participation in tours and cultural events.

HIS 506 Readings in American History to 1877   3 SH

This course will analyze select works from the Colonial era through Reconstruction.

HIS 507 Readings in American History Since 1877   3 SH

This course will analyze select works from the Gilded Age to the present.

HIS 508 Readings in European History to 1500   3 SH

This course will analyze select works from the beginnings of Western civilization to the Renaissance.

HIS 509 Readings in European History Since 1500   3 SH

This course will analyze select works from the Reformation to the present.

HIS 510 Fascism: Revolution or Counterrevolution   3 SH

This course examines the revolutionary nature of Fascist movements throughout Europe and their conflict with the forces of liberalism and socialism. Particular stress will be placed on the Italian and German experiences.

HIS 511 The Communist Revolution and the Soviet Union   3 SH

This course offers a study of revolution as a continuing and evolving phenomenon. Included is the Marxist-Leninist ideology at work in the Russian setting, the meaning and characteristics of the Stalinist revolution, and the significance of the liberalizing trend after Stalin.

HIS 515 The French Revolution   3 SH

This course offers an anatomy of an unplanned revolution, tracing and assessing the development of the peaceful meeting of the Estates-General into a rampant revolution and its reversion to more traditional forms. The Napoleonic era will be treated as an integral part of the Revolution as it spread throughout Europe.

HIS 516 The American Revolution   3 SH

An examination of the American Revolution (1775-1783): the course of the War of Independence between the colonists and the British and the simultaneous revolution within American society, affecting, among other things, women, slavery, education, and government.

HIS 520 Origins of World War I   3 SH

The origins of the Great War will be examined together with a view of the cataclysmic changes it produced in the European political and social system. The rise of the masses will be linked to the waxing tide of nationalism, the development of mass armies, and the concept of total war. Social, economic, and psychological factors will be treated in close interrelation with growing diplomatic complications and the gradual inexorable erosion of the long peace in Europe.

HIS 521 Origins of World War II   3 SH

This course is an examination of the foreign policies of the European powers in the period after 1918, with particular emphasis on the years immediately preceding the outbreak of hostilities.

HIS 528 World War II   3 SH

An examination of the entire spectrum of the Second World War including its military history around the globe and its political, social, and economic effects on every continent.

HIS 534 Islam in International Affairs   3 SH

This course is an examination of the myth and reality of the faith of Islam as a confrontation of the West. Is Islam a threat to the West? Or, is the West a threat to Islam? The global heritage and context of the relationship between Islam and democracy, revolutionary Islam and the world balance of power, the Middle East in international politics, human rights in the Islamic Middle East, and anti-Muslimism in contemporary politics are emphasized. The varied applications of Islam in the international affairs of selected countries in the Middle East and the Islamic world are used as case studies.

HIS 535 Afro-American History and Culture   3 SH

The course objectives will focus on the economic, political, and social events of Black Americans from the Reconstruction years to the present. The organizing conceptual framework will be Black History as a protracted struggle.

HIS 536 The Civil War Era   3 SH

This course offers an examination of the American Civil War, focusing on its causes, its military history, and its social, political, and economic effects.

HIS 537 America in the Sixties   3 SH

This course offers an analysis of America in the 1960s from Kennedy's election to Watergate, covering the civil rights and peace movements, riots, and assassinations (includes causes and effects).

HIS 539 America in the 1950's   3 SH

This course examines the America society and politics in between 1945 and 1960. Students will consider the ramifications of America's expanded international role, the consequences of material prosperity, and the construction of a new consumer society.

HIS 540 Islamic Intellectual History   3 SH

An in-depth study of Islam, focusing on ideas rather than events. Topics include Shari's, Sufism, arts, philosophy, and resurgent Islamic ideologies. This course focuses on the major ideas in Islamic intellectualism in the fields of Islamic law, Islamic arts, and the sciences. The intellectual exchange between these field and other international intellectual ideas are stressed. In their seminar papers the students are encouraged to investigate primary sources, in particular those written by Muslim thinkers.

HIS 541 Conflict in the Modern Middle East   3 SH

This course offers in-depth analysis of the roots of the major conflicts in the region, emphasizing the roles of nationalism, religion, foreign influences and wars. The course concentrates on the major developments in the region, with special interest paid to the persistent conflicts and problems, such as the Arab/Israeli conflict. One or two conflicts or problems are dealt with as case studies with an in-depth investigation of the historical roots and the influences of both regional and external forces.

HIS 542 Approaches to World History   3 SH

This course examines the ways in which world history can be defined, focusing on the differences between the conceptualizations of world history as comparative history, as international history, and as the "history of the world." It considers the development of the ideas of world history since 1900, examining its origins in nineteenth-century debates on the philosophy of history; the development of synthesizing theories of history through Marxist

and Annales school paradigms; the development of World Systems theories of history; and the organization of World History as a field of study since 1990. It then will consider the ways in which topics in World History can be organized by analyzing work on contemporary themes in world history, possibly including, but not limited to ecology, trade, empire, anarchy, and governance.

HIS 543 History Summer Institute   1 SH
This course will be a one-credit, one-week seminar in the summer on the newest curricular material and updates from the fields of American, European, and World history of use to secondary education in history. Students will read this material, which will vary according to what is most contemporary and accessible to high school students in recent publications in the field, and will present a brief paper discussing how they might use this material in class.

HIS 544 U.S. Immigration History   3 SH
 This course traces the immigration history of the United States from the Colonial era to the present. Topics covered include nativism and restriction, work and community, race and gender, identity and tradition, as well as ethnicity in popular culture.

HIS 545 U.S. Urban History   3 SH
This course examines the evolution of the American City from the colonial era to the present. Topics covered include the urban environment, gender and race in the city, urban leisure, migrations and mobility.

HIS 556 Colonial North America   3 SH
This course provides students with an opportunity to explore themes of exploration, settlement, and development of the North American colonies. It focuses on the interaction among Native Americans, Europeans, and Africans from the first contacts to the beginning of the American Revolution. Themes explored will include European attempts to assimilate, dominate, and exterminate Native Americans and Native American attempts to negotiate within an increasingly constricted world; the importance of African slavery to the development of American culture and economy; women's roles in the colonies; political and economic relationships between the center and periphery; and America's role in the British empire.

HIS 557 The Early American Republic   3 SH
This course covers the leading issues in the historical age of George Washington and Thomas Jefferson, when the American Republic remained experimental and America's place in the world was uncertain and contested. Subjects that will be considered may include the Marshall Court, the War of 1812, U.S.-Muslim relations, Hamiltonianism, territorial expansion, Thomas Jefferson's vision for America, and slavery.

HIS 558 History of the American South   3 SH
This course provides an opportunity to engage with leading works of Southern history. Covered are topics such as slavery, Indian relations, the Colonial economy, the drafting of the federal Constitution, the American Revolution, Jacksonian politics, the Civil War, Reconstruction, segregation, the civil rights movement, Southern culture, and the birth of the modern Republican majority.

HIS 570 Chinese Thought and Religion   3 SH
This course explores the world of thought and religions in traditional China. It focuses on the evolution of Confucianism, Daoism, and Chinese Buddhism and challenges students to interpret certain representative works in these traditions. Episodes of cultural clashes in the history of Christian missions in China will be examined to provide a conceptual point of departure for understanding comparative religion and interfaith dialogue or, simply, for making sense of Chinese religious thought and practices on Western terms.

HIS 571 China in the Twentieth Century   3 SH
This course is an in-depth study of the sociopolitical, intellectual, and cultural history of China in the twentieth century. It examines, from both Chinese and world historical perspectives, topics such as the transition from dynastic

system to the modern state, the rise of Nationalism and Communism, Mao Zedong and the Great Proletarian Cultural Revolution, and the economic and cultural reconstruction of the post-Mao era.

HIS 592 Independent Thesis Research in History   6 SH

This course is designed for students who are fulfilling the thesis requirement for the M.A. in History and who have submitted an acceptable thesis outline. Individual conferences with the thesis adviser are scheduled as needed. Credit will be granted upon submission of one copy of an approved final draft of the thesis and the appropriate number of copies of the thesis abstract. *Prerequisite*: permission of the department chair and the Dean of Arts and Sciences.

HIS 598 Faculty-Developed Course

This experimental course is offered by the History Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

HIS 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than once. *Prerequisite*: written permission of the faculty sponsor and department. Registration through the Division of Graduate Studies Office is required.

Mathematics

MAD 513 Topics in Secondary School Mathematics Education   3 SH

This course provides an in-depth study of a single topic or collection of related topics of current interest in secondary school mathematics education. Topics will vary depending on developments in mathematics education and student or program needs. Topics might include curriculum developments, applications, research on teaching, technology, current research on mathematics education or similar topics. The course may be repeated for credit with different topics. *Prerequisite*: must hold a valid teaching certificate or be admitted to the Master of Arts in Teaching program in mathematics.

MAD 549 Teaching Mathematics in Secondary Schools: Content and Pedagogy   3 SH

This course provides secondary teacher candidates with the content and pedagogy necessary to develop an understanding of the methods and materials needed to become effective teachers of mathematics. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. Emphasis is placed on strategies for differentiating instruction. Candidates develop lesson plans and units of instruction, practice delivering instruction, and observe secondary teachers of mathematics in the field. In addition, students examine current curricular-reform movements and consider their impact on mathematics education in the secondary school. The implications of state, national, and international testing movements, state standards/frameworks, the National Council of Teachers of Mathematics (NCTM) standards, as well as the NCATE standards, are considered. This course will be taught by a member of the Mathematics Department. *Prerequisite*: admission to the Professional Secondary Education Teacher Preparation program and registration in secondary education professional semester courses or admission to the Master of Arts in Teaching program or permission of both the chair of the Education and Educational Psychology Department and the chair of the Mathematics Department.

MAT 505 Logic   3 SH

An introduction to formal mathematical logic, including sentential (propositional) logic and first-order (predicate) logic. Logical consequence and formal deducibility. Soundness, completeness, and compactness of sentential logic and first-order logic. Examples of a variety of first-order mathematical structures. Applications of the compactness of first-order logic, including the existence of arbitrarily large infinite structures, nonstandard models of arithmetic, and hyperreal numbers. *Prerequisite*: MAT 375 or equivalent.

MAT 507 – 508 Applied Statistics I, II   3 SH each

Topics will be taken from both descriptive and inferential statistics. These include estimation, hypothesis testing, simple- and multiple-regression analysis, analysis of variance, and one or more multivariate techniques such as factor, cluster, discriminant, or principal components analysis. Applications from a range of subject areas from the behavioral to the physical sciences will be given. Computer statistical packages will be used throughout both semesters. *Prerequisite*: MAT 120 or equivalent.

MAT 512 – 513 Modern Algebra I, II   3 SH each

This is a review of the concepts of groups, rings, fields, and vector spaces. Discussion of quotient groups and rings, extension fields, linear transformations, and canonical forms. *Prerequisites*: Introduction to Abstract Algebra and Introduction to Linear Algebra.

MAT 514 – 515 Real Analysis I, II   3 SH each

Construction of real numbers by Delekind cuts, continuity, functions of several variables, Heine-Borel and Bolzano-

Weierstrass theorems. Series, Riemann-Stieltjes integrals and Lebesque integration and measure. *Prerequisite*: Calculus III or equivalent.

MAT 518 Complex Analysis I   3 SH
Complex number systems and properties of such, continuity, differentiability, analyticity, line integration, and power series. Residues and poles, conformal mapping, analytic continuation and the well-known classical theorems associated with the theory of complex analysis.

MAT 522 Topics in Advanced Geometry   3 SH
This course offers a synthetic and analytic approach to Euclidean, non-Euclidean, affine and projective geometry. The construction of geometry systems from sets of axioms will be emphasized. *Prerequisite*: one year of calculus.

MAT 526 – 527 Numerical Analysis I, II   3 SH each
This course provides the student with a wide range of numerical methods and strategies to deepen his/her insight. The main emphasis will be on numerical treatment of eigenvalue problems and of partial differential equations. More recent applications in linear programming, analysis of network flows ,and Monte-Carlo methods are included. *Prerequisite*: MAT 431-432 or equivalent.

MAT 528 Number Theory   3 SH
This course covers fundamental theorems and divisibility, prime numbers and congruence of numbers, as well as theorems of Fermat, Euler, and Wilson, Euclid's algorithm, and Diophantine equations. *Prerequisite*: one year of calculus.

MAT 529 Historical Development of Mathematics   3 SH
This course offers a study of mathematical concepts from arithmetic to calculus in their historical perspective. Attention will also be given to contributions of great mathematicians and various cultures and to the relation of mathematics to other sciences. Designed for students with an undergraduate mathematics major or equivalent.

MAT 540 Topics in Mathematics   3 SH
This course offers an opportunity for students to pursue in greater depth topics introduced in other courses or topics not included in other courses. The topic varies from year to year and from student to student. Typical subjects might include mathematical models, combinatorics, field theory, algebraic topology, decision theory, and harmonic analysis or applications.

MAT 590 Mathematics and Computer Science Department Seminar   3 SH
This seminar course is for students fulfilling the non-thesis requirements for the M.S. in Education with an Option in Mathematics. The seminar will consist of independent research into a topic which has interfaces with several branches of mathematics; and oral presentation of the topic for the seminar. *Prerequisite*: ED 501, permission of the department graduate committee and the Dean of Arts and Sciences. The topic must be approved by the adviser and the department graduate committee during the semester immediately prior to registering for the seminar.

MAT 591 Independent Thesis Research in Mathematics/Mathematics Education   0-6 SH
This course is designed for students fulfilling the thesis requirements for the M.A. in Mathematics degree. The submitted topic and outline for the thesis must be approved by the adviser, the department graduate committee, and the Dean of Arts and Sciences prior to registration for the course. The student will be required to work independently on the thesis research and writing. Credit for the thesis will be awarded upon the submission of one copy of the approved final draft of the thesis and thesis abstract. *Prerequisite*:s ED 501 and permission of the department and the Dean of Arts and Sciences.

MAT 592 Independent Thesis Research in Mathematics   0-6 SH
This course is designed for the student fulfilling the requirements for the Master of Arts in Mathematics. The student must submit an acceptable thesis topic and outline in mathematics, and the student will be required to work

independently on the thesis research and writing in consultation with the thesis advisor. Credit for the thesis will be awarded upon the submission of one copy of the approved thesis and abstract. *Prerequisite*: permission of the thesis adviser and the Dean of Arts and Sciences.

MAT 598 Faculty-Developed Course

This experimental course is offered by the Mathematics Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

MAT 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. The vehicle may be utilized more than once. *Prerequisite*: written permission of faculty sponsor and department. Registration through the Division of Graduate Studies Office is required.

MAT 704 Matrix Theory and Methods   3 SH
This course is concerned with properties and applications of matrices and finite dimensional vector spaces. *Prerequisite*: MAT 272 or equivalent.

MAT 708 Applied Mathematics   3 SH
This course offers a mathematical analysis and linear algebra applied to problems from engineering and science. The design and validation of models will be examined. *Prerequisite*: MAT 272, MAT 281, or equivalent.

Physics, Astronomy & Meteorology

EPS 510 Physical Oceanography   3 SH

This course is a detailed, scientific introduction to physical oceanography. It will consider the physical properties of seawater, important thermodynamic and dynamic processes influencing the oceans, the distribution of currents and oceanic circulation, the formation of water types and masses, as well as ocean waves and coastal processes. Instruments and platforms used to study the ocean will be discussed. *Prerequiste/Corequisite*: PHY 510 or written permission of the instructor.

EPS 521 Meteorology and Weather Systems   3 SH

This course introduces the student to Newton's Second Law of Motion in a rotating frame of reference and its application to the momentum equations that govern the dynamics of large-scale atmospheric motions. Applications include the geostrophic approximation, circulation and vorticity, quasi-geostrophic analysis, and atmospheric waves. *Prerequisite*: PHY 510 or written permission of the instructor.

EPS 530 Planetary Physics   3 SH

This course surveys the structure of planetary bodies in the solar system and the processes that modify them. Among the topics to be covered will be the origin and evolution of the solar system, gravitational interactions between bodies, methods of planetary exploration, dynamics of planetary atmospheres, surface modification, and interior structures and compositions. *Prerequisite*: PHY 510 or written permission of the instructor.

EPS 540 Physical Geology   3 SH

This course is an introduction to physical geology. It will develop the basic concepts of physical geology, including examination of the materials composing the Earth as well as understanding the processes, which operate beneath and upon its surface. The physical geology of the other planets in the solar system is briefly introduced. *Prerequisite/Corequisite*: PHY 510 or written permission of the instructor.

EPS 592 Independent Thesis Research in Earth and Planetary Sciences   6 SH

This course is designed for students fulfilling the thesis requirements for the M.A. in Earth and Planetary Sciences degree. Students will submit a thesis proposal; perform independent, original research; write a thesis; and present results in an oral presentation. Individual conferences with the thesis adviser will occur approximately weekly. Credit will be granted upon submission of one copy of an approved final draft of the thesis and thesis abstract. *Prerequisite/Corequisite*: PHY 510, PHY 520 and PHY 590, or written permission from the research thesis adviser and graduate program committee.

PHY 510 Thermodynamics   3 SH

This course will develop the basic concepts of classical thermodynamics and apply them to the Earth's atmosphere and oceans, the Earth's lithosphere, mantle, and core, as well as other planetary environments in the solar system. Equal parts are devoted to theoretical and practical applications. *Prerequisite*: a year of calculus-based general physics.

PHY 520 Scientific Methods   3 SH

This course introduces the application of a variety of physical and mathematical concepts to understanding and establishing scientific research in several disciplines, including: instrumentation and data acquisition, numerical modeling, and astronomical instruments and observational techniques. This course will consider at least two of these categories in a modular fashion. *Prerequisite*: a year of calculus-based general physics.

PHY 550 Special Topics in Earth and Planetary Science   2-3 SH

This course is taught as a one-week course in the summer. Each summer features a special topic in one of the disciplines relevant to the field of earth and planetary sciences. The content will rotate between astronomy, meteorology, physical oceanography, and physical geology. Faculty or an instructor with expertise in the discipline will teach the course. The instructor will choose the specific topic within each discipline. The basic week long course is two credits. Students who register for three credits will be given an assignment or project beyond the week long in-class period. All students will be expected to have read assigned reading prior to the start of the summer course.

PHY 590 Seminar in Earth and Planetary Sciences   3 SH

Each student will perform detailed investigations of three separate major scientific or environmental issues related to earth and planetary sciences. While the instructor(s) will determine a general theme, the specific topic to be investigated by each student will be chosen by the student subject to the approval of the instructor. Students will then present to the class material from each of these three research topics through an abstract, an oral presentation, and a short paper. *Prerequisite*: a year of calculus-based general physics.

PHY 598 Faculty-Developed Course

This experimental course is offered by the Physics, Astronomy and Meteorology Department as a means of determining its value to the total department program or in response to a particular request of a group from students. Any semester.

PHY 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than one time. *Prerequisite*: written permission of faculty sponsor and department. Registration through the Division of Graduate Studies Office is required.

Psychology

PSY 530 Internship in Addiction Studies   3 SH

This course provides four hours This course provides three hours of academic credit. Students will complete a field placement at a health service agency that includes treatment and prevention services for substance use disorders (SUDs) as either a primary or secondary focus. Students will be encouraged to complete a field placement at inter-professional and team-based care sites that are working toward or have instituted the integration of SUD, opioid use disorder (OUD), and primary care. Internship sites will work cooperatively with WCSU Psychology to provide an internship experience which meets the goals and objectives necessary to adequately prepare an LADC-in-training. Placement sites will provide an on-site supervisor with appropriate clinical and supervisory experience. The course will be taught by a licensed clinical psychologist. The didactic portion of the course includes preparation in SUD assessment, diagnosis, treatment, and prevention. Professional ethics will also be a focus of both instruction and supervision, including issues of privacy and confidentiality, dual relationships, supervision and consultation, continuing education and self-evaluation, required record-keeping, diversity in practice, and the importance of language use and stigma, among other relevant topics. A goal of the course is to prepare alcohol and drug counselors to engage in professional and ethical practice in the field. Prerequisites: Graduate standing in the Master of Science in Addiction Studies Program or permission of the instructor. Note: The experiential field placement may be retaken for 3 academic credits as PSY 531.

Prerequisites: Graduate standing in the Master of Science in Addiction Studies Program or permission of the instructor.

PSY 582 Professional Development and Ethics   3 SH

This course provides three hours of academic credit. The objective of the course is to prepare substance use counselors to engage in professional and ethical practice in the field. It will also focus on identifying common hurdles and barriers to professional and ethical practice and provide students with practical guidelines to address these barriers and intervene.

Prerequisites: Graduate standing in the Master of Science in Addiction Studies Program or permission of the instructor.

PSY 583 The Psychopharmacology of Addiction and Medication Assisted Treatment   3 SH

This course provides three hours of academic credit. The objective of the course is to have students obtain a working knowledge of the psychopharmacology of addictive substances as well as of medications for both addiction and co-occurring psychiatric diagnoses. Students will study the biological processes involved in tolerance and withdrawal from major categories of addictive substances. The pharmacology of medication assisted treatments for addiction will be a major focus, including being able to identify the biological mechanisms through which they work, understand the potential risks and side effects, and understand prescribing concerns specific to individuals with use of multiple substances and/or comorbid psychiatric or medical conditions. The course will also focus on identifying pathways to effective interdisciplinary practice around medication management of symptoms and to knowledge of how to become consumers of relevant, current topics in medication management of symptoms.

Prerequisites: Graduate standing in the Master of Science in Addiction Studies Program or permission of the instructor.

PSY 584 Advanced Assessment, Prevention, and Therapy of Substance Use Disorders and Co-Occurring Disorde

This course provides three hours of academic credit. Its objective is to prepare substance use disorders counselors for identifying and treating substance use and comorbid mental disorders. It will also focus on the etiology and

prevention of substance use and other mental disorders. It will provide instruction in group psychotherapies and team approaches for treating these disorders. Students will study harm-reduction interventions and develop an understanding of the roles of professional therapists and self-help groups such as Alcoholics Anonymous (AA) and Narcotics Anonymous (NA).

Prerequisites: Graduate standing in the Master of Science in Addiction Studies Program or permission of the instructor.

PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment   3 SH
This course provides three hours of academic credit. The objective of the course is to have students plan and identify pathways to staying up to date on relevant clinical, research, and community based information that will inform their long-term practice of addiction counseling. Specific topics addressed will include current changes in addictive substance use, changes in community based patterns of drug use, interaction with the medical field and with medical comorbidities, and the use of technology in clinical practice. The course will also focus on identifying pathways and tools to staying up to date on current topics in the field of addiction. Students will examine their roles as trained addiction professionals in the community through providing educational efforts, staying informed on legislative topics that are related to understanding and treating addiction, and through promoting the science of addiction.

Prerequisites: Graduate standing in the Master of Science in Addiction Studies Program or permission of the instructor.

PSY 592 Substance Use Counseling: Assessment and Counseling   4 SH
This course provides four hours of academic credit, and is divided into four equal parts. The first two parts concern the assessment of substance abuse, treatment planning, and professional ethics. This will include reviews of the prevalence and etiology of substance abuse, the assessment of substance abuse by interviews and psychometric instruments, individual differences among substance abusers, comorbidity, the determination of the level of care necessary for substance abusers, and assessments of patient's readiness to change. The third and fourth parts will focus on practice considerations resulting from differences in gender, ethnicity, age, LGBT, and health status.

Prerequisites: Permission of the instructor and graduate standing or permission of the instructor and PSY 202 (Abnormal Psychology), PSY 324 (Experimental Psychology), and either PSY 306 (Internship in Applied Psychology), PSY 332 (History of Psychology), PSY 334 (Psychological Assessment), PSY 341 (Child and Adolescent Abnormal Psychology), PSY 346 (Moral Development), PSY 352 (Cognitive Neuroscience), PSY 426 (Advanced Seminar in Applied Psychology), or PSY 439 (Community Psychology).

PSY 593 Substance Use Counseling: Drugs and Behavior   4 SH
This course provides four hours of academic credit, and is divided into six equal parts. The first two concern the pharmacology of the classes of psychoactive substances and of the most widely used substances within each class. Included will be a review of tolerance, withdrawal, and protocol for detoxification from psychoactive substances. The third part will focus on HIV/AIDS, especially within populations of substance abusers. The fourth part will be devoted to the ethical requirements for substance abuse counselors. The fifth and sixth parts will be devoted to studying counseling that is consistent with the traditions of Alcoholics Anonymous (AA), Narcotics Anonymous (NA), and alternative self-help groups. The necessity of multicultural awareness will be emphasized throughout.

Prerequisites: Permission of the instructor and graduate standing or permission of the instructor and PSY 202 (Abnormal Psychology), PSY 324 (Experimental Psychology), and either PSY 306 (Internship in Applied Psychology), PSY 332 (History of Psychology), PSY 334 (Psychological Assessment), PSY 341 (Child and Adolescent Abnormal Psychology), PSY 346 (Moral Development), PSY 352 (Cognitive Neuroscience), PSY 426 (Advanced Seminar in Applied Psychology), or PSY 439 (Community Psychology).

PSY 594 Substance Use Counseling: Counseling Techniques   4 SH
In this course, the most influential psychotherapeutic interventions for the treatment of substance use disorders will

be studied and evaluated. Professional ethics and guidelines for practice will be reviewed. The counselor's role in supporting the 12-step fellowships of Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) and in preventing and managing relapse will be analyzed. Counseling issues with women, ethnic minorities, adolescents, and LGBT clients will be identified. Students will demonstrate an understanding of how to implement treatment plans in individual and group counseling.

Prerequisites: Permission of the instructor and graduate standing or permission of the instructor and PSY 202 (Abnormal Psychology), PSY 324 (Experimental Psychology), and either PSY 306 (Internship in Applied Psychology), PSY 332 (History of Psychology), PSY 334 (Psychological Assessment), PSY 341 (Child and Adolescent Abnormal Psychology), PSY 346 (Moral Development), PSY 352 (Cognitive Neuroscience), PSY 426 (Advanced Seminar in Applied Psychology), or PSY 439 (Community Psychology).

PSY 595 Substance Use Counseling: Applied individual and Group Counseling   4 SH
In this course, specific strategies and interventions for counseling and psychotherapy with substance abusers will be studied. There will be an emphasis on interventions that have universal applications in counseling and psychotherapy. Sensitization to multicultural practices in counseling and psychotherapy will be emphasized. The Stages of Change in counseling and psychotherapy and ambivalence about change will be studied. Ethical guidelines for professional practice will be analyzed.

Prerequisites: Permission of the instructor and graduate standing or permission of the instructor and PSY 202 (Abnormal Psychology), PSY 324 (Experimental Psychology), and either PSY 306 (Internship in Applied Psychology), PSY 332 (History of Psychology), PSY 334 (Psychological Assessment), PSY 341 (Child and Adolescent Abnormal Psychology), PSY 346 (Moral Development), PSY 352 (Cognitive Neuroscience), PSY 426 (Advanced Seminar in Applied Psychology), or PSY 439 (Community Psychology).

Writing, Linguistics, and Creative Process

WRT 536 Reading for Writers I (Primary Genre)   4 SH

This guided, self-designed course provides the writer with a foundation of readings in the genre. Under the guidance of a professional writer in the genre, each student will develop a substantial reading list of "classics" of the particular writing field as well as the work of important contemporary practitioners.

WRT 537 Reading for Writers II (Second Genre)   4 SH

The rationale for this course is the same as that for Reading for Writers I. However, depending upon the student's individual background and choices of genres, the second genre may be less familiar to the student and, therefore, may require extra attention. Under the guidance of a professional writer in the genre, each student will develop a substantial reading list of books the student should be familiar with.

WRT 539 Genre History, Criticism and Theory   4 SH

Under guidance of a professional writer or scholar in the writing field, the student will design a specific curriculum for achieving a working awareness of the history, range of criticism, and critical theory associated with the writing genre. Reading will certainly be a part of this, but papers or interviews, attendance at lectures, formal courses or other modalities may also be a part of this course.

WRT 542 Writing in the Primary Genre I   4 SH

With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course.

WRT 543, 579 Online Multi-Genre Workshops   4 SH

The student will participate regularly with student colleagues and with an instructor in on-line discussion of student work in multiple genres. The course will help students to develop the capacity to analyze, edit, and discuss their own work and the work of others. It will also train them to benefit from editorial observations and critiques. The workshop instructor may also introduce outside texts and writing exercises.

WRT 569 Internship or Teaching Practicum   4 SH

The program requires students to share their understandings as writers with others who want or need to write. The student will work as a teacher or coach of writing under the tutelage of a qualified mentor. Alternatively, the student may participate in an internship to gain hands-on experience in a chosen field. The student will be required to keep a journal of his or her experience and to write a substantial evaluation of the experience.

WRT 571 The Individual and Aesthetic Process   4 SH

The program requires students to develop a sense of their own voices and to learn how to be self-critical about their writing. The student will write a theory of writing that examines his or her own view of what makes effective and significant writing. The goal is to develop standards of value appropriate to the genre in which the writer wishes to excel. The writer must articulate a theoretical basis that involves awareness of critical perspectives on his or her principal genre.

WRT 576 Writing in the Primary Genre II   4 SH

This second required course in the primary genre will further develop the writer's skills. Again, students will research, develop, and write a project or projects for the course.

WRT 577 Writing in the Primary Genre III   4 SH

This third required course in the primary genre will further develop the writer's skills. Again, students will research,

develop, and write a project or projects for the course.

WRT 578 Writing in the Second Genre   4 SH

The professional writer needs the ability to move from one genre of writing to another. The program, therefore, requires the student to concentrate on a second genre of writing. With the guidance of a faculty mentor, the student will research, develop, and write a project or projects for this course.

WRT 582, 583 Online Multi-Genre Workshops   4 SH

The student will participate regularly with student colleagues and with an instructor in on-line discussion of student work in multiple genres. The course will help students to develop the capacity to analyze, edit, and discuss their own work and the work of others. It will also train them to benefit from editorial observations and critiques. The workshop instructor may also introduce outside texts and writing exercises.

WRT 584 Thesis   8 SH

The student will write a book-length piece of writing in the primary genre.   The writer will develop this thesis in consultation with a thesis director and second reader. The program requires students to complete the thesis in a publishable form as judged by the thesis advisor and M.F.A coordinator and reviewed by the M.F.A. committee.

SCHOOL OF PROFESSIONAL STUDIES

OVERVIEW

DEGREE PROGRAMS

Education and Educational Psychology

Ed.D. in Instructional Leadership

Master of Arts in Teaching in Secondary Education

Master of Science in Applied Behavior Analysis

Certificate in Applied Behavior Analysis

Master of Science in Education: Literacy and Language Arts

Master of Science in Education: Special Education K-12

Master of Science in Education: Option In Curriculum Leadership

Master of Science in Education: Option in Instructional Technology

Master of Science in Counselor Education: Clinical Mental Health

Master of Science in Counselor Education: School

Sixth-Year Certificate in Teaching English to Speakers of Other Languages (TESOL)

Nursing

Ed.D. in Nursing Education

Master of Science in Nursing: Adult-Gerontology Clinical Specialist

Master of Science in Nursing: Adult-Gerontology Nurse Practitioner

Post-Master's Certificate in Adult-Gerontology Nurse Practitioner

COURSES

Education
Educational Psychology
Health Promotions & Exercise Sciences
Nursing

SCHOOL OF PROFESSIONAL STUDIES

Joan Palladino, Interim Dean, WH 123

Phone: (203) 837-9500
eckertb@wcsu.edu

Maryann Rossi, Associate Dean, WH 121

Phone: (203) 837-8950
rossim@wcsu.edu

Elizabeth Koschel, Administrative Assistant, WH 123

Phone: (203) 837-8576
Fax: (203) 837-8526
koschele@wcsu.edu

Department

Education and Educational Psychology Chairperson

Catherine O'Callaghan, Chair / M.S. Ed/Coordina

*

Health Promotion and Exercise Sciences Co-Chairperson

Robyn Housemann, Chair, BR 230D, (203) 837-88

Health Promotion and Exercise Sciences Assistant Chairperson

Emily Stevens, BR 230E, (203) 837-3903

*

Nursing Chairperson

Jeanette Lupinacci, WH 107AE, (203) 837-8570

*

Social Work Chairperson

Karen Mclean, WH 101C, (203) 837-8937

Mission and Objectives

The mission of the School of Professional Studies is to prepare students to be highly competent professionals in education, nursing, health promotion, and social work. The programs in the school are nationally recognized for achieving high professional standards and intensive clinical experiences. The school recognizes the effect of a dynamic, changing society on these professions and is committed to responding positively to these changes. This is accomplished by close involvement with practicing professionals and timely updates to our programs of study.

The school actively contributes to the body of knowledge of these professions. Through applied research and scholarly activities, the faculty challenges students in scientific inquiry and performance-based practice. The school provides entry to these professions through initial preparation at the undergraduate level and further development through master's and doctoral programs.

Departments in the School of Professional Studies are responsive and creative in providing best-practice teaching methods in each of their disciplines. Each department uses evidence-based, experimental, teaching and learning methods and engages in interdisciplinary and collaborative efforts with other units within the university and the professional communities. The School of Professional Studies is the leading education center for western Connecticut in the professions of education, nursing, health promotions, and social work.

Graduate Degree Programs

Education and Educational Psychology

Doctor of Education in Instructional Leadership

Certificate for Intermediate Administration and Supervision (Endorsement 092)

Master of Arts in Teaching

Options:

      Secondary Education-Biology

      Secondary Education – Chemistry

      Secondary Education – English

      Secondary Education-Mathematics

      Secondary Education – Social Studies

      Secondary Education-Spanish

Master of Science in Applied Behavior Analysis

      Master's degree in Applied Behavior Analysis

      Certificate in Applied Behavior Analysis

Master of Science in Education

Options:

      Curriculum

      Instructional Technology (non-certification)

Master of Science in Education in Literacy and Language Arts

Master of Science in Education in Special Education (K-12)

Master of Science in Counselor Education

Options:

      Clinical Mental Health Counseling

      School Counseling

      Certificate

Nursing

Doctor of Education in Nursing Education

Master of Science in Nursing

      Adult-Gerontology Clinical Specialist

      Adult-Gerontology Nurse Practitioner

Post-Master's Certificate in Adult Nurse Practitioner

Admissions

Please refer to the department area in this catalog for specific procedures and requirements for admissions, or contact the Office of Graduate Studies at (203) 837-8243.

CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

Certificate in Applied Behavior Analysis

Stephanie Kuhn, Program Coordinator   Phone: (203) 837-3206
                                              kuhns@wcsu.edu

Faculty: J. Burke; S Kuhn.

WCSU offers a graduate certificate approved by the Behavior Analyst Certification Board®, Inc. (BACB®), to prepare students for the national certification examinations sponsored by the BACB. All four courses are offered online and can be completed in one year to earn the certificate.

Two Online Behavior Analysis Certificates

Board Certified Assistant Behavior Analyst (BCaBA) Certificate

This 16-credit, four-course sequence is designed for people who have completed an accredited bachelor's degree. Completion of the four-course sequence and completion of 1,000 hours of supervised independent fieldwork in behavior analysis make the student eligible to take the BCaBA certification examination sponsored by the BACB®. Visit http://bacb.com for more information.

B*oard Certified Behavior Analyst (BCBA) Certificate*

This 19-credit, five-course sequence is designed for people who have completed an accredited graduate degree. Completion of the five-course sequence and completion of 1,500 hours of supervised independent fieldwork in behavior analysis make the student eligible to take the BCBA certification examination sponsored by the BACB®. Visit http://bacb.com for more information.

From the BACB.com website

Eligibility to sit for the BCBA certification examination requires the completion of Sections A and B below and compliance with all other rules and requirements of the BACB.

A. Degree Requirement:

Possession of a minimum of a bachelor's and master's degree that were conferred in behavior analysis or other natural science, education, human services, engineering, medicine, or a field related to behavior analysis and approved by the BACB from any of the following:

1. United States or Canadian institution of higher education fully or provisionally accredited by a regional, state, provincial, or national accrediting body or

2. an institution of higher education located outside the United States or Canada that, at the time the applicant was enrolled and at the time the applicant graduated, maintained a standard of training equivalent to the standards of training of those institutions accredited in the United States.

B. Training and Experience Requirements

Course work: The applicant must complete 225 classroom hours of graduate-level instruction (see Acceptable Course work below) in the following content areas and for the number of hours specified:

- Ethical considerations-15 hours

- Definition and characteristics and principles, processes and concepts-45 hours

- Behavioral assessment and selecting intervention outcomes and strategies-35 hours

- Experimental evaluation of interventions-20 hours

- Measurement of behavior and displaying and interpreting behavioral data-20 hours

- Behavioral change procedures and systems support-45 hours

- Discretionary-45 hours

Acceptable Course work: College or university courses in behavior analysis that are taken from an institution that meets the requirements specified in Section A.

Students are required to visit http://bacb.com to fully understand the requirements to sit for the examinations and become certified.

Admission Requirements

1. Application to the Office of Graduate Admissions and a $50 application fee. Online application: www.wcsu.edu/graduate/application.asp

2. Applicants for the BCaBA Certificate program must hold a baccalaureate degree from an accredited institution of higher education, and for the BCBA Certificate program must hold a graduate degree from an accredited institution of higher education.

3. One transcript mailed to the Office of Graduate Admission office from each college or university previously attended, including all grades and degrees earned.

Transcripts should be forwarded to: WCSU, 181 White Street, Danbury CT 06810 (Attention: Office of Graduate Admissions).

Courses are 100% Online

EPY 641	Applied Behavior Analysis I	4 SH
EPY 642	Applied Behavior Analysis II	4 SH
EPY 643	Applied Behavior Analysis III	4 SH
EPY 644	Applied Behavior Analysis IV	4 SH
EPY 645	Applied Behavior Analysis V	3 SH

Courses must be taken one at a time and in this sequence. No transfer credits allowed in this program.

SIXTH-YEAR CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Catherin O'Callaghan, Graduate Coordinator, Phone: (203) 837-3267
ocallaghanc@wcsu.edu

Ana Cangialosi, Department Secretary, WH 128 Phone: (203) 837-8510
canglialosia@wcsu.edu
Fax: (203) 837-8413

Faculty: J. Burke; K. Campbell; T. Canada; J. Caruso; M. Daria; M. Delcourt; N. DeRonck; J. Jaslow; S. Kuhn; G. Lomas; C. O'Callaghan; J. Piro; D. Shaw

Program Overview and Mission

The mission of the Sixth Year TESOL program is to prepare educators to work collaboratively in varied settings and cultural contexts to assist English language learners. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in schools and communities to impact student learning.

Goals, Objectives, and Learning Outcomes of the Sixth Year TESOL Program

The goals, objectives and learning outcomes of WCSU's Sixth Year TESOL Program are varied and are critical to facilitate the development of educators to work with English language learners. The program is designed to prepare educators to:

A. Graduates of the program will be demonstrate and apply knowledge of content;

 1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for English language learners as indicated by the design of learning segments.

B. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of English language learners;

 1. Understand the role of culture and linguistics in second language acquisition.

 2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on student learning.

C. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals;

 1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by practicum performance.

D. Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.

 1. Demonstrate expertise in working collaboratively with colleagues to design instruction for English language

learners as indicated by practicum performance.

Admission Requirements

Applicants who wish to be admitted to the program must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee: Online application – http://wcsu.edu/graduate/application.asp
2. One official transcript mailed (not hand-delivered) to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree.
3. Minimum graduate cumulative grade point average of at least a 3.0
4. A copy of a valid teaching certificate in elementary and/or secondary education
5. Evidence of an earned undergraduate and master's degree from an accredited institution of higher education

Program Entry Interviews and Academic Planning

Each candidate must meet with the graduate coordinator to discuss and plan the academic program.

This program is a certificate program and is not eligible for financial aid.

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: www.livetext.com. If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, ocallaghanc@wcsu.edu.

Certificate Requirements

ED 608 Sociolinguistics and Literacy Learning	3 SH
ED 619 Theory and Principles of Bilingual Education	3 SH
ED 622 Approaches and Methods for Teaching Second Language Learners	3 SH
ED 623 Second Language Acquisition	3 SH
ED 624 Assessment for Second Language Learners	3 SH
ED 625 Academic Language and Literacy for Second Language Learners	3 SH
ENG 506 History of English Language and Linguistics	3 SH
ENG 517 English Grammar	3 SH
	*
ED 627 TESOL Practicum Grades K-12	6 SH
	*
Total Credits for Certificate	30 SH

Education

ED 500 Contemporary Educational Issues   3 SH

This course examines current issues in education, explores their historical and philosophical roots, and critically analyzes possibilities for the future of education. This foundations of education course will examine important philosophical views influencing education today, thereby, assisting you in examining your own philosophical perspective. These views will be presented by a variety of guest speakers. You will then have the opportunity to discuss both the presentation and information in selected readings. In addition, the course is designed to provide different views of educational and social issues which affect the teaching/learning process. *Pre-requisite*: admission to the Master of Arts in Teaching program or permission of the chair of the Education and Educational Psychology Department.

ED 501 Introduction to Educational Research   3 SH

This course is designed to introduce students to qualitative and quantitative research methodologies that are useful in educational settings. Students will address problems relevant to current educational demands, analyze and interpret relevant research studies, develop a rationale for qualitative and quantitative research studies, design research procedures to answer pertinent educational questions, and examine aspects of education significant to the students' educational practice.

ED 502 Secondary Student Teaching (Grades 6-12) for the M.A.T. Program   6 SH

Designed to support candidates in the Master of Arts in Teaching program, this course provides experience in planning, conducting instructional activities, and assessing student performance in a secondary school under the guidance of a trained cooperating teacher. Full-time for one semester. Includes a weekly seminar. *Prerequisite*: admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology. Students are urged not to be employed during the student-teaching program.

ED 503 Educational Psychology   3 SH

This course provides a constructivist approach to child growth and human development, specifically focusing on the ways that concepts and principles from research and theory may be applied in the classroom. Learning will be viewed through a developmental approach. *Prerequisite*: admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology. Students are urged not to be employed during the student-teaching program.

ED 507 Research Based Classroom Practice   3 SH

This course introduces candidates to the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges. Candidates practice the elements of quality learning, differentiating instruction, monitoring instruction, and classroom management.

ED 514 Teaching Reading in the Content Areas   3 SH

This course will prepare candidates to intergrate the Common Core Standards for English Language Arts into various content-area subjects. Students will prepare integrated lesson plans for actual use in an urban middle school classroom that includes elements of comprehension, vocabulary development, and fluency, as well as a writing component. Students will also learn to differentiate their literacy compontents to meet the needs of English Langauge Learners and special-needs students, to prepare students for the CAPT tests, and to meet their inquiry-based research needs. A variety of speakers, real life situations, and field trips will also be included in the course. *Prerequisite:* acceptance into the Master of Arts in Teaching or M.S. in Education programs or permission of the department chair.

ED 515 Curriculum Leadership in the Elementary School   3 SH

This course will provide elementary educators with the skills to increase student achievement by designing standards-based differentiated learning and an assessment environment that meets diverse needs. Participants will gain knowledge of curriculum research, trends, design, and assessment and how to use differentiated instruction to vary interest, readiness, content, process, learning and product in student learning. *Prerequisites*: M.S. in Education and M.A.T. candidates or department chair permission.

ED 517 Developmental Reading in the Elementary School   3 SH

Designed as a basic course in the instruction of reading in the elementary school, this course offers a comprehensive study of the reading process and the theoretical and practical aspects of a developmental program.

ED 519 Improving Thinking Skills   3 SH

This course is designed to examine the nature of the thinking process and to help teachers improve their students' ability to think. Focus is on the utilization of a taxonomy of thinking skills, which facilitates the thinking process.

ED 520 Teaching History and Social Studies in Secondary Schools   3 SH

This course will provide candidates for certification in secondary education with the knowledge and skills to create effective social students lessons and units. An interdisciplinary approach to social studies will link history, geography, economics, and civic education. A variety of forms of instructional technology will be infused throughout the course. This course also will provide classroom management techniques for maintaining an environment that is conducive to learning. Assessment and data management will be explored.

ED 521 Teaching English/Language Arts in Secondary Schools   3 SH

This course examines the theories and practices shown to produce effective teaching and learning in the secondary school English/Language Arts class. Primary emphasis is placed on the content of the English language curriculum articulated in state and national standards and on methods for making that content accessible to diverse student populations found in public schools. Candidates for teacher certification are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. In addition, they examine current curricular reform movements and consider their impact on English education in the secondary school.

ED 525 Teaching Children with Learning Disabilities   3 SH

The focus of this course will be on the study of problems of children who have discrepancies between ability and achievement. Types of learning disabilities and their etiology, including physiological aspects, will be explored. Study of the disabilities of perception, cognition, and communication as they pertain to intellectual development and classroom performance will be approached through research, case studies, and field experience. Interdisciplinary resources will be used.

ED 527 Differentiating Instruction   3 SH

This course provides opportunities for the developing educator to explore differentiating instruction for all learners. Course participants will have opportunities to reflect on classroom practices regarding planning/differentiation/assessment and move toward responsive teaching. *Prerequisites*: M.S. in Education candidates or permission of the department chair.

ED 530 Curriculum Leadership in the Secondary School   3 SH

This course will provide secondary educators with the skills to increase student achievement by designing standards-based differentiated learning and an assessment environment that meet diverse needs. Participants will gain knowledge of curriculum research, trends, design, and assessment and how to use differentiated instruction to vary interest, readiness, content, process, learning, and product in student learning. *Prerequisites*: M.S. in Education and M.A.T. candidates or department chair permission.

ED 532 Computer Literacy in Education   3 SH

This course, developed for educators, provides information about the use of computers in education and addresses issues pertinent to computer curriculum development, integration, implementation, and evaluation.

ED 535 Developmental Reading in the Secondary School   3 SH

This basic course emphasizes the role of reading and the application of reading and study skills in the various subject areas of the secondary school.

ED 538 Electronic Portfolio Development for Educators   3 SH

This instructional technology course will assist K-16 educators to construct personal, dynamic, standards-based electronic portfolios that include text, audio, graphics, photos, internet links, and state-of-the-art hypermedia. *Prerequisite*: basic computer competency and Internet skills.

ED 539 Developing Cultural Diversity Through Virtual Field Trips   3 SH

This course prepares educators to use internet-based virtual field trips (VFT) to develop an appreciation for cultural diversity, stimulate K-12 student learning, and increase academic achievement. A variety of VFT are designed to involve educators in constructivist teaching, intercultural communication, and the emerging global culture. *Prerequisite*: basic computer literacy and Internet skills.

ED 545 Teaching Children with Emotional and Behavioral Disturbances   3 SH

This course introduces the characteristics and needs of children with serious emotional disturbances (SED) and other behavioral challenges. It includes a survey of historical perspectives, trends and issues, theoretical viewpoints, diagnostic and prescriptive assessment practices, and intervention approaches. Emphasis will be placed on the manner in which SED affects social, psychological, and academic growth in children and adolescents. In addition, approximately half the course will be spent discussing instructional strategies to address students' individual needs with an emphasis on inclusionary practices.

ED 546 Inquiry in the Classroom   3 SH

This course introduces candidates to inquiry in the context of the classroom. Candidates explore appropriate resolutions to questions and issues, learning how to create knowledge from this questioning to enhance students' learning in the classroom. Assessment, qualitative, quantitative, and action research methodologies are applied to instructional decision making. *Prerequisite*: admission to the Master of Arts in Teaching program.

ED 548 Analysis of Reading Difficulties   3 SH

This course focuses on the study of both the word-centered and comprehension-centered methods of analyzing strengths and needs in reading, along with an examination of data related to problems in reading. Emphasis is on understanding the rationale and procedures for using selected individual diagnostic instruments; administering a variety of such instruments; interpreting the results, and reporting diagnostic information to parents and to other professionals. *Prerequisite*: ED 517 or ED 535.

ED 556 Curriculum Development Using Instructional Technology   3 SH

This course allows educators to learn aspects of the Internet information highway, i.e., researching historical documents, engaging in teacher-to-teacher dialogue, investigating scientific discoveries, joining education debates, and uncovering an unlimited amount of available resources for the K-12 educator. Prior computer skills are not necessary. *Prerequisite*: word-processing competency.

ED 557 Computers in Special Education   3 SH

This course will examine recent technological advances in technology to evaluate and help exceptional students realize their full potential. Technological advances will enable the design of learning and living environments that substantially reduce functional limitations resulting from sensory and physical disabilities. *Prerequisite*: three semester hours in special education and word-processing competency.

ED 558 Computers in Distance Learning   3 SH

In this course, students will develop proficiency in distance-learning skills and electronic interaction. Mixed-media tools will be used to improve subject matter expertise, instructional design, teaching strategies, media usage, tutoring, and counseling. *Prerequisite*: word-processing competency.

ED 559 Educational Computer Simulations   3 SH

In this course, teachers learn how to use PK-12 educational computer simulations to refine basic learning skills and master content areas. Demonstrations and evaluations of interactive software and digital hypermedia simulations will be included. Participants will use computers during each class. *Prerequisite*: minimal computer skills and knowledge of the internet.

ED/BIO 566 Teaching Science in Secondary Schools   3 SH

This course is designed to foster confidence in teaching secondary science to middle or high school teachers (6-12). The course will focus on the nature of science; instructional strategies; fostering development of science concepts; mastering of process skills, organization, and assessment; and growth of positive attitudes in the areas of science. *Prerequisite*: Admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology or (non-M.A.T.) admission to the Professional secondary education teacher preparation program. *Corequisite*: registration in secondary education professional semester courses.

ED/BIO 605 Applied Research Techniques in Biology   3 SH

Students will acquire and apply skills and techniques for designing and conducting laboratory, field, or computer-based research projects in the biological and environmental sciences. Under the supervision of a faculty member, students will design research questions; articulate testable hypotheses; design, set up, and conduct experiments, including analysis of data that may be used in school settings. *Prerequisites*: admittance to the MAT Biology or M.A. Biology degree program or permission of the department chair.

ED/SPA 567 Applied Linguistics in Spanish   3 SH

This course provides a specific analysis of complex grammar structures and their relationship to learning and teaching Spanish as a second language and also Spanish for heritage speakers. It highlights specific problem areas for students and involves the practical application of theories to classroom learning and teaching. *Prerequisite*: admission to the Master of Arts in Teaching program or permission from chairs of the Department of Education and Educational Psychology and Dept. of World Languages and Literature.

ED/SPA 568 Teaching Spanish in Secondary Schools: Content and Pedagogy   3 SH

This course provides candidates in the Master of Arts in Teaching program with an understanding of the methods and materials needed to become a competent teacher of Spanish at the secondary level. Emphasis is on making content knowledge accessible to diverse student populations. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. The course will include an examination of the current curricular reform movements and their impact on the teaching of Spanish in the secondary school. Implications of state and national standards are considered. This course will be taught by a member of the World Languages and Literature Department. Candidates must receive a grade of B or higher in order to enroll in student teaching. *Prerequisite*: admission to the Master of Arts in Teaching program or permission from chairs of Department of Education and Educational Psychology and Department of World Languages and Literature.

ED 571 Urban Education Experience   3 SH

This course is designed to enhance participants' knowledge of urban schooling as related to the dynamics of race, class, and culture through the analysis of historical, socioeconomic, and political factors influencing urban education. The distribution of opportunity is explored through instructional and organizational practices designed to close the achievement gap and build positive school cultures. *Prerequisite*: M.S. in Education and M.A.T. candidates or department chair permission.

ED 572 Career Education and Development   3 SH

This course provides exploration, investigation, and experience in methods, models, and resources for developing and maintaining career planning and vocational guidance services in public and private educational agencies. Investigation in major theories in education and career development. This course is offered online in the spring only.

ED 576 Learning, Coaching, and Reflective Practice   3 SH

This course provides opportunities for the active, developing classroom practitioner to explore exceptional learning practices, peer-coaching techniques, and methods of reflective practices. *Prerequisite*: M.S. in Education candidates.

ED 578 Teaching the Gifted and Talented   3 SH

Students in this course will research and explore areas of human talent. Related issues and problems of the gifted will be investigated along with strategies for working with the gifted. Students will also develop an understanding of formal and informal assessment and evaluation techniques.

ED 585 Introduction to Community and School Counseling   3 SH

This course offers an introductory professional socialization to the field of counseling. The course provides a survey of the history, philosophy, theoretical foundations, standards, work settings, and relationships between counseling and other helping professions. In addition, the course will introduce the student to timely counseling topics such as:ethics, assessment, consultation, prevention, and accountability as well as the challenges facing counseling in the 1990s, such as family, feminist, multicultural, and developmental perspectives. *Prerequisite*: Admission to counselor education program or permission of chair of Department of Education and Educational Psychology.

ED 586 Theories of Counseling   3 SH

This course examines a variety of counseling theories, their philosophical assumptions, hypotheses, the therapeutic process inherent in each, and the expected outcomes of successful counseling. *Prerequisite*: admission to counselor education program or permission of chair of the Department of Education and Educational Psychology.

ED 587 Counseling Diverse Populations   3 SH

This course will critically analyze data and propose concepts of cross-cultural counseling appropriate to most culturally diverse groups in the United States. Case studies will be utilized. *Prerequisites*: ED 585 and ED 586.

ED 591 Independent Thesis Research in Education   6 SH

This course is designed for students fulfilling the thesis requirements for the M.S. in Education degree who have submitted an acceptable thesis outline and choose to work independently on thesis research and writing. Individual conferences with the thesis adviser are scheduled as needed. Credit will be granted upon submission of one copy of an approved final draft of the thesis and thesis abstract. *Prerequisite*: ED 501.

ED 592 Capstone Project in Education   3 SH

This course requires educators to complete a capstone project based on PK-12 professional practices. *Prerequisites*: completion of a total of 18 graduate semester hours, ED 501, and specific department requirements or admission to the Master of arts in Teaching Program and ED 501.

ED 593 Standards, Mandates, and Legal Issues in Teaching   3 SH

This course explores Connecticut State Department of Education documents relevant to the education of secondary education educators and identifies standards appropriate to their identified special program alignment. Teacher candidates will prepare for the Beginning Educator Support and Training program assessment standards and will have opportunities to discuss the student-teaching experiences and observed "best practices." *Prerequisite*: admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology.

ED 594 Community Reading Practicum   3 SH

This course focuses on practical applications of teaching reading in diverse educational environments. Placements will be based on teaching experience, professional goals, and community needs. *Prerequisite*: completion of 15 semester hours in the M.S. in Education (reading option), including ED 514, ED 517 or ED 535, and ED 548.

ED 598 Faculty-Developed Course
This experimental course is offered by the Department. of Education and Education Psychology as a means of determining its value to the total program or in response to a particular request from a group of students.

ED 599 Student-Developed Study
This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. The vehicle may be utilized more than once. *Prerequisite*: written permission of the faculty sponsor and chair of the Department of Education and Educational Psychology. Registration through the Division of Graduate Studies Office is required.

ED 606 Teaching Students with Multiple and Severe Disabilities   3 SH
This course is designed for teachers who work with students with multiple, low-incidence, and severe disabilities. The course focuses on inclusive, holistic ways of meeting the diverse needs of students by focusing on sensory-motor development, physical management in the classroom, and augmentative communication. Topics of study include working with families, assessment of issues and development of strategies, integrating health care needs, and self-care and mealtime skills. Students will participate in a 20 hour field experience within a special education setting. (3 credits).

ED 607 Language Development   3 SH
This focus of this course is to provide the basis for the teacher candidate to shape and to inform language development in children. The framework for optimum practice includes knowledge of the following areas: foundations of language development; theoretical models of language development; child development and its impact on language; cognitive bases of language; language research and analysis; language for school learning; early interventions for language impairments and second language acquisition. A field experience is required.

ED 608 Sociolinguistics and Literacy Learning   3 SH
A framework for understanding the cognitive and socio-cultural factors that affect the acquisition and development of language and literacy will be examined. Cognitive factors affecting young children's literacy learning will include phonological awareness, a psycho-linguistic model of learning to read and write, acquiring the alphabetic principle, brain research and literacy, research on early instruction and determinants of difficulties in learning to read, and connecting early language to literacy. Socio-cultural factors including language and thought, socio-economic levels literacy development, language and regional dialects, language and culture, social languages and standard language, and gender variations in language strategies and their use.

ED 609 Assessments in Reading and Language Arts   3 SH
This course will emphasize the use of multiple forms of assessment to monitor the literacy growth development of students in P-12 classrooms with diverse populations having a wide range of literacy development; including students whose native language is not English, those with special needs and struggling readers and writers. Course participants will learn how to use assessment data to inform their teaching and to use differentiated instruction to meet the special needs of all learners. The role of technology will be explored as a viable tool in assessment as in the creation of digital portfolios. The required field experience includes tutoring a student with special needs in reading and writing over the course of the semester leading to the creation of a portfolio for the tutee.

ED 610 Exploring Children's and Adolescent Literature and Digital Literacies   3 SH
An examination of children's and adolescent literature will be offered. Personal and academic values that various types of literature offer to literacy growth will be explored. The variety of literature categories to support literacy and content learning will be provided. An emphasis on multicultural and international literature to enrich students'

lives is an important focus of the course. Course participants will be engaged in planning the literature curriculum for students in grades K-12. A field experience is required in this course.

ED 611 Action Research in Literacy Leadership   3 SH

This course focuses on supervised research in the area of literacy. Each student will be required to identify a literacy strategy or curriculum to research, identify current theory and practice and then design an action research project to explore the topic. Candidates must submit their action research proposal to the IRB for approval. Prerequisite: Completion of 21 graduate credits or permission of the program coordinator.

ED 612 Practicum in Reading and Literacy K-5   3 SH

Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the early childhood level and one at the childhood level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 613 Practicum in Reading and Literacy 6-12   3 SH

Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the middle school level and one at the high school level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 614 Advanced Diagnosis and Remediation of Reading Disabilities   3 SH

This course will emphasize the use of multiple forms of assessment to monitor the literacy growth development of students in elementary classrooms with diverse populations having a wide range of literacy development; including students whose native language is not English, those with special needs and struggling readers and writers. Course participants will learn how to use assessment data to inform their literacy leadership and to use differentiated instruction to meet the special needs of all children. The role of technology will be explored as a viable tool in assessment as in the creation of digital portfolios. The required field experience includes working with a teaching tutoring a student with special needs in reading and writing over the course of the semester leading to the creation of a portfolio.

ED 615 Organization, Administration, and Evaluation of Reading Programs   3 SH

This course provides literacy consultant candidates with a framework to organize, administer, and evaluate reading programs. State laws, trends and issues related to the administration of reading programs will be explored. Instructional issues and reading programs for pre-K through adult learners will be examined. Includes censorship issues, textbook/test adoption procedures, roles and responsibilities in the reading program, staff development and change strategies.

ED 616 Practicum in Reading and Language Arts Consultant   3 SH

Course participants will be engaged in a supervised practicum in reading and language arts consulting. Course participants will use their content and pedagogical knowledge and skills to organize, administer, and evaluate a reading program. Experiences in creating and leading professional development will be included. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 617 Assessments in Special Education   3 SH
This course deals with the appropriate selection, administration, and interpretation of assessment techniques and measures in order to identify students for special education. The course will familiarize the student with basic assessment terminologies and principles as well as various tests measuring achievement, aptitude, readiness, and social skills. Focus of the course will be on the use of assessment information to determine special education eligibility, identify current academic and nonacademic performance, set instructional goals, monitor progress, develop classroom assessments and determine the effectiveness of instruction. The required field experience includes tutoring a student with special needs over the course of the semester leading to the creation of a case study report.

ED 618 Collaborative Program Planning   3 SH
This course deals with the models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to include students with disabilities and other special needs in general education classes. Strategies for working with regular classroom teachers; support services personnel, paraprofessionals, and other individuals involved in the educational program will be explored. The collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom will be discussed. A field experience is included.

ED 619 Theory and Practice in Bilingual Education   3 SH
The focus of this course is to examine the theoretical framework, historical development, present status and future of bilingual education in the United States. Current curricula, testing, evaluation, and school-community relationships in bilingual settings will be explored. A fieldwork experience is required.

ED 620 Practicum in Teaching Special Education Students Grades K-5   3 SH
Course participants will be engaged with elementary school students who have special needs. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 621 Practicum in Teaching Adolescent Students with Special Needs (Grades 6-12)   3 SH
Course participants will be engaged adolescent students who have special needs. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 622 Approaches and Methods for Second Language Learners (Grades K-12)   3 SH
This course will enable students to explore theories, pedagogical considerations and current methodology in the teaching of second language learners in secondary school. Research-based instructional practices such as the Sheltered Instruction Observation Protocol (SIOP) will be presented. Differentiated instruction for second language learners with special needs will be discussed. Issues and methods for assessment of second language learners will be investigated. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork experience of 25 hours is required.

ED 623 Second Language Acquisition (SLA)   3 SH
This course is designed to help students comprehend first and second language acquisition. In understanding the processes of language acquisition, students will be better equipped to design instructional strategies that facilitate

Second/English Language Learners' language acquisition, and create supportive environments. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment.

ED 624 Assessment for Second Language Learners (Grades K-12)   3 SH
This course will prepare students to differentiate between student-learning difficulties due to exceptionality and those due to insufficient supports in second language acquisition Theoretical and practical study of instruments and procedures used for assessing bilingual students will be included. Formal and informal methods of evaluation, including issues of valid and non-biased assessment tools, will be examined for use in the assessment of language skills and academic proficiency. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork requirement of 10 hours is included.

ED 625 Academic Language and Literacy for Second Language Learners (Grades K-12)   3 SH
This course will focus on current approaches and theories of second language literacy, with a focus on academic discourse and the integration of reading and writing. Review of research on best-practices for instruction in second language reading and second language writing will be included. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork requirement of 10 hours is included.

ED 627 Practicum in Teaching English to Second Language Learners (Grades K-12)   3 SH
Course participants will be engaged with students who are second language learners. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for ELLs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 690 Non-Thesis Project for Second M.S. Degree   6 SH
A student-designed culminating project for the non-thesis approach when working towards a second M.S. degree. The topic and topical outline must be approved by both the appropriate program coordinator and the Dean of Professional Studies.

ED 726 Child and Adolescent Development   3 SH
The focus of this seminar course will be on child and adolescent development through the analysis of case studies. In addition to analyzing case studies, the student will develop a case study.

ED 733 Staff Development Seminar   1-6 SH
This course is designed to meet the in-service (staff development) needs of specific school personnel of local school systems. The objectives of the course will be jointly developed by the Department of Education and Educational Psychology and the local school system(s).

Doctor of Education in Instructional Leadership:Core Courses in Theory and Foundation
ED 800 Foundations of Instructional Leadership   3 SH
This course will prepare classroom practitioners to identify and apply ethical and professional constructs of leadership to affect change. Topics include the history, philosophy, and social psychology of instructional leadership and educational reform. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 801 Group Leadership, Group Processes, and Team Building in Education   3 SH
This course will introduce students to the theories and practices of group leadership, skill development, group process, and the enhancement of cooperative academic-learning climates. Students will acquire knowledge about the

principles of effective team building, faculty teamwork, conflict mediation, cooperative learning, and collaboration based upon theories of group-process dynamics. Emphasis will be placed on the development of leadership skills to enhance social, psychological, cultural, organizational, and emotional influences on the development of the group and to promote interpersonal learning in order to achieve educational goals and objectives. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 802 Emerging Instructional Technologies   3 SH
Teachers will identify, analyze, and project the roles of emerging technologies and related achievements to school reform and improvement. This course will enable classroom practitioners to plan for the integration of emerging technologies in instruction, research, and assessment. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 803 National Standards, Current Practices, and Policies in Education (Summer Institute)   3 SH
This course will be conducted as a summer institute. A variety of local and state experts in education will provide students with contemporary information about state and national policies and standards as well as theory and research related to best educational practices. This course will make extensive use of online Internet access to national, regional, and state organizations and agencies involved in standards-based reform. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 804 Learning, Cognition, and Teaching   3 SH
Using many original sources, this course represents a detailed consideration of human growth and development in the principle schools of psychology and related social sciences. Participants will investigate the application of these concepts to educational settings. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 805 Research and Evaluation in Education   3 SH
The purpose of this course is to introduce theories and models of evaluation as applied to educational programs and administrative systems. The course will provide graduate students with the necessary skills to conceptualize an evaluation design, select appropriate techniques, and conduct an evaluation within the infrastructure of an educational institution. This course will assist the learner in understanding administrative educational systems and methodically assessing an aspect of a particular system. *Prerequisites*: acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861, and ED 865.

Doctor of Education in Instructional Leadership: Areas of Specialization
ED 660 Internship and Seminar in Educational Leadership: Theory, Research, and Practice I   3 SH
This is part I of a supervised administrative internship and accompanying seminar in an organizational setting where interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio. In addition to the seminar requirements, each candidate will be working on-site with an administrative mentor under the supervision of a member of CCSU's/WCSU's faculty, who will be the university supervisor. The internship, parts I and II, will extend over two semesters. All candidates are required to log a requisite number of hours each semester as specified by the Educational Leadership Constituent Council and are required to complete school-based activities, as well as district-based activities. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program and the Certificate for Intermediate Administration or Supervision program (Endorsement 092).

ED 665 Internship and Seminar in Educational Leadership: Theory, Research, and Practice II   3 SH
This is part II of a supervised administrative internship and accompanying seminar in an organizational setting where interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio. In addition to the seminar requirements, each candidate will be working on-site with an administrative mentor under the supervision of a member of CCSU's/WCSU's faculty, who will be the

university supervisor. The internship, parts I and II, will extend over two semesters. All candidates are required to log a requisite number of hours each semester as specified by the Educational Leadership Constituent Council and are required to complete school-based activities as well as district-based activities. Prerequisites: acceptance into the Doctor of Education in Instructional Leadership program, the Certificate for Intermediate Administration or Supervision program (Endorsement 092), and completion of ED 660.

ED 820 Topics in Curriculum and Instruction   3 SH

This course deals with current developments in scientific research, public policy, and/or educational practice related to curriculum, instruction, assessment, and leadership within schools. It is designed to keep students abreast of developments that affect or have the potential to affect decisions about curriculum design, choice of instructional strategies, and program implementation. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 821 Leadership Assessment and Development   3 SH

This course is designed to help students examine and develop competencies that characterize successful leaders in education and related professions. Students will analyze theories underlying the assessment of leadership abilities and examine the structure of the construct of leadership. They will also engage in self-assessment, creating a leadership plan that outlines long-term and short-term goals for the development of leadership competencies. Students will be able to update their progress through revision and periodic review of this leadership plan. *Prerequisites*: acceptance into the Doctor of Education in Instructional Leadership program and ED 800.

ED 822: Talent Development Across the Curriculum   3 SH

This course investigates the value of multiple intelligences and other cognitive-developmental theories. Students will modify or design integrated curriculum for the classroom. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 823 Models of Creative Thinking   3 SH

Problem-solving and creative-thinking issues are demonstrated, critiqued, and discussed. Strategies will pertain to all curricular areas. Participants will reflect on their own cognitive processes. Connections will be made to national standards in education. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 824 Diversity Issues in Schools   3 SH

This course will assist educators in developing a pluralistic and global perspective about the equitable education of diverse students. Participants will investigate the philosophical, social, and historical foundations of multicultural education while developing leadership skills that promote social harmony, cultural integration, and student achievement. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 826 Quantitative and Qualitative Applications of Educational Research   3 SH

The purpose of this course is to extend students' research skills to examine and apply the knowledge found in professional journals and other sources. These skills will be enhanced in the context of both quantitative and qualitative paradigms. *Prerequisites*: acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861, and ED 865.

Doctor of Education in Instructional Leadership:Inquiry Strategies and Dissertation Sequence
ED 860 Quantitative Methods Applied to Educational Research   3 SH

This course provides the basis for understanding, applying, and interpreting univariate statistics and multiple correlations in educational settings. The student will relate specific quantitative research questions and hypotheses to appropriate statistical procedures as well as analyze each procedure using appropriate software. Students will use data sets that apply directly to educational research. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; EPY 505 or equivalent course.

ED 861 Qualitative Methods Applied to Educational Research   3 SH

This course conveys the history and characteristics of qualitative methodology used in educational settings. A theoretical and practical examination of qualitative methods will include the use of action research as students gain experience in employing qualitative techniques and analyses. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; EPY 505 or equivalent course.

ED 865 Introduction to Educational Research Designs   3 SH

This course conveys the orientation and strategies needed to employ both quantitative and qualitative methodologies of research and investigation in the field of education. Topics include an examination of significant designs, their relations to specific types of research questions, hypotheses, descriptions of subjects, data collection procedures, and analyses. Limitations to each design will also be thoroughly examined. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 860 and ED 861.

ED 881 Dissertation Seminar 1   3 SH

Students will be guided through the research process as they complete their dissertation proposals, begin the literature review for their investigations and describe the methodologies necessary for their projects. In this seminar approach, students will work with their dissertation advisers both individually and in small groups. *Prerequisite*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861 and ED 865; satisfactory completion of comprehensive exams.

ED 882 Dissertation Seminar 2   3 SH

Students will defend their proposals and make the necessary arrangements to begin their investigations, by completing the review of the literature, obtaining consent from subjects and beginning the data-collection process. Students will work with their dissertation advisers both individually and in small groups. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, and ED 881; satisfactory completion of comprehensive exams.

ED 883 Dissertation Seminar 3   3 SH

Dissertation data collection and writing will commence. Students will work with their dissertation advisers both individually and in small groups. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, and ED 882; satisfactory completion of comprehensive exams.

ED 884 Dissertation Seminar 4   3 SH

Dissertation research will be completed, and thesis writing will continue. Students will work with their dissertation advisers both individually and in small groups. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, ED 882, and ED 883; satisfactory completion of comprehensive exams.

ED 885 Dissertation Seminar 5   3 SH

Students will complete their research and writing. They will also prepare to defend their investigations. Students will work with their dissertation advisers both individually and in small groups. Candidates will also prepare future presentations and publications. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, ED 882, ED 883, and ED 884; satisfactory completion of comprehensive exams.

ED 886 Continuing Research   0-6 SH

Course description varies with the needs of the students. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program and written permission of the primary adviser and program coordinator. Registration through the Office of Graduate Admissions is required.

ED 898 Faculty-Developed Study   1-6 SH

Course description varies with the needs of the program and/or its students. *Prerequisite*: Acceptance into the Doctor of Education in Instructional Leadership program.

ED 899 Student-Developed Study   1-6 SH
Course description varies with the needs of the program and/or its students. *Prerequisites*: aAceptance into the Doctor of Education in Instructional Leadership program and written permission of the faculty sponsor and program coordinator. Registration through the Office of Graduate Admissions is required.

Doctoral Course Descriptions – Instructional Leadership and 092 Certification

Doctor of Education in Instructional Leadership:Core Courses in Theory and Foundation

ED 800 Foundations of Instructional Leadership   3 SH

This course will prepare classroom practitioners to identify and apply ethical and professional constructs of leadership to affect change. Topics include the history, philosophy, and social psychology of instructional leadership and educational reform. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 801 Group Leadership, Group Processes, and Team Building in Education   3 SH

This course will introduce students to the theories and practices of group leadership, skill development, group process, and the enhancement of cooperative academic-learning climates. Students will acquire knowledge about the principles of effective team building, faculty teamwork, conflict mediation, cooperative learning, and collaboration based upon theories of group-process dynamics. Emphasis will be placed on the development of leadership skills to enhance social, psychological, cultural, organizational, and emotional influences on the development of the group and to promote interpersonal learning in order to achieve educational goals and objectives. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 802 Emerging Instructional Technologies   3 SH

Teachers will identify, analyze, and project the roles of emerging technologies and related achievements to school reform and improvement. This course will enable classroom practitioners to plan for the integration of emerging technologies in instruction, research, and assessment. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 803 National Standards, Current Practices, and Policies in Education (Summer Institute)   3 SH

This course will be conducted as a summer institute. A variety of local and state experts in education will provide students with contemporary information about state and national policies and standards as well as theory and research related to best educational practices. This course will make extensive use of online Internet access to national, regional, and state organizations and agencies involved in standards-based reform. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 804 Learning, Cognition, and Teaching   3 SH

Using many original sources, this course represents a detailed consideration of human growth and development in the principle schools of psychology and related social sciences. Participants will investigate the application of these concepts to educational settings. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 805 Research and Evaluation in Education   3 SH

The purpose of this course is to introduce theories and models of evaluation as applied to educational programs and administrative systems. The course will provide graduate students with the necessary skills to conceptualize an evaluation design, select appropriate techniques, and conduct an evaluation within the infrastructure of an educational institution. This course will assist the learner in understanding administrative educational systems and methodically assessing an aspect of a particular system. *Prerequisites*: acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861, and ED 865.

ED 820 Topics in Curriculum and Instruction   3 SH

This course deals with current developments in scientific research, public policy, and/or educational practice related to curriculum, instruction, assessment, and leadership within schools. It is designed to keep students abreast of developments that affect or have the potential to affect decisions about curriculum design, choice of instructional strategies, and program implementation. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 821 Leadership Assessment and Development   3 SH

This course is designed to help students examine and develop competencies that characterize successful leaders in education and related professions. Students will analyze theories underlying the assessment of leadership abilities and examine the structure of the construct of leadership. They will also engage in self-assessment, creating a leadership plan that outlines long-term and short-term goals for the development of leadership competencies. Students will be able to update their progress through revision and periodic review of this leadership plan. *Prerequisites*: acceptance into the Doctor of Education in Instructional Leadership program and ED 800.

ED 822: Talent Development Across the Curriculum   3 SH

This course investigates the value of multiple intelligences and other cognitive-developmental theories. Students will modify or design integrated curriculum for the classroom. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 823 Models of Creative Thinking   3 SH

Problem-solving and creative-thinking issues are demonstrated, critiqued, and discussed. Strategies will pertain to all curricular areas. Participants will reflect on their own cognitive processes. Connections will be made to national standards in education. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 824 Diversity Issues in Schools   3 SH

This course will assist educators in developing a pluralistic and global perspective about the equitable education of diverse students. Participants will investigate the philosophical, social, and historical foundations of multicultural education while developing leadership skills that promote social harmony, cultural integration, and student achievement. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 826 Quantitative and Qualitative Applications of Educational Research   3 SH

The purpose of this course is to extend students' research skills to examine and apply the knowledge found in professional journals and other sources. These skills will be enhanced in the context of both quantitative and qualitative paradigms. *Prerequisites*: acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861, and ED 865.

Doctor of Education in Instructional Leadership:Inquiry Strategies and Dissertation Sequence
ED 860 Quantitative Methods Applied to Educational Research   3 SH

This course provides the basis for understanding, applying, and interpreting univariate statistics and multiple correlations in educational settings. The student will relate specific quantitative research questions and hypotheses to appropriate statistical procedures as well as analyze each procedure using appropriate software. Students will use data sets that apply directly to educational research. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; EPY 505 or equivalent course.

ED 861 Qualitative Methods Applied to Educational Research   3 SH

This course conveys the history and characteristics of qualitative methodology used in educational settings. A theoretical and practical examination of qualitative methods will include the use of action research as students gain experience in employing qualitative techniques and analyses. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; EPY 505 or equivalent course.

ED 865 Introduction to Educational Research Designs   3 SH

This course conveys the orientation and strategies needed to employ both quantitative and qualitative methodologies of research and investigation in the field of education. Topics include an examination of significant designs, their relations to specific types of research questions, hypotheses, descriptions of subjects, data collection procedures, and analyses. Limitations to each design will also be thoroughly examined. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 860 and ED 861.

ED 881 Dissertation Seminar 1   3 SH

Students will be guided through the research process as they complete their dissertation proposals, begin the literature review for their investigations and describe the methodologies necessary for their projects. In this seminar approach, students will work with their dissertation advisers both individually and in small groups. *Prerequisite*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861 and ED 865; satisfactory completion of comprehensive exams.

ED 882 Dissertation Seminar 2   3 SH

Students will defend their proposals and make the necessary arrangements to begin their investigations, by completing the review of the literature, obtaining consent from subjects and beginning the data-collection process. Students will work with their dissertation advisers both individually and in small groups. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, and ED 881; satisfactory completion of comprehensive exams.

ED 883 Dissertation Seminar 3   3 SH

Dissertation data collection and writing will commence. Students will work with their dissertation advisers both individually and in small groups. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, and ED 882; satisfactory completion of comprehensive exams.

ED 884 Dissertation Seminar 4   3 SH

Dissertation research will be completed, and thesis writing will continue. Students will work with their dissertation advisers both individually and in small groups. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, ED 882, and ED 883; satisfactory completion of comprehensive exams.

ED 885 Dissertation Seminar 5   3 SH

Students will complete their research and writing. They will also prepare to defend their investigations. Students will work with their dissertation advisers both individually and in small groups. Candidates will also prepare future presentations and publications. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, ED 882, ED 883, and ED 884; satisfactory completion of comprehensive exams.

ED 886 Continuing Research   0-6 SH

Course description varies with the needs of the students. *Prerequisites*: Acceptance into the Doctor of Education in Instructional Leadership program and written permission of the primary adviser and program coordinator. Registration through the Office of Graduate Admissions is required.

ED 898 Faculty-Developed Study   1-6 SH

Course description varies with the needs of the program and/or its students. *Prerequisite*: Acceptance into the Doctor of Education in Instructional Leadership program.

ED 899 Student-Developed Study   1-6 SH

Course description varies with the needs of the program and/or its students. *Prerequisites*: aAceptance into the Doctor of Education in Instructional Leadership program and written permission of the faculty sponsor and program coordinator. Registration through the Office of Graduate Admissions is required.

Doctor of Education in Instructional Leadership: Areas of Specialization – 092 Certificate

ED 660 Internship and Seminar in Educational Leadership: Theory, Research, and Practice I   **3 SH**

This is part I of a supervised administrative internship and accompanying seminar in an organizational setting where interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio. In addition to the seminar requirements, each candidate will be working on-site with an administrative mentor under the supervision of a member of CCSU's/WCSU's faculty, who will be the university supervisor. The internship, parts I and II, will extend over two semesters. All candidates are required to log a requisite number of hours each semester as specified by the Educational Leadership Constituent Council and are required to complete school-based activities, as well as district-based activities. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program and the Certificate for Intermediate Administration or Supervision program (Endorsement 092).

ED 665 Internship and Seminar in Educational Leadership: Theory, Research, and Practice II   3 SH

This is part II of a supervised administrative internship and accompanying seminar in an organizational setting where interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio. In addition to the seminar requirements, each candidate will be working on-site with an administrative mentor under the supervision of a member of CCSU's/WCSU's faculty, who will be the university supervisor. The internship, parts I and II, will extend over two semesters. All candidates are required to log a requisite number of hours each semester as specified by the Educational Leadership Constituent Council and are required to complete school-based activities as well as district-based activities. Prerequisites: acceptance into the Doctor of Education in Instructional Leadership program, the Certificate for Intermediate Administration or Supervision program (Endorsement 092), and completion of ED 660.

Educational Psychology

EPY 505 Measurement and Evaluation   3 SH

This basic course in educational measurement includes consideration of such measures as reliability, validity, and norms and an overview of techniques of appraising aptitude, achievement, and personality. Attention is given to the selection and use of standardized tests. *Prerequisite*: PSY 100 or its equivalent.

EPY 509 Exceptional Learners: Children and Adolescents   3 SH

This course helps teachers understand exceptional students and their educational issues by focusing on managing their problems in the regular classroom. This course includes methodologies for differentiating instruction for exceptional students, including special education and talented and gifted. *Prerequisite*: admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology.

EPY 600 Assessment for Counselors   3 SH

This course focuses on the development, administration, scoring, and interpretation of assessment measures. Emphasis is on commercial tests and inventories widely used in public schools, private industry, and clinical settings and issues of cultural bias in testing. *Prerequisite*: ED 585, ED 586, and admission to the counselor education program.

EPY 601 Fundamentals of Statistics and Research Design   3 SH

Emphasis is placed on three related aspects of research: theoretical and practical consideration of experimental and non-experimental research designs, hypothesis testing, sampling methods and observation and measurement principles; practical aspects of research implementation in applied and/or laboratory settings; and statistical treatment of data. Research studies are analyzed and interpreted with regard to these criteria. *Prerequisites*: EPY 604 and EPY 605

EPY 602 Interviewing and Consultation Across the Life Span: Principles and Techniques   3 SH

This course covers theories, principles, and techniques of counseling and consultation with emphasis on application of social, emotional, educational, and vocational adjustment of individuals in a diverse society. *Prerequisites*: ED 585 and ED 586 and admission to the counselor education program.

EPY 603 Group Work Foundation: Theory and Practice   3 SH

This laboratory course allows students to explore and experience the dynamics of interpersonal relationships. Students will analyze their group interactions and enhance their knowledge of development in diverse groups. *Prerequisite*: EPY 602.

EPY 604 Individual Counseling in the Schools: Clinical Skills   3 SH

This course offers class and laboratory experience with primary emphasis on developmental counseling techniques using case studies, role playing, and discussion and practice interviewing as basic learning vehicles to enhance communication. Emphasis will be on developmental counseling in a diverse society. Pre-practicum preparation will begin. *Prerequisite*: EPY 602.

EPY 605 Clinical Mental Health Counseling Skills   3 SH

This course will provide clinical mental health counseling (CMHC) students with experiential training focused on individual counseling and consultation for application in clinical mental health and agency settings. Primary emphasis will be on development of individual counseling skills relating to assessment, intervention, and termination with case studies, role playing, and supervision. Counselor, consultant, and client characteristics and behaviors, which influence the helping process-including, age, gender, and ethnic and cultural differences-will be

considered in counseling applications. Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. This course is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite*: admittance into the counselor education program-option in CMHC, or completion of EPY 602 or permission of the chair of the Department of Education and Education Psychology.

EPY 606 Advanced Group Work: Theory and Practice   3 SH

An advanced self-placement experience where students facilitate small groups (45 clock-hours for counseling specialization and 30 for psychoeducational specialization), this course is designed to move the student closer to a professional level of competence as a leader/facilitator in a developmental context with knowledge of group processes in a diverse society. Pre-practicum preparations are finalized. *Prerequisite*: EPY 603.

EPY 607 Pupil Personnel Services: Philosophy and Organization   3 SH

This course will investigate the organizational patterns and relationships of pupil services to the total school program and the community. Emphasis will be on the role of the counselor in developmental guidance within the pupil-personnel organizational structure. Focus will be on the school counselor as coordinator, consultant, manager, teacher, and counselor to facilitate the personal, social, career, and academic development of all students. *Prerequisite*: admittance to the counselor education program or field experience. This course is offered online only in the fall.

EPY 608 Clinical Mental Health Counseling: Management, Delivery and Consultation   3 SH

This course is designed to provide clinical mental health counseling (CMHC) students with an advanced understanding of how human-service CMHC programs are organized, as well as the role and function of CMHC in human-service and CMHC agencies. Particular emphasis will be given to a specific understanding of program development, delivery of services, and consultation to meet the needs of our changing society. Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within CMHC settings. This course is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite*: admittance into the counselor education program-option in CMHC or permission of the chair of the Department of Education and Educational Psychology.

EPY 610 Practicum in School Counseling   3 SH

This course requires students to complete a minimum of 100 hours of supervised practicum experiences in a school setting. This practicum provides for the development of individual counseling and group work skills in a diverse society. Selection of the site must be approved by the faculty supervisor. Students will meet weekly, both in groups and individually, with peer supervision and with their faculty supervisors to discuss their common purposes, varying problems, and methods of approach. *Prerequisite*: completion of all core counseling courses.

EPY 611 Practicum in Clinical Mental Health Counseling   3 SH

This course requires students to complete a minimum of 100 hours of supervised practicum experience. This practicum provides for the development of individual counseling and group work skills. Selection of site must be approved by the department supervisor. Students will meet weekly with their supervisors to discuss their common purposes, varying problems, and methods of approach. This practicum in clinical mental health counseling (CMHC) is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite*: Students must have successfully completed the following courses: EPY 618, ED 586, EPY 600, EPY 602, ED 587, EPY 605, and EPY 630, or permission of the chair of the Department of Education and Educational Psychology.

EPY 612/613 Internship in School Counseling   6 SH

Students must complete a 600-hour supervised counseling internship in a school setting. This internship is a two

semester full-time commitment for those students who do not hold a Connecticut professional educator certificate but hold, or are eligible for, an initial educator certificate and wish to be certified as school counselors. Includes weekly seminars on campus for purposes of peer supervision and three site visits for nonteaching semester. All others may complete the internship in one or two semesters. *Prerequisite*: completion of EPY 610.

EPY 614/615 Internship in Clinical Mental Health Counseling   6 SH

Following the successful completion of the practicum in clinical mental health counseling (CMHC), students must complete a counseling internship in a CMHC setting. This internship will be completed in a minimum of one academic semester, two semesters, or until student completes required direct and indirect client contact hours required. This CMHC internship is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite*: students must have successfully completed their practicum in CMHC or have permission of the chair of the Department of Education and Educational Psychology.

EPY 618 Introduction to Clinical Mental Health Counseling   3 SH

This introductory course is designed to prepare students to understand the knowledge, skills, and competencies required of clinical mental health counselors, as defined within the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite*: admittance into the counselor education program-option in CMHC or permission of the chair of the Department of Education and Educational Psychology.

EPY 619 Crisis Counseling in the Community and School   3 SH

This course is designed to prepare students with the knowledge, skills, and competencies to understand the impact of crises, disasters, and other trauma-causing events, and also to demonstrate the ability to use procedures for assessing and managing suicide risk. *Prerequisites*: admittance into the counselor education program-school counseling or CMHC options, and completion of EPY 640/EPY 605, or permission of the chair of the Department of Education and Educational Psychology.

EPY 620 Marriage and Family Counseling   3 SH

This course examines marriage and families counseling's historical antecedents, stages of family development, philosophical assumption and major approaches to marriage and family counseling. Ethical issues and current alternative techniques will be investigated. *Prerequisite*: nine semester hours in psychology.

EPY 621 Drug and Alcohol Counseling   3 SH

This course provides students with empirical information and counseling procedures regarding substance abuse. The course will focus on readings on substance abuse, investigation of theoretical treatment models, classroom simulation of such models, and contact with drug and alcohol programs. *Prerequisite*: nine semester hours in psychology.

EPY 624 Legal and Ethical Issues in Public Schools   3 SH

This course will review the legal and ethical issues, conflicts, and demands currently placed on teachers, counselors, and other working professionals and consultants in public schools. Case presentation, lectures, activities, guest speakers, and Supreme Court decisions will be used to review school violence, school district liability, counselor liability, confidentiality, religion, freedom of expression, special education, and family issues. This course also will review legal and ethical issues within a wide range of development (preschool to age 21) for both typical and special-needs students. Special attention regarding the legal requirements of the Individuals with Disabilities Education Act will be given to the transition of special-needs students after high school graduation.

EPY 625 School-Based Family Counseling   3 SH

The course will present major theoretical approaches to family counseling and their application to the school setting. Emphasis will be placed on family systems theory and structural family therapy as developed by Salvador Minuchin.

The processes and steps required to create a paradigm shift in approaching student problems in their academic, social, and emotional development will be presented through the application of school-based family counseling and collaborative approaches. School and community counselors will develop the knowledge and skills necessary to work effectively with teachers, administrators, specialists, community agencies, and medical facilities in developing ecological assessments and interventions within the home-school-community environment.

EPY 626 Sexuality Counseling with Children and Families   3 SH

This course will provide school and community counselors with the knowledge, skills, techniques, and competence to assess and address the sexuality/gender concerns affecting their clients. Topics include childhood sexual development; dynamics of abuse, victimization, and perpetration; gender/sexual identity issues; sexual abuse prevention and sexual education programs; couples counseling, and sexual dysfunction.

EPY 627 Consultation Theory and Practice   3 SH

This course is designed to provide school counselors and mental health workers with knowledge about theoretical approaches to consultation and help them develop skills necessary for consultation, particularly within educational organizations.

EPY 628 Working with Grieving Families and Children in Schools   3 SH

This course is designed for teachers, school counselors, and mental health professionals. The course will provide participants with a working knowledge of the grieving process for families and children from a developmental perspective. The cognitive theories of Jean Piaget and David Elkind and the psychosocial theory of Erik Erikson will be applied to the grief stages as developed by Elisabeth Kubler-Ross. Teachers and counselors will acquire the knowledge and skills needed for working with students and families who have experienced a loss in their family.

EPY 630 Introduction to Psychopathology   3 SH

This course introduces students to basic issues related to diagnosis and treatment of psychopathology frequently encountered in clinical practice in schools and community agencies. The behavioral, cognitive, and affective consequences of major mental disorders will be explored with the goal of developing effective counseling interventions and treatment plans. Emphasis will be on use of the DSM-IV diagnostic criteria. *Prerequisites*: M.S. in Counseling, enrollment in the counselor education program, or permission of the instructor.

EPY 640 Introduction to Play Therapy   3 SH

This course is designed to increase the counselor's understanding of the world of children ages 3-12 as perceived by the child, and the relationship between the children's world with their behavior. The major theories of play therapy, and the utilization of play media to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth will be explored. Prerequisite: Admission to the Graduate Counselor Education program or permission of the Department Chair.

EPY 641 Applied Behavior Analysis I   4 SH

This course is a prerequisite for the four subsequent courses offered in the ABA sequence. This course covers the history of applied behavioral analysis and task list four topics: concepts, principles, measurement, experimental design, identification, intervention, behavior change considerations, and behavior change systems of ABA.

EPY 642 Applied Behavior Analysis II   4 SH

This course is a prerequisite for the three subsequent courses offered in the ABA sequence. This course covers task list four topics: concepts, principles, experimental design, fundamental elements of behavior change, intervention, behavior change considerations, and behavior change systems.

EPY 643 Applied Behavior Analysis III   4 SH

This course is a prerequisite for the two subsequent courses offered in the ABA sequence. This course covers task list four topics: concepts, principles, measurement, experimental design, identification, behavior change procedures, implementation, management, supervision, and behavioral assessment of ABA.

EPY 644 Applied Behavior Analysis IV   4 SH

Students will explore the ethical and legal considerations in the practice of behavior analysis. This course covers task list four topics: Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts, BACB Professional Disciplinary and Ethical Standards, Procedures for Appeals, and philosophical positions driving regulatory change and action.

EPY 645 Applied Behavior Analysis V   4 SH

This course covers task list four advanced topics in behavior analysis. It will discuss current research in applied behavior analysis. Topics will change every time the course is offered to reflect up-to-date laws, emerging areas of behavioral analysis, measurement, school applications, teaching methodology, interventions, and ethics. A mock BCBA certification exam will be provided.

EPY 650 Advanced Play Therapy   3 SH

This course is designed to provide students with advanced instruction in the counseling method and techniques of play therapy. It will include didactic, hands-on play therapy techniques, and in-depth review of play therapy counseling sessions (video, audio or detailed process notes) supplied by the students. Format will also include training through professionally produced videotapes and small group discussion. Limit setting, counter-transference, and other critical issues and situations that arise within sessions will be discussed. Credits obtained from this course are applicable towards the designation of Registered Play Therapist.

EPY 651 Assistive Technology for Applied Behavior Analysis   3 SH

This course will familiarize educators, care givers, and families with the history, theories, models, examples, and applications of assistive technology to promote the cognitive, social, psychomotor and life skills of individuals with developmental and behavior-modification needs.

EPY 652 Grant Writing for Applied Behavior Analysis   2 SH

This course will provide candidates with the basic skills, principles, and techniques of successful grant writing. Candidates will learn how to identify a funding source, and prepare and submit a competitive proposal to help meet the learning and life skills needs of clients with aberrant behavior.

EPY 653 Capstone Project in Applied Behavior Analysis   3 SH

This course requires candidates to successfully complete a professional practices capstone project based on the comprehensive use of empirically validated behavioral learning principles to promote the cognitive, social, psychomotor, and life skills of individuals with developmental needs.

EPY 655 Introduction to Concepts and Principles of Behavior Analysis   3 SH

Examines and applies basic concepts and principles of behaviors including response classes, stimuli, stimulus classes, respondent conditioning, operant conditioning, positive and negative reinforcement contingencies, schedules of reinforcement, examples of positive and negative punishment contingencies, and automatic and socially mediated contingencies. Examines and applies concepts of unconditioned, conditioned, generalized reinforcers punishers, extinction, stimulus control, discrimination, generalization, maintenance, motivating operations, rule-governed and contingency-shaped behavior, the verbal operants and derived stimulus relations.

EPY 656 Behavior Assessment   4 SH

Examines factors related to behavioral assessment including those related to review of records and available data, the need for behavior-analytic services, and methods to identify and prioritize socially significant behavior-change goals. Identifies methods of assessment of relevant skill strengths and deficit and preference. Explores methods of functional assessment including descriptive assessment and functional analysis in addition to examination of functional assessment data. Explores methods to train personnel to competently perform assessment and intervention procedures, topics related to performance monitoring, feedback, and reinforcement systems, and use a functional

assessment approach to identify variables affecting personnel performance.

EPY 657 Behavior Change Procedures   4 SH

Examines principles and processes related to behavioral change. Explores positive and negative reinforcement procedures to strengthen behavior, use of interventions based on motivating operations and discriminative stimuli, methods to establish and use conditioned reinforcers, methods to use stimulus and response prompts and fading. Explores use of modeling and imitation training, instructions and rules, shaping, chaining, discrete-trial, free-operant, and naturalistic teaching arrangements, and teaching simple and conditional discriminations. Explores use of Skinner's analysis to teach verbal behavior, equivalence-based instruction, the high-probability instructional sequence, reinforcement procedures to weaken behavior, extinction, positive and negative punishment, token economies, group contingencies, contingency contracting, self-management strategies, procedures to promote stimulus and response generalization, and procedures to promote maintenance. Examines methods to state intervention goals in observable and measurable terms, identify potential interventions based on assessment results, recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity. Examines selection of acceptable alternative behavior to be established or increased and how to plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

EPY 658 Advanced Concepts and Principles of Behavior Analysis   4 SH

Identifies the goals of behavior analysis as a science (i.e., description, prediction, control) and explains the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism). Examines behavior from the perspective of radical behaviorism. Examines the distinctions among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. Examines the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968). Identifies the reasons for behavior analytic supervision. Examines the reasons for using behavior analytic supervision, selection of supervision goals, establishing performance expectations, training personnel, using relevant systems, using a functional assessment approach to identify variables affecting personnel performance, using function based strategies to improve performance, and evaluation of the effects of supervision.

EPY 659 Methods and Measurements in Applied Behavior Analysis   4 SH

Examines methods and measurement in applied behavior analysis including operational definitions of behavior, distinguishing among measures of behavior, occurrence measurement, measurement of temporal dimensions of behavior, form and strength measurement, measurement of trials to criterion and sampling procedures (i.e., interval recording, time sampling). Examines evaluation related to the validity and reliability of measurement procedures. Considers methods for selection of a measurement system and methods to graph data, and interpret graphed data. Examines dependent variables, independent variables, internal validity, and external validity. Examines the defining features of single-subject experimental designs including advantages and use. Examines rationales for conducting comparative, component, and parametric analyses

EPY 660 Ethics and Professional Issues   3 SH

Identifies topics related to the responsible conduct of behavior analyst, behavior analysts' responsibility to clients, assessing behavior, the behavior-change program, and factors related to behavior analysts as supervisors. Examines Behavior analysts' ethical responsibility to the profession of behavior analysis, to colleagues, and to the BACB. Examines ethics of public statements and research. Examines the rationales for using behavior-analytic supervision, potential risks of ineffective supervision, and methods to establish clear performance expectation, selection of supervision goals, and methods to train personnel. Examines use of performance monitoring, feedback, and reinforcement systems. Examines use a functional assessment approach to identify variables affecting personnel performance, use function-based strategies to improve personnel performance and methods to evaluate the effects of supervision.

Health Promotion & Exercise Sciences

HPX 598 Faculty-Developed Course 1-4 SH

This is an experimental course offered by the Health Promotion and Exercise Sciences Department as a means of determining its value to the total department program or in response to a particular request from a group of students.

HPX 599 Student-Developed Study 1-6 SH

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. The vehicle may be utilized more than once. *Prerequisite*: written permission of the faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Nursing

NUR 501 Theoretical Basis of Nursing Practice   3 SH

This course offers an analysis of theories from nursing and other sciences as a conceptual basis for advancing nursing knowledge and practice. The course involves application of theories to clinical practice, nursing management, nursing education, and nursing research.

NUR 502 Contemporary Issues in Health Care Delivery   2 SH

This course offers an overview of contemporary issues related to the organization and financing of health care delivery, with an analysis of the development and implementation of health care policy and its impact in shaping health care delivery. The course involves analysis of ethical issues within the context of a changing health care delivery system, with an emphasis on the impact of technological advances and cost-containment measures on ethical issues and decision making.

NUR 504 Evidence Based Nursing Research   3 SH

This course prepares the student to understand scholarly inquiry, evaluate research evidence, develop evidence-based practices/protocols, generate knowledge for evidence practice. Methods of operationalizing scholarly inquiry include: understanding relationships among nursing theory, research, and practice; formulating research questions; identifying and appraising existing literature; critically evaluating research methodologies used in the study of an issue or problem; and applying inquiry to practice. Translation of scientific evidence to improve practice is emphasized. Social, cultural, political and ethical issues related to research are addressed. NUR 501 is a pre- or corequisite to NUR 504.

NUR 511 Foundations of Clinical Nursing Practice   3 SH

This course considers the advanced-practice nurse role in relation to critical thinking in the design and delivery of nursing-care services to clients from diverse settings. The course incorporates diagnostic reasoning, development of clinical expertise, and application of theory to a range of clinical problems, including health promotion, disease prevention, and the physical and psychosocial management of acute and chronic health problems.

NUR 515 Advanced Pathophysiology   3 SH

This is an advanced study of human physiology and pathophysiology as it applies to nursing intervention and evaluation of outcomes. This course builds upon a strong foundation in anatomy and physiology, emphasizing alterations in cellular structure and function, alterations in biochemical processes, and the integration of body systems.

NUR 570 Advanced Clinical Pharmacology   3 SH

This course focuses on pharmacotherapeutic principles, mechanisms of action, and selection of pharmaceutical agents in clinical practice. Emphasis is on drug therapy and identifying and avoiding adverse drug reactions and interactions. *Prerequisite*: NUR 515 or permission of the Nursing Department chair.

NUR 575 Advanced Health Assessment   3 SH

This course focuses on the content and skills necessary to take a comprehensive client history, to perform a physical and psychological assessment of signs and symptoms, and to note pathophysiologic changes and psychosocial variations in adult clients. *Prerequisites*: NUR 501, NUR 504, NUR 511, and NUR 515. Students are required to present evidence of a basic physical assessment course within the past five years or successful performance on an examination testing baseline assessment knowledge and skills prior to entry into course.

NUR 580 The Advanced Nursing Management of the Acutely Ill Adult-Gerontology Populations   2 SH

This is an introduction to and the development of nursing expertise in diagnosis, treatment, prevention of complications, and promotion of health in adults with acute illnesses. *Prerequisites*: NUR 501, NUR 504, NUR 511, NUR 515, NUR 570, and NUR 575. *Corequisite*: NUR 582 or NUR 583.

NUR 582 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Acutely Ill Adult Populations (180 clinical hours)   **5 SH**

This course considers health promotion, assessment, diagnosis, and management of client problems, including pharmacologic management of adults at risk for or experiencing acute illness. *Prerequisites*: NUR 501, NUR 504, NUR 511, NUR 515, NUR 570, and NUR 575. *Corequisite*: NUR 580.

NUR 583 The Adult-Gerontology Clinical Nurse Specialists Management of the Acutely Ill Adult Populations (180 clinical hours)   **5 SH**

For the clinical nurse specialist student, this course offers an introduction to and development of nursing expertise in diagnosis and treatment to prevent, remediate, and alleviate illness and to promote health for adults with acute health problems. Emphasis is on the standards of clinical nurse specialist practice and the three spheres of clinical nurse specialists, which include patient/client, nurses and nursing practice, and organization/system. *Prerequisites*: NUR 501, NUR 504, NUR 515, NUR 570, and NUR 575. *Corequisite*: NUR 580.

NUR 585 The Advanced Nursing Management of the Chronically Ill Adult-Gerontology Populations   **2 SH**

This course provides an introduction to and development of nursing expertise in diagnosis, treatment, and prevention of complications and promotion of health in adults with chronic illnesses. *Prerequisite*: NUR 501, NUR 504, NUR 515, NUR 570, NUR 575, NUR 580 and NUR 582 or NUR 583 or permission of the M.S. in Nursing coordinator. *Corequisite*: NUR 587 or NUR 588.

NUR 586 Advanced Practice: Gerontological Clinical Nurse Specialist   **3 SH**

This course will prepare the advanced-practice nurse to function in the role of gerontological clinical nurse specialist. The course will consist of two hours of lecture and 12 hours of supervised clinical practicum each week (180 hours per course). The nature and assessment of chronic health considerations of the aged, including health promotion and prevention, will be emphasized. Influences of the elder boom on health care delivery will be discussed. Application of theoretical analysis applicable to the professional enactment of the selected advanced-practice role will be achieved through guided clinical experiences. *Prerequisite/Corequisite*: NUR 515.

NUR 587 The Adult-Gerontology Clinical Nurse Specialists Management of the Chronically Ill Adult Populations (180 clinical hours)   **5 SH**

This course provides introduction of the clinical nurse specialist (CNS) student to the development of nursing expertise in diagnosis and treatment to prevent, remediate, and alleviate illness and to promote health for adults with chronic health problems. Standards of CNS practice and the three spheres of CNS role, patient/client, nurses and nursing practice, and organization/system will be emphasized. *Prerequisites*: NUR 501, NUR 504, NUR 511, NUR 515, NUR 570, NUR 575, and NUR 580. *Corequisite*: NUR 585.

NUR 588 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Chronically Ill Adult Populations (180 clinical hours)   **5 SH**

This course focuses on health promotion, assessment, diagnosis, and management of client problems, including pharmacologic management of adults at risk for or experiencing chronic illness. *Prerequisite*: NUR 580, NUR 582, or permission of the M.S. in Nursing coordinator. *Corequisite*: NUR 585.

NUR 590 Professional Role Enactment (180 clinical hours)   **7 SH**

This course offers an enactment of the selected advanced-practice role through seminar and guided clinical experiences. *Prerequisite*: completion of foundational core and role requirements.

NUR 598 Faculty-Developed Course

This experimental course is offered by the Nursing Department as a means of determining its value to the total department program or in response to a particular request of a group of students.

NUR 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. The vehicle may be utilized more than once. *Prerequisite*: written permission of faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

NUR 800 Ethical/Legal, Political, and Social Issues Affecting Higher Education   3 SH

This course examines traditional values that shaped the academy and are changing in response to societal, legal, and ethical concerns. The course explores current dynamics affecting systems of higher education: political, social, and economic trends shaping the university experience.

NUR 801 Theories of Teaching and Learning in Adult and Higher Education   3 SH

Teaching and learning theories are examined as they apply to adult and higher education. Components of the psychology of learning are analyzed. Cultural, racial, gender, and generational dynamics are discussed.

NUR 802 Methods of Teaching and Evaluation   3 SH

This course prepares educators to identify and apply appropriate teaching methods and evaluate student learning, teacher, and program effectiveness. Topics include teaching, evaluation, integration of new and emerging technology, assessment methods, interpretation, reporting, and application.

NUR 803 Curriculum Development, Implementation, and Evaluation in Nursing   3 SH

Doctoral learners apply concepts and theories basic to curriculum development and evaluation in academic settings. Learners analyze the influence of accreditation processes on curriculum development and evaluation.

NUR 804 Nursing Faculty Role in Higher Education   3 SH

This course provides preparation for the nursing faculty role in a community of scholars. Topics include models of the professoriate, comparing and contrasting the role while providing the groundwork to develop a philosophy of teaching and portfolio development.

NUR 805 Classroom, Clinical Teaching, and Evaluation in Nursing Education   3 SH

This course builds upon the learners' professional experience as educators. Best practices in the classroom, clinical teaching, and student evaluations are explored. The legal and ethical implications of teaching/learning and the evaluative process are considered.

NUR 806 Leadership Theories and Concepts   3 SH

Classic and contemporary leadership and management theories and concepts are analyzed with applications made to the faculty/administrative leadership roles in academic settings. Building upon professional education and experience of learners, various models, essential skills, core competencies, and best practices in leadership are explored in depth with special emphasis on leadership in academic settings.

NUR 807 Leadership in Nursing Education   3 SH

The various leadership roles in academic nursing are examined. Classic and contemporary leadership and management theories and research in academic administration are used as a basis to discuss the leadership challenges and opportunities inherent in faculty and in administrative roles such as academic program administrator, department chairperson, director, or dean. Traditional and emerging roles and responsibilities in the various leadership positions will be explored in depth.

NUR 808 Doctoral Synthesis   3 SH

This synthesis experience provides multiple opportunities for doctoral students to explore, analyze, and actualize the

multiple roles of nurse faculty in a guided/mentored practicum. Students will self-assess learning goals based on professional experience and select the guided learning experiences to meet these goals and the student learning outcomes of the course under the coaching and supervision of the course faculty member.

NUR 809 State of the Science of Nursing Education Research   3 SH

This course will prepare nurse educators to identify and apply the science of nursing education research to nursing education. Discovery and development of pedagogies for nursing education and nursing practice will be explored. Conventional, critical, feminist, post-modern, and phenomenological perspectives of teaching and ways of knowing will be analyzed.

NUR 810 Quantitative Methods in Nursing Education Research   3 SH

This course is an in-depth analysis of quantitative research designs, methods, instrumentation, data analysis, and interpretation from the viewpoint of a positivistic paradigm. Emphasis is placed on rigorous designs appropriate for the assessment of outcomes in nursing education.

NUR 811 Qualitative Methods in Nursing Education Research   3 SH

An in-depth analysis of the methodologies congruent with selected qualitative research traditions. Strategies for selecting appropriate research questions, sampling, data collection, and data-analysis plans from the viewpoint of a naturalistic paradigm are highlighted.

NUR 812 Statistical Analysis in Educational Research   3 SH

Learners develop knowledge and skills to effectively use statistics in different educational research designs. Topics include selection-appropriate statistical analyses, including descriptive and inferential statistics. Students are also prepared to utilize statistical software packages.

NUR 813 Dissertation Seminar I

Learners will be guided through the research process as they develop their dissertation proposals. By the end of the course, students will produce the first draft of the proposal for the course faculty and dissertation adviser.

NUR 814 Dissertation Advisement II

Learners will be guided through the process as they await Institutional Research Board approval and will begin the data collection phase. In this seminar approach, learners will work individually with their dissertation adviser.

NUR 815 Dissertation Advisement III

Learners will continue to work with their dissertation advisers as they complete the data-collection phase and begin to analyze their data.

NUR 816 Dissertation Advisement IV

Learners will continue to work with their dissertation advisers to complete writing the dissertation and conducting the dissertation defense.

NUR 817 Continuing Nursing Education Research

This course will be offered with variable credit as needed for students who need additional time to complete the dissertation.

SCHOOL OF VISUAL AND PERFORMING ARTS

Overview

DEGREE PROGRAMS

Master of Fine Arts
Visual Arts

Master of Science
Music Education

COURSES

Art

Music

SCHOOL OF VISUAL AND PERFORMING ARTS

School of Visual and Performing Arts

Brian Vernon, Dean, VPAC 104A   (203) 837-8851

vernonb@wcsu.edu

Linda D'Aurio, Administrative Assistant, VPAC 104   (203) 837-3222

dauriol@wcsu.edu

Fax: (203) 837-3223

www.wcsu.edu/svpa

Departments

Art Chairperson	Catherine Vanaria, VPAC 150D, (203) 837-3919
*	
Music Chairperson	Laurel Larsen, VPAC 218B, (203) 837-8353
Music Associate Chair and MS Coordinator	Kevin Isaacs, , VPAC 321, (203) 837-8355

Mission and Objectives

The mission of the School of Visual and Performing Arts at Western Connecticut State University is to advance knowledge, to promote intellectual inquiry, and to cultivate creativity among faculty and students through teaching, research, scholarship, creativity in the arts and public performance.

The school provides its students with an education of high quality in the visual and performing arts, fosters excellence in creative research and discovery, nurtures ethical decision-making and leadership, and contributes to the cultural enrichment of the state and region.

Seven objectives support the mission of the school:

1. To offer the highest quality educational and professional programming in the visual and performing arts;

2. To prepare postgraduate students for successful careers as practitioners and teachers of the arts;

3. To utilize fully the regional advantage of our proximity to New York City and other major artistic centers in the Northeast, including access to outstanding faculty, guest artists and resources;

4. To recruit the highest quality students in the arts disciplines, with special emphasis on students from Connecticut;

5. To fulfill the role of the designated School of the Arts of the Connecticut State University System;

6. To attract major funding for student scholarships, student and faculty programming and endowed faculty chairs;

7. To enhance the cultural life and image of the university, the state and the region.

Western Connecticut State University is an accredited institutional member of the National Association of Schools of Music (NASM).

Degree Programs:

Master of Science in Music Education

Master of Fine Arts in Visual Arts (options in: illustration, interdisciplinary, and painting)

Art

ART 510 Art Colloquium   4-8 SH

This course offers an awareness of contemporary critical issues essential to the experience of a maturing artist. Exposure to a series of lectures/demonstrations by practicing professionals is an introduction to the awareness. Each visiting artist will deliver a slide lecture or demonstration on his or her work or will discuss a contemporary critical issue. Student attendance is mandatory.

ART 511 Graduate Studies in Art History   3 SH

This course offers three semesters of advanced studies in global art history, art theory and critical thinking. Students will consider art within the context of its geographic, social and political history as well as conditions of gender, race and class. Over the span of three semesters, topics will include Western and non-Western historical and contemporary art, public art, social practices, craft, illustration, architecture, and interdisciplinary media, amongst others. This course consists of lectures, discussions, individual research and writings, culminating in a final research paper and oral presentation each semester. Required of all MFA students.

ART 512 Individual Introductory Graduate Studio in Area of Emphasis   3-6 SH

This introductory graduate-level studio experience will bring each student to an appropriate level of graduate work and create a consistent direction within the program. Building on undergraduate studio experience, each student will develop beginning graduate-level skills and concepts in an area of expertise. Regular critiques from faculty and visiting critics will be a significant aspect.

ART 520 Individual Applied Studio I   3-6 SH

The studio courses, taken in sequence of escalating expectations, will allow each student to develop artistically at an appropriate pace that is agreed upon between the student and the faculty adviser. Each student will work independently in his or her own studio with weekly critiques by faculty. Emphasis is on development of personal direction in artistic development.

ART 521 Individual Applied Studio II   6 SH

This is a continuation of ART 520. Students will continue to work independently to develop individual direction, thereby increasing standards of aesthetics and expertise. This course requires weekly critiques with faculty. *Prerequisite*: successful completion of ART 520.

ART 530 Advanced Individual Studio I   12-15 SH

Intense independent studio investigations bring the student toward a professional level of artistic maturation. Production of a significant body of work is mandatory. The course requires weekly critiques with faculty. *Prerequisite*: successful completion of ART 521.

ART 531 Advanced Individual Studio II   9 SH

This is the final course in independent sequence. Students will continue to produce significant quantities of ambitious work that display increasing expertise and creative maturity. Portfolio work must reflect a competitive professional level. The course requires weekly critiques with faculty. *Prerequisite*: successful completion of ART 530.

ART 580 Practicum Internship   3-6 SH

This course exposes students to professional artists working in studios and offers a hands-on experience in studio techniques. Students will intern in an appropriate professional studio for hands-on experience. This course is not mandatory for teaching assistants.

ART 581 Individual Introductory Graduate Studio in Related Area   3-6 SH

Expansion of areas of expertise leads to creative cross-fertilization between the students' work and in their relationships with others. A secondary area of emphasis will increase the students' artistic resources. Each student will be required to investigate a studio area parallel to his or her area of concentration. The course requires weekly critiques by faculty in chosen area.

ART 590 Thesis Exhibition   6 SH

This is the capstone of the M.F.A. program. Presentation of a graduate thesis exhibition is an integral part of the program. The thesis show is comparable to a thesis paper and should reflect the culmination of the student's individual artistic efforts. Under the supervision of a faculty adviser, the student will develop and select work suitable for professional-level graduate exhibition, design appropriate publicity materials, presentations and installation of work, and mount and document the exhibition. The course requires weekly critiques by faculty adviser and visiting critics. *Prerequisite*: successful completion of all preceding courses except ART 531, which may be taken simultaneously.

ART 598 Faculty-Developed Course

This is an experimental course offered by the Art Department as a means of determining its value to the total program or in response to a particular request from a group of students.

ART 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. The student will design a project and secure a faculty sponsor. The vehicle may be utilized more than once. *Prerequisite*: written permission of the faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

Music and Music Education

MUS 509 Performing Organizations   1 SH

This course offers the study and performance of instrumental or choral works with the WCSU Wind Ensemble, Concert Choir, or Chamber Ensemble. Admission is by audition only; one semester hour of credit is the maximum allowable credit earned in one semester. No more than three semester hours of credit are acceptable toward the M.S. degree. *Prerequisite*: permission of the department. Any semester.

MUS 510 Applied Music   1 SH

Work on a major or minor instrument may be undertaken for credit. Each student is expected to maintain progress commensurate with graduate-level study. Instructors' fees are to be paid by the student and are higher than the regular semester-hour rate. No more than three semester hours in applied music are accepted toward the M.S. degree. A student may enroll for one semester hour of credit per major or minor instrument per semester or second summer session. *Prerequisite*: permission of the department. Any semester.

MUS 515 Chamber Music   3 SH

This course offers a study of chamber works from Haydn through Crumb, including score study, recordings, and actual performance. Formal, harmonic stylistic study of string trios, quartets, and larger chamber groups, as well as mixed ensembles with and without strings. Every sixth summer.

MUS 516 Opera   3 SH

The developmental process, with regard to style and innovations in form, will be traced by score reading and directed listening to recordings and live performances of the works of such composers as Monteverdi, Handel, Gluck, Mozart, Verdi, Wagner, Puccini, R. Strauss, and Berg. Also representative operas will be studied in depth to broaden musical concepts and provide a vehicle for intelligent interpretations. Every sixth summer.

MUS 520 Form and Analysis   3 SH

This course offers an analysis of the structural and tonal materials of music, with emphasis on understanding music so that it can be performed or taught with better interpretation. Every fourth spring.

MUS 522 Twentieth-Century Compositional Techniques   3 SH

Through theoretical analysis, recordings, original composition, philosophy, and live performance, this course will present various compositional techniques of the twentieth century. Every fourth spring.

MUS 523 Conducting   3 SH

This course will review the fundamentals and special problems of conducting; advanced training and experience in choral and instrumental conducting; and advanced application of score reading. Every third summer.

MUS 527 The Structure of Music   3 SH

This course represents a study of the techniques of music structure as it relates to style over the last eight centuries. Every other spring.

MUS 530 Music Supervision and Administration   3 SH

This course is designed to provide guidance in the development, administration, implementation, and supervision of the music curriculum. Every fourth fall.

MUS 533 Choral Techniques and Materials   3 SH

This course is designed for directors of choral groups from fifth through twelfth grades and college, community and church choirs. The course deals with problems of tone quality, intonation, diction, rhythm, repertoire selection,

interpretation, and the conductor's rehearsal and manual techniques. Every third summer.

MUS 534 Instrumental Techniques and Materials   3 SH

This course will examine techniques and materials for instrumental music instruction in public schools. Lecture-demonstration on brass, percussion, and woodwind instruments by resident and visiting performer-teachers will be included. Classical and jazz techniques will be covered in each instrumental area. The computer as a "tool" for instrumental music education will be presented, including musical and nonmusical (management) uses for the computer. Designed for music teachers currently teaching in public schools. Every third summer.

MUS 535 Contemporary Strategies in Elementary Music Education   3 SH

This course surveys current trends and practices in music education from preschool through grade six. Particular attention will be given to the methods and materials of Dalcroze, Orff, Kodaly, and Suzuki. Simulated experiences, combined with seminars, lectures, and discussions, will serve as the focal point of the course. Designed for music teachers currently teaching in the field. Every fourth fall.

MUS 536 Topics in Music Education   3 SH

This course represents an opportunity for students to pursue in greater depth topics introduced in other courses or topics not covered in present courses in music education. The subject matter would change each time the course is offered. Topics might include specific music education methodologies, ensemble management, program development, or updates in the field. *Prerequisite*: must hold valid teaching certificate. Every other fall.

MUS 541 Early Music   3 SH

This course offers an in-depth stylistic analysis of selected pre-Baroque compositions. Emphasis is on listening to and discussion of representative compositions from the Ars Nova to the late sixteenth century. Every sixth summer.

MUS 542 Music in the Baroque Era   3 SH

This course offers an in-depth stylistic analysis of selected Baroque compositions. Emphasis is on listening to and discussion of representative compositions from 1600 to 1750. Every third fall.

MUS 543 Music in the Classic and Romantic Eras   3 SH

This course offers an in-depth stylistic analysis of selected Classic and Romantic compositions. Emphasis is given to listening to and discussion of representative compositions from 1750 to 1900. Every third fall.

MUS 544 Music in the Twentieth Century   3 SH

Twentieth-century music in its varied expressions is studied chiefly through the historical analysis of works by representative composers. Every third fall.

MUS 545 Topics in Music Literature   3 SH

This course represents an opportunity for students to pursue in greater depth topics introduced in other courses or topics not covered in present courses in music literature. The subject matter would change each time the course is offered. Topics might include specific historiographical methodologies, ensemble repertoire, performance style, or updates in the field. *Prerequisite*: must hold undergraduate degree in music. Every other summer.

MUS 590 Music Department Seminar   3 SH

This seminar course is for students fulfilling the nonthesis requirements for the M.S. in Music Education degree. This culminating seminar includes a review of content in music education, music literature, and structure and organization of music courses and written comprehensive examination. (Final course) Every spring.

MUS 591 Independent Thesis Research in Music   6 SH

This course is designed for students fulfilling the thesis requirements for the M.S. in Music Education degree and who have submitted an acceptable thesis outline and choose to work independently on thesis research and writing. Individual conferences with the thesis adviser are scheduled as needed. Credit will be granted upon submission of

one copy of an approved final draft of the thesis and the appropriate number of copies of the thesis abstract. *Prerequisite*: ED 501 and permission of the graduate program coordinator and Dean of Visual and Performing Arts. Any semester.

MUS 598 Faculty-Developed Course

This experimental course is offered by the Music Department as a means of determining its value to the total department program or in response to a particular request of a group from students. Any semester.

MUS 599 Student-Developed Study

This vehicle is designed to provide the student with an opportunity to develop his/her own learning experience. A student will design a project and secure a faculty sponsor. This vehicle may be utilized more than one time. *Prerequisite*: written permission of faculty sponsor and department. Registration through the Office of Graduate Admissions is required. Any semester.

DOCTOR OF EDUCATION IN INSTRUCTIONAL LEADERSHIP

Doctor of Education in Instructional Leadership

Marcia A. B. Delcourt, Graduate Coordinator, WS 305

Phone: (203) 837-9121
delcourtm@wcsu.edu

Ana Cangialosi, Department Secretary, WS 129

Phone: (203) 837-8510
cangialosia@wcsu.edu
Fax: (203) 837-8413

Website   EdD Leadership

Faculty: Marcia A. B. Delcourt, Coordinator, Ed.D. in Instructional Leadership; Jody S. Piro, Coordinator, Certificate in Intermediate Administration and Supervision; Tricia Stewart

Accreditation

All university and associated programs are accredited through the New England Association of Schools and Colleges (NEASC). Additionally, WCSU's Doctor of Education (Ed.D.) in Instructional Leadership program is approved by the Connecticut State Department of Education (CSDE), and the Council for the Accreditation of Educator Preparation (CAEP). The program to obtain a Certificate in Intermediate Administration and Supervision (Endorsement 092), available to students admitted to the Ed.D. in Instructional Leadership program, is accredited at the state level by the CSDE and nationally through the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA).

Program Overview

Western's Ed.D. in Instructional Leadership degree program is designed for educators who are interested in exploring issues related to leadership in schools, curriculum and instruction, reflective practice, and methods of inquiry related to PK-12 school settings. Students admitted to the Ed.D. in Instructional Leadership program may also apply for admission to the certificate program in Intermediate Administration and Supervision (Endorsement 092). This certificate program, sponsored by WCSU, is a collaboration between WCSU and Central Connecticut State University (CCSU).

Certificate in Intermediate Administration and Supervision (Endorsement #092) Description

The Certificate in Intermediate Administration and Supervision program is offered to candidates who have fulfilled the requirements of a planned program leading to administrative positions in a school district up to and including assistant superintendent. These positions include roles such as department chair, assistant principal, and principal. To receive the endorsement, all candidates must complete a planned program approved by the CSDE and receive a passing grade on the four-module Connecticut Administrator's Test.

WCSU's state and nationally approved program is offered in collaboration with CCSU and is ONLY available for graduate students enrolled in WCSU's Ed.D. in Instructional Leadership program. Please note: the terms "Certificate in Intermediate Administration and Supervision" and "092 Certificate" shall be used interchangeably.

Goals, Objectives, and Learning Outcomes of the Doctor of Education in Instructional Leadership Program

The goals, objectives and learning outcomes of WCSU's proposed Ed.D. in Instructional Leadership program are varied and vital to the professional development of classroom educators and for the improvement of student

achievement. The program is designed to prepare PK-12 educators to:

A. The program will prepare educators to be instructional leaders within their districts, able to assist with many decisions related to academic and assessment

1. assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies as indicated by the design of an institutional vision statement and a leadership plan.

2. become lifelong consumers and producers of scholarly in inquiry by conducting meaningful site-based inquiry pertaining to student achievement, program assessment and other measures of educational success as indicated by a program evaluation and a dissertation research project.

B. Graduates of this program will able to apply advanced curricular systems and strategies in classrooms and schools

1. develop and implement innovative curricula that focus on excellence and equity in education as indicted by curricula designed to address diversity across strengths, ability levels, and cultural backgrounds.

2. implement school/district-wide professional development activities utilizing applied research, instructional technology and best practices in PK-12 schools as indicated by the creation of school/district improvement strategies and a professional development plan designed to address one or more aspects of an institution's strategic plan..

3. implement school/district-wide professional development activities consistent with emerging national standards, articulated by relevant professional specialty associations as indicated by a plan to communicate how one or more standards are being addressed in an educational environment and a project to improve an educator's use of inquiry skills.

WCSU's Ed.D. in Instructional Leadership is founded on the belief that instructional leaders should be a major human resource in every educational system. The effectiveness of PK-12 schools is determined in great part by the quality of teaching as evidenced by outstanding practitioners.

Technology, curricula restructuring, school management, and assessment succeed only if they are supported, embraced, internalized, and owned by teachers, administrators, and support staff. The vast reservoir of talent, energy, and experience of all educators can be released and realized through this program. Additionally, all students are expected to abide by the Connecticut Code of Professional Responsibility.

Admission Requirements

Application Checklist:

For additional information, please contact the Office of Graduate Admissions at (203) 837-8243.

All program materials are available at EdD Leadership

Please submit:

__ 1. a completed application form: EdD Application (online)

__ 2. evidence of educational experience in a PK-12 setting:

a. a copy of your educator certificate(s) and

b. documentation of at least three years of full-time educational experience in a PK-12 setting (e.g., documentation of employment from your school's Human Resources office or a letter from an administrator who works in your accredited institution).

__ 3. a one- to two-page résumé

__ 4. a $100 nonrefundable fee

__ 5. official transcripts from all colleges and universities you have attended; a minimum cumulative GPA of 3.67 for all previous graduate course work is recommended

Please arrange for the following to be sent directly to the Office of Graduate Admissions at WCSU:

__ 6. an official score on the Miller Analogies Test (MAT) is required (WCSU Testing Center). The MAT must be taken within the past five years. In addition, the Test of English as a Foreign Language (TOEFL) is required for all international students.

__ 7. three recommendations attesting to your professional educational qualifications and ability to complete a doctoral program. At least one of these recommendations must be completed by someone in a supervisory capacity in an educational setting. The official WCSU form must be used for the completion of all recommendations. Recommendation Form

__ 8. a completed immunization form: Health Form

Documents can be mailed to Western Connecticut State University, 181 White Street, Danbury, CT 06810 Attention: Office of Graduate Admissions or sent as attachments to Graduate Admissions

Please note:

a. Admission to the program will be determined after a satisfactory interview with designated WCSU representatives from the Ed.D. admissions committee.

b. Please do not send any additional materials.

c. Admission to the Ed.D. Program in Instructional Leadership is competitive.

d. Cohorts consist of approximately 20 to 25 candidates.

e. Review of application materials begins March 1 and continues through mid-August. All admission requirements must be received by the Office of Graduate Admissions at least one month prior to the beginning of classes for the first course in each cohort sequence.

f. This program is based on a cohort model that accepts students every other year.

Data Management System License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a Live Text license before or during the first week of class. This data management system is part of WCSU's assessment process and essential for continuous accreditation. All key assessments for courses must be uploaded to Live Text in order for a student to receive a grade for the designated courses. Information about purchasing the license will be included in an admissions letter. If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, ocallaghanc@wcsu.edu.

Admission Requirements to the Certificate for Intermediate Administration and Supervision (Endorsement #092)

Jody S. Piro, Coordinator

The following three requirements were set forth by the CSDE for admission to a program for a Certificate for Intermediate Administration and Supervision. These criteria must be met by all applicants:

1. hold a master's degree in education or a related field from an accredited institution

2. evidence of five years of full-time educational experience in a PK-12 setting

3. completion of at least 36 semester hours (three credits) of a special education course

For WCSU's program, the entrance materials will include three additional types of information:

4. two recommendations, using a form with specific criteria and questions developed in conjunction with faculty at WCSU, CCSU, and local administrators. One recommendation must be completed by the candidate's district superintendent or someone at the executive level of the school district (central office), and the second should be submitted by a supervisor of the applicant.

5. an application and leadership mini-portfolio must be completed by each applicant and assessed using a scoring rubric that incorporates knowledge, skills, and dispositions.

6. an interview, including an accompanying four-point rating of target criteria, will be completed by all interviewers.

An admissions committee will minimally consist of the educational administration program coordinator, at least one other faculty member from the Ed.D. program, and a present or former local school administrator. All candidate materials will be reviewed by the admissions committee before entry to the program will be granted.

Admissions Policies

Graduate students in the Ed.D. program must complete the requirements for the degree within the six year period immediately preceding the awarding of the degree. An appeal process through WCSU's Graduate Council is available if a student needs to apply for an extension beyond this period of time.

Students may apply for the #092 Endorsement as early as their second semester of their second year in the EdD program. Subsequent entry points for the #092 Endorsement occur every two years. Application can only be made by consent of the coordinator for the Ed.D. in Instructional Leadership program and the Coordinator of the Educational Leadership certificate program.

Transfer of Credit

Doctoral students can transfer up to nine credit hours of doctoral-level coursework provided the credits represent equivalent courses described in the program of study, pending approval by the program coordinator. Only courses with a grade of B or better can be transferred. A course cannot be transferred if it is part of a prior completed degree.

Academic Grading Policies

Students obtaining a grade of B- or lower will be required to retake the course in order to continue in the program.

Academic Planning

Each candidate must meet with the Ed.D. program coordinator to discuss the academic program and the doctoral advisement process. Course sequencing is predetermined and all students participate in a cohort model in order to complete the program.

Doctor of Education in Instructional Leadership

A minimum of 60 semester hours is required for the Ed.D. degree, including the requirement for a dissertation.

Course Descriptions

Core Courses in Theory and Foundation	*18 SH*
ED 800 Foundations of Instructional Leadership	3 SH
ED 801 Group Leadership, Group Processes, and Team Building in Education	3 SH
ED 802 Emerging Instructional Technologies	3 SH
ED 803 National Standards, Current Practices, and Policies in Education (Summer Institute)	3 SH

ED 804	Learning, Cognition, and Teaching	3 SH
ED 805	Research and Evaluation	3 SH
		*

Areas of Specialization   *18 SH*

ED 820	Topics in Curriculum and Instruction	3 SH
ED 821	Leadership Assessment and Development	3 SH
ED 822	Talent Development Across the Curriculum	3 SH
ED 823	Models of Creative Thinking	3 SH
ED 824	Diversity Issues in Schools	3 SH
ED 826	Quantitative and Qualitative-Applications of Educational Research	3 SH
		*

Inquiry Strategies and Dissertation Sequence   *24 SH*

ED 860	Quantitative Methods Applied to Educational Research	3 SH
ED 861	Qualitative Methods Applied to Educational Research	3 SH
ED 865	Introduction to Educational Research Design	3 SH
ED 881	Dissertation Seminar 1	3 SH
ED 882	Dissertation Seminar 2	3 SH
ED 883	Dissertation Seminar 3	3 SH
ED 884	Dissertation Seminar 4	3 SH
ED 885	Dissertation Seminar 5	3 SH

Certificate for Intermediate Administration and Supervision (Endorsement 092)

The planned program for this certificate is a total of 24 semester hours. The recommending institution, WCSU, will offer 18 of these credits. The remaining six credits will be offered through CCSU. A minimum of 60 hours is required for the Ed.D. in Instructional Leadership degree, including the requirements for a dissertation.

Institution Courses   *24 SH*

WCSU	ED 800	Foundations of Instructional Leadership	3 SH
WCSU	ED 804	Learning, Cognition, and Teaching	3 SH
WCSU	ED 820	Topics in Curriculum and Instruction	3 SH
WCSU	ED 805	Research and Evaluation in Education	3 SH
CCSU	EDL 618	Understanding the Political and Ethical Environment of School Leadership	3 SH
CCSU	EDL 656	Leadership and Supervision in Teaching and Learning	3 SH
WCSU	ED 660	Internship and Seminar in Educational Leadership: Theory, Research, and Practice I	3 SH
WCSU	ED 665	Internship and Seminar in Educational Leadership: Theory, Research, and Practice II	3 SH

After completing all courses in the certificate program with a grade of B or higher, submitting all key assessments into Live Text, and passing the Connecticut Administrators Test (CAT), students are responsible for forwarding all materials to the WCSU Certification Officer, who will review these materials and, if satisfactory, will send them to the CSDE.

DOCTOR OF EDUCATION IN NURSING EDUCATION

Doctor of Education in Nursing Education

Susan Burger, Graduate Coordinator, WH 107B

Phone: (203) 837-8866
burgers@wcsu.edu

Joan Palladino, Nursing Chair, WH 107A

Phone: (203)837- 8639
palladinoj@wcsu.edu

Terri-Ann Tilquist, Dept. Secretary, WH 107

Phone: (203) 837-8556
Fax: (203) 837-8550
tilquistt@wcsu.edu

Website

EdD Nursing

Faculty: E. Abate; D. Bennett; K. Bridges; D. Brown; S. Burger; E. Campbell; P. Cumella; L. Dalessio; M. Doherty; D. Graham; J. Lupinacci; M. Nielson; J. Ort; B. Padykula; J. Palladino; B. Piscopo; T. Puckhaber; C. Rice; M. Sousa; L. Warren.

California residents attending this online program at Western Connecticut State University are not eligible for federal financial aid.

Accreditation

All university and associated programs are accredited through the New England Association of Schools and Colleges (NEASC).

Program Overview and Mission

The Doctoral program in Nursing Education (Ed.D.), developed collaboratively by Western Connecticut State University (WCSU) and Southern Connecticut State University (SCSU) faculty, is designed to prepare nurses for academic roles. The program, which builds on CSUS's long-standing tradition of excellence in preparing educators and nurses, offers individuals with clinical expertise and a master's degree in nursing an innovative doctoral program focused on the necessary content and skills required to be effective faculty members, advance the science of nursing education, and transform the education of future nurses.

The Ed.D. program objectives are consistent with WCSU's and SCSU's mission to educate students within a diverse, caring, and scholarly learning community dedicated to excellence.

To meet the needs of busy professionals, this program will be delivered primarily online through the use of synchronous and asynchronous learning modalities. Three, three-day on-campus residencies will be required before the start of the program and during each summer following Years 1 and 2 of the program.

This program is the only one of its kind in the State of Connecticut and one of few across the country uniquely designed to prepare nurses for academic faculty roles.

Learning Goals and Objectives

The Ed.D. program objectives are consistent with WCSU's and SCSU's mission to educate students within a diverse, caring, and scholarly learning community dedicated to excellence.

Program Learning Outcomes

At the end of the program, degree candidates will be able to

- synthesize concepts and theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role
- demonstrate expertise in designing, implementing, evaluation, and improving nursing education to reflect trends in higher education, healthcare, and nursing practice
- use knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide effective leadership
- contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship
- provide professional leadership to affect change in nursing education through service to the profession
- function collaboratively in the faculty role within a community of scholars.

This program has been licensed by the Connecticut Board of Regents and has been approved by NEASC

Admission Requirements

- graduate School application for the Ed.D. in Nursing Education program – Online Application
- master's degree in nursing, with an overall GPA of at least 3.0, from a regionally accredited institution
- official transcripts of all prior undergraduate-and-graduate level coursework
- three (3) current references from individuals who can speak to the applicant's academic ability, professional achievements, and potential for success in doctoral studies. At least one reference is preferred to be from an academic source. Recommendation Form or Recommendation forms are located on the Nursing Ed.D. website.
- current RN license.
- GRE or MAT scores (must be within the past five years); waived if master's GPA is over 3.5 (Testing Center at WCSU)
- current resume/Curriculum Vitae highlighting professional experience, scholarship, and service activities
- personal statement describing the following: Online Essay Form
    - reasons for seeking admission to the Ed.D. program
    - professional goals
    - research interests related to the scholarship of teaching and learning
    - potential contributions to field of nursing education
- for international students, a score of at least 550 (paper), 213 (computer), or 80 (internet) on the TOEFL exam

All of the above materials are to be sent to the Office of Graduate Admissions, Western Connecticut State University, 181 White Street, Danbury, CT 06810 or as an attachment to Graduate Admissions

Applications will be reviewed in the spring semester with the expectation that those accepted will begin the program of study in the fall semester. A faculty committee, consisting of faculty from both institutions, will be responsible for reviewing application files, ranking candidates, and conducting interviews with applicants selected as finalists. Applicants will be responsible for ensuring that all required documents are received.

The overall goal of the admissions committee is to admit individuals who, in the professional opinion of the faculty, demonstrate the greatest potential for making significant contributions to the field of nursing education through their teaching, scholarly, and service activities.

For more information please visit: Frequently Asked Questions

Program Components

The proposed 51-credit program consists of five major components in the required sequence, including dissertation.

Foundations of Teaching in Higher Education (each course is 3 credits; 9 credits total)

NUR 800 Ethical/Legal, Political, and Social Issues Affecting Higher Education

NUR 801 Theories of Teaching and Learning in Adult and Higher Education

NUR 802 Methods of Teaching and Evaluation

Specialization in Nursing Education (each course is 3 credits; 9 credits total)

NUR 803 Curriculum Development, Implementation, and Evaluation in Nursing

NUR 804 Nursing Faculty Role in Higher Education

NUR 805 Classroom, Clinical Teaching, and Evaluation in Nursing Education

Leadership in Nursing Education (each course is 3 credits; 9 credits total)

NUR 806 Leadership Theories and Concepts

NUR 807 Leadership in Nursing Education

NUR 808 Doctoral Synthesis

Foundations of Teaching in Higher Education (each course is 3 credits; 12 credits total)

NUR 809 State of the Science of Nursing Education Research

NUR 810 Quantitative Methods in Nursing Education Research

NUR 811 Qualitative Methods in Nursing Education Research

NUR 812 Statistical Analysis in Educational Research

Dissertation Phase (each course is 3 credits; 9-12 credits total)

NUR 813 Dissertation Seminar I

NUR 814 Dissertation Advisement II

NUR 815 Dissertation Advisement III

NUR 816 Dissertation Advisement IV

NUR 817 Continuing Nursing Education Research

Comprehensive Examination

All matriculated doctoral students wishing to become doctoral candidates must pass a written comprehensive examination. This exam is designed by the doctoral faculty to rigorously assess the student's mastery and synthesis of knowledge garnered during course work. Further, it is intended to gauge the student's potential for independent dissertation research.

Dissertation Proposal

The dissertation proposal is a required component of the doctoral program and must be approved for a student to become a doctoral candidate. Specific details regarding the dissertation proposal and required forms can be obtained from the coordinator of the Ed.D. program in Nursing Education.

Doctoral Candidacy

Once students satisfactorily pass coursework, the comprehensive examination, and the dissertation proposal hearing, they are considered doctoral candidates and may begin dissertation research.

Dissertation

The dissertation is the culminating component of the doctoral program. Only upon successful dissertation defense before a dissertation committee may a student be considered for graduation. All requisite forms and further details are available from the coordinator of the Ed.D. program in Nursing Education.

Degree Completetion Limits

Students must complete all degree requirements within seven years.

Transfer of Credit

Doctoral students can transfer up to nine credit hours of doctoral-level course work, provided the credits represent equivalent courses described in the program of study, pending approval by the program coordinator.

Academic Planning

Each candidate must meet with the Ed.D. program coordinator to discuss the academic program and the doctoral advisement process. Course sequencing is predetermined, and all students participate in a cohort model in order to complete the program.

MASTER OF SCIENCE IN ADDICTION STUDIES

Shane Murphy, Graduate Coordinator

Carol O'Connor, Dept. Secretary

Phone: (203) 837-9398
murphys@wcsu.edu
Phone: (203) 837-8470
oconnorc@wcsu.edu

Full-time faculty, Licensed Clinical Psychologists: N. Gallucci, S. Murphy, L. Oberleitner
Full-time faculty: M. Aloni, D. Barrett, B. Gee, R. Gustafson, R. Khoo, J. Kraybill, T. Kuther, M. Nelson, P. O'Neill
Part-time faculty, Licensed Clinical Psychologists: J. Conrad (LADC), M. Murphy (LADC)
Part-time faculty: K. Sharpe

Program Overview and Mission

The WCSU M.S. in Addiction Studies will give students the skills to understand the development and maintenance of substance use disorder problems and the effective behavioral change interventions to treat them. Graduates will be able to develop and implement individual treatment plans, lead effective group counseling, counsel clients with substance use disorders and related problems, understand current research on the psychopharmacology of addiction, and work with families and community agencies to implement behavior change and develop effective prevention programs. Graduates will be given the preparation needed to be community leaders in substance use disorders treatment and prevention.

Certification and Job Prospects

Graduates will be prepared for the certification of: **Licensed Alcohol and Drug Counselor (LADC)**.

The LADC in Connecticut requires a Master's degree in a Behavioral Science as well as supervised experience in the field. Additional requirements for licensure are:

- 300 hours of supervised practical training in Alcohol and Drug Counseling.
- Two years of supervised work experience.

The M.S. includes a supervised internship.

Graduates will be prepared to apply for jobs as counselors, supervisors, team leaders, inpatient managers, outpatient coordinators, and other careers in the substance use disorders field. Given the unfortunate and devastating surge in opioid use in New England, there is every expectation that graduates will be able to gain immediate employment as they work toward the two years of supervised work experience requirement for LADC. Connecticut has the highest concentration of jobs and location quotients in this occupation in the nation – 2,600 jobs (www.bls.gov.).

Program Learning Goals and Objectives

The MS in Addiction Studies will produce professionals who:

1. Apply the diagnostic criteria for Substance Use Disorders (SUD; DSM-5) and related psychological disorders across diverse populations.
2. Develop and implement treatment plans and propose risk reduction interventions.

3. Apply theoretical and evidence-based principles to lead effective individual, family and group counseling for SUDs.

4. Employ and articulate the professional values and ethics specific to intervention and prevention in this field.

5. Demonstrate the ability to apply and conduct research on addiction services and psychopharmacological treatment.

Admission Requirements

Applicants who wish to be admitted to the M.S. in Addiction Studies must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee. Online Application

2. Applicants must hold a baccalaureate degree from an accredited institution of higher education at time of entry into the program.

3. One official transcript mailed to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degrees. Mail transcripts to Western Connecticut State University, 181 White Street, Danbury, CT 06810 Attention: Office of Graduate Admissions. Electronic transcripts can be forwarded to graduateadmissions@wcsu.edu

4. Applicant's cumulative undergraduate grade point average (GPA) must be at least a 3.0 for admission consideration into program.

5. An interview with the department admissions committee.

6. It is preferred for students to have skills (e.g., completed coursework) in the following areas. Such courses are not required. Applicants should specify the relevant courses or experiences they have completed.
   - research methods in the behavioral sciences
   - basic understanding of the DSM-5
   - applied experience in psychology or a related field
   - psychological statistics

Degree Requirements

Completion of the following:

Choose one option

Option 1 : Full-time Pathway ___   Option 2 : Part-time Pathway ___

Core Addiction Studies Courses (16 credits)

PSY 592 Substance Use Counseling: Assessment and Counseling	4
PSY 593 Substance Use Counseling: Drugs and Behavior	4
PSY 594 Substance Use Counseling: Counseling Techniques	4
PSY 595 Substance Use Counseling: Applied Individual and Group Counseling	4

Additional Required Courses (15 credits)

PSY 581 Program Evaluation and Data Analysis	3
PSY 584 Advanced Assessment, Prevention and Therapy of Substance Use Disorders and Co-Occuring Disorders	
PSY 582 Professional Development and Ethics for Treatment Providers	3

PSY 583 The Psychopharmacology of Addiction and Medication Assisted Treatment	3
PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment	3

Internship (3 credits)

PSY 530 Internship in Addiction Studies	3

150 hours of supervised practical training in Alcohol and Drug Counseling

Master Project (3 credits)

PSY 590 Master Project	3

Completed in one semester or over the entire program.

Total credits   3ᵣ

** These courses are waiting approval at WCSU.

Frequently Asked Questions

- When does the program begin?
  For both full-time and part-time students, classes begin in the Fall. Full-time students can complete all program requirement in a year; part-time students in two years..

- How much is tuition?
  Student tuition rates and fees, and information on financial aid, can be found at: Tuition and Fees

- Are Graduate Assistantships available?
  Yes. Contact the Graduate Coordinator for information.

- Can courses be taken online?
  Some designated courses are offered online.

- Is there an interview for admission?
  Yes. This is scheduled after review of application materials.

- Is there an internship?
  Yes. This can be arranged by the student with approval of the Graduate Coordinator, or in cooperation with the faculty.

- Do I have to be a psychology major to apply?
  No. Applications are encouraged from a variety of related fields.

Course Schedule for Fall 2019 Cohort:

FULL-TIME PATHWAY

Fall 2019

PSY 592 Substance Use Counseling: Assessment and Counseling. (4 Cr)

PSY 584 Advanced Assessment, Prevention and Therapy of Substance Use Disorders & Co-Occurring Disorders (3 Cr)

PSY 582 Professional Development and Ethics for Treatment Providers (3 Cr)

PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment (3 Cr)

Winter 2019

PSY 583 The Psychopharmacology of Addiction and Medication Assisted Treatment (3 Cr) Online option.

Spring 2020

PSY 593 Substance Use Counseling: Drugs and Behavior. (4 Cr)

PSY 590 Masters Project. (3 Cr)

PSY 530 Internship in Addiction Studies. (3 Cr)

PSY 581 Program Evaluation and Data Analysis (3 Cr)

Summer I 2020

PSY 594 Substance Use Counseling: Counseling Techniques. (4 Cr)

Summer II 2020

PSY 595 Substance Use Counseling: Applied Individual and Group Counseling. (4 Cr)

TOTAL: 37 Credits

PART-TIME PATHWAY

Fall 2019

PSY 592 Substance Use Counseling: Assessment and Counseling. (4 Cr)

PSY 582 Professional Development and Ethics for Treatment Providers (3 Cr)

Winter 2019

PSY 583 The Psychopharmacology of Addiction and Medication Assisted Treatment (3 Cr)

Spring 2020

PSY 593 Substance Use Counseling: Drugs and Behavior. (4 Cr)

PSY 530 Internship in Addiction Studies. (3 Cr)

Summer I 2020

PSY 594 Substance Use Counseling: Counseling Techniques. (4 Cr)

Summer II 2020

PSY 595 Substance Use Counseling: Applied Individual and Group Counseling. (4 Cr)

Fall 2020

PSY 584 Advanced Assessment, Prevention, and Therapy of Substance Use Disorders & Co-Occurring Disorders (3 Cr)

PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment (3 Cr)

Spring 2021

PSY 590 Masters Project. (3 Cr)

PSY 581 Program Evaluation and Data Analysis (3 Cr)

TOTAL: 37 Credits

MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS

Master of Science in Applied Behavior Analysis

Stephanie Kuhn, BCBA-D Graduate Coordinator, 304   Phone: (203) 837-3206
kuhns@wcsu.edu

Ana Cangialosi, Dept. Secretary, WS 129   Phone: (203) 837-8510
Fax: (203) 837-8413
cangialosia@wcsu.edu

Faculty: A. Brewer, J. Burke, S. Kuhn.

California residents attending this online program at Western Connecticut State University are not eligible for federal financial aid.

Program Overview and Mission

The Master of Science (M.S.) in Applied Behavior Analysis (ABA) has a requirement of thirty credits. The program is housed in the Education and Educational Psychology Department. The M.S. in ABA offers courses of study students can apply toward advanced degrees or toward careers as Board-Certified Behavior Analysts.

Western offers two options to pursue the applied behavior analysis coursework. You can pursue the Master of Science in Applied Behavior Analysis or pursue the certificate (certificate requires acceptable graduate degree). All of the courses are offered online. Requirements for both options are listed below.

The mission of Western Connecticut State University's ABA program is to provide high-quality behavior analytic instruction to practitioners. We offer courses with advanced online technology in an academic environment dedicated to education and research.

Program Learning Goals and Objectives

Students will be able to demonstrate mastery of the knowledge of the basic skills, underlying principles of applied behavior analysis. In addition, students will demonstrate mastery of the knowledge of the application of practice-oriented skills in applied behavior analysis. The goal of the program is to provide instruction such that students are professionally competent and proficient in all areas of the Behavior Analyst Certification Board® and such that students are prepared the Board Certified Behavior Analyst Certification Examination provided by the Behavior Analyst Certification Board®.

1. Use assistive technology to promote the skills of speaking, reading, writing, and listening with individuals with developmental disabilities who require behavioral modifications.

2. Prepare and submit a competitive grant proposal to a public or private organization.

3. Evaluate research for utility in the practice of diagnosing and treating individuals with developmental disabilities or behavior modification needs.

4. Demonstrate knowledge and expertise in all areas of the Behavior Analyst Task List Fifth Edition.

Admission Requirements

Applicants who wish to be admitted to the M.S. in ABA must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee. Online Application (Application deadline for fall: March 1st / for spring: November 1st)

2. Applicants for the M.S. in Applied Behavior Analysis must hold a baccalaureate degree from an accredited institution of higher education.

3. One official transcript mailed to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree

4. Applicant's cumulative undergraduate grade point average (GPA) must be at least a 2.8 for admission into program.

5. Applicant must submit professional resume/vitae.

6. Applicant must submit response to the following essay question:

In a single, double-spaced page please tell us why you believe you are a good "fit" for Western Connecticut State University's Applied Behavior Analysis (ABA) program. To evaluate your application, it will be helpful to have the following information such as why do you wish to pursue a career in ABA, what are your goals upon earning a degree, and what are some experiences that you feel prepare you for success in our program (e.g., relevant coursework, GPA, job, etc.)?

Transcripts can be sent to: Western Connecticut State University, 181 White Street, Danbury, CT 06810 or sent as an attachment to Graduate Admissions

Degree Requirements

1. Board Certified Behavior Analyst Core Coursework: EPY655, EPY656, EPY657, EPY658, EPY 659 and EPY660, for a total of 22 credits and 330 classroom hours of graduate level instruction (see Coursework below) in the following content areas and for the number of hours specified:
   A. Concepts and Principles of Behavior Analysis – 45 hours,
   B. Philosophical Underpinnings of Behavior Analysis – 45 hours,
   C. Measurement, Data Display, and Interpretation; Experimental Design – 60 hours,
   D. Behavior Assessment -45 hours,
   E. Behavior-Change Procedures; Selecting and Implementing Interventions -60 hours,
   F. Personnel Supervision and Management -30 hours,
   G. BACB Compliance code and Disciplinary Systems – 45 hours.

2. Complete an additional eight credits in Applied Behavior Analysis: EPY651, EPY652, and EPY653.

3. Students whose work is of marginal quality, less than a B, in all M.S. in Applied Behavior Analysis courses or

who demonstrate personal qualities that are not conducive to the role of Board Certified Behavior Analyst will not be recommended for continuation in the program.

4. Students are required to visit http://bacb.com regularly and keep up to date with all requirements to sit for the examination and become a Board Certified Behavior Analyst. Students are required to be knowledgeable about any and all licensure laws are requirements in that state in which he/she plans to practice.

ADDITIONAL REQUIREMENT FOR EXAM ELIGIBILITY

Students must complete experience that fully compliances with the BACB experience standards within three choices: supervised independent fieldwork (1500 hours), or practicum (1000 hours), or intensive practicum (750 hours). The fieldwork experience is done independent of WCSU. The coursework, fieldwork experience and other requirements specified by the Behavior Analyst Certification Board is required for eligibility to take the BCBA examination. http://bacb.com

Please review the Frequently Asked Questions

MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS (30 SH) (All courses are 100% online.)

Completion of the following:

Entering Fall Student Course Sequence/Requirements   *30 SH*

EPY 655	Introduction to Concepts and Principles of Behavior Analysis	3 SH	(fall I)
EPY 658	Advanced Concepts and Principles of Behavior Analysis	4 SH	(fall I)
EPY 656	Behavior Assessment	4 SH	(spring)
EPY 659	Methods and Measurement in Applied Behavior Analysis	4 SH	(spring)
EPY 660	Ethics and Professional Issues	3 SH	(summer)
EPY 651	Assistive Technology for Applied Behavior Analysis	3 SH	(summer)
EPY 652	Grant Writing in Applied Behavior Analysis	2 SH	(summer)
EPY 657	Behavior Change Procedures	4 SH	(fall II)
EPY 653	Research in Applied Behavior Analysis Literature	3 SH	(fall II)

Entering Spring Student Course Sequence/Requirements   *30 SH*

EPY 655	Introduction to Concepts and Principles of Behavior Analysis	3 SH	(spring I)
EPY 658	Advanced Concepts and Principles of Behavior Analysis	4 SH	(spring I)
EPY 651	Assistive Technology for Applied Behavior Analysis	3 SH	(summer)
EPY 660	Ethics and Professional Issues	3 SH	(summer)
EPY 652	Grant Writing for Applied Behavior Analysis	2 SH	(summer)
EPY 656	Behavior Assessment	4 SH	(fall)
EPY 656	Methods and Measurement in Applied Behavior Analysis	4 SH	(fall)
EPY 657	Behavior Change Procedures	4 SH	(spring II)
EPY 653	Capstone Project in Applied Behavior Analysis	3 SH	(spring II)

All courses must be taken in this sequence outlined above. **Due to the program sequence, transfer credits are not accepted**.

CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

The Behavior Analyst Certification Board®, Inc. has verified the following courses toward the coursework requirements for eligibility to take the Board Certified Behavior Analyst® examination. Applicants will need to meet additional requirements before they can be deemed eligible to take the examination (I.e., degree and experience).

Board Certified Behavior Analyst (BCBA) Certificate
This 22-credit, six-course sequence is designed for candidates who have completed an acceptable graduate degree from an accredited university. The six-course sequence is a Verified Course Sequence (VCS) and meets the coursework requirement to be eligible for certification. The candidate will be required to complete additional requirements for certification. Visit http://www.bacb.com for more information.
BCaBA

Additional Information for both programs:

Students are required to visit http://bacb.com regularly and keep up to date with all requirements to sit for the examination and become a Board Certified Behavior Analyst.

Students whose work is of marginal quality, less than a B, in all M.S. in Applied Behavior Analysis courses or who demonstrate personal qualities that are not conducive to the role of Board Certified Behavior Analyst will not be recommended for continuation in the program.

Tuition: For more information regarding tuition costs and fees go to http://www.wcsu.edu/registration/grad-tuition.asp

Academic calendar: For more information regarding the start date of classes and other important dates go to: http://www.wcsu.edu/newsevents/currentacadcal.asp

Task List course content allocation:

Fifth Edition Task List Course Content Allocation Hours for BCBA (Begins Fall 2019)

Fourth Edition Task List Course Contet Allocation Hours for BCBA

Third Edition Task List Course Content Allocation Hours for BCBA

Certification Examination Pass rates: https://www.bacb.com/verified-course-sequences/

MASTER OF SCIENCE IN INTEGRATIVE BIOLOGICAL DIVERSITY

Master of Science in Integrative Biological Diversity

Theodora Pinou, CSCU Graduate Coordinator, SB 242   (203) 837-8793

pinout@wcsu.edu

Lisa Taylor, Department Secretary, SB 220   (203) 837-8791

taylorl@wcsu.edu

Fax: (203) 837-8769

Participating WCSU N. Connally; J. Cordeira; K. Giamanco; M. Monette; T. Philbrick; T. Pinou; R. Prunier;
Faculty   H. Reynolds; E. Wong.

Program Overview and Mission

The Master of Science (MS) degree in Integrative Biological Diversity blends the biological and environmental sciences with current social issues in order to train students to assess, manage, and think critically about biodiversity issues. The Integrative Biological Diversity degree combines graduate courses with faculty expertise across the Connecticut State Colleges and University (CSCU) System. Students have opportunities to collaborate with partnering organizations to engage in real-world practice. This program is suitable for secondary education teachers, current environmental science professionals, and others who are interested in a graduate-level biology degree that focuses on the ecological, physiological, and natural history of biological organisms.

Learning Goals

The MS in Integrative Biological Diversity develops environmentally-responsible stewards that can apply scientific thinking to conserve biological resources, manage biodiversity, and address the concerns of stakeholders.

Objectives

Students in the MS in Integrative Biological Diversity program will:

1. Apply the use of technologies (e.g. molecular methods or use of geographic information systems) to assess biological diversity and/or environmental health.
2. examine, quantify and describe organismal diversity across temporal and spatial scales (e.g. using geographic or phylogenetic analysis)
3. communicate with stakeholders about critical issues surrounding biodiversity (e.g., climate change, sustainability, emerging infectious diseases).

Learning Outcomes:

The MS in Integrative Biological Diversity will produce professionals who

1. can define diversity and explain the interconnections of organisms that are the result of millions of years of coexistence and adaptation,

2. are able to measure and monitor biodiversity using fundamental ecological techniques as well as in spatial and temporal dimensions,

3. understand the adaptive relationship between form and function and mechanisms that control this relationship, and

4. strive to maintain biodiversity through policy, sustainable development, and stewardship.

Admission Requirements

A student wishing to obtain a MS in Integrated Biological Diversity must hold a baccalaureate degree in biology, environmental science, or related program. The program welcomes students from diverse educational backgrounds (including non-science majors) who have experience or have completed previous coursework in biodiversity. The applicant should have an undergraduate cumulative average of at least 3.0 on a GPA scale of 1 – 4 or a recommendation from the graduate program coordinator. Prospective students should submit all undergraduate transcripts and a 500 word essay explaining why they would like to join the program. Students can enroll full-time or part-time, but only full-time students who successfully complete the stewardship seminar are eligible for graduate assistantships and/or grant-funded training fellowships. The deadline to submit an application for Fall admission is March 15.

All materials should be forwarded to the Office of Graduate Admissions, Western Connecticut State university, 181 White Street, Danbury CT 06897 or sent as an attachment to graduateadmissions@wcsu.edu.

To learn more about the program and apply, visit MS Integrative Biological Diversity

Application

To complete an application: Graduate Application

Degree Requirements

MS in Integrative Biological Diversity requires the completion of a total of 30 credits in one of two options.

Option 1: 27 credits of coursework, and 3 credits of stewardship.

Option 2: 21 credits of coursework, 3 credits of stewardship, 6 credits of thesis.

Students also must take courses from a minimum of two CSUS campuses and present at a scientific conference.

Master of Science in Integrative Biological Diversity

Required courses	*9 SH*
Hybrid Stewardship Seminar	1 SH
Applied Stewardship	2 SH
Climate Change (SCSU/EVE 559)	3 SH
Technology Course (several options)	3 SH
	*
Electives courses	*21 SH*
Thesis Track	15 SH
Thesis Research (for thesis track only)	6 SH
or	
Non-Thesis Track	21 SH
	*
Total Credits	*30 SH*

All students will participate in an annual stewardship conference

Available WCSU Courses:

A designation of "T" indicates technology course.

BIO 505	Stewardship Seminar	1 SH
BIO 506	Applied Stewardship	2 SH
BIO 504	Limnology	3 SH
BIO 530	Population Genetics (T)	3 SH
BIO 538	Molecular Mechanisms of Animal Development	3 SH
BIO 539	Molecular Biology of Prokaryotes (T)	3 SH
BIO 540	Aquatic Vascular Plants	4 SH
BIO 543	Stream Ecology	4 SH
BIO 545	Advanced Systematic Biology	3 SH
BIO 551	Soil Ecology	3 SH
BIO 555	Environmental Physiology (T)	3 SH
BIO 556	Herpetology	4 SH
BIO 560	Behavioral Ecology	3 SH
BIO 565	Topics in Animal Behavior	3 SH
BIO 592	Independent Thesis Research	1-6 SH
BIO 598	Faculty-Developed Study	1-4 SH
BIO 599	Student-Developed Study	1-6 SH

MASTER OF BUSINESS ADMINISTRATION

Master of Business Administration

Yaseen Hayajneh, Graduate Coordinator, WS 143

Phone (office): (203) 837-8183

hayajnehy@wcsu.edu

Accounting Faculty	J. Donegan; M. Ganon; X. Jiang; Y. Kim; T. Monks; G. Rotondo
Finance Faculty	C. Huang; W. Lin; L. Vo; A. Wong.
Management Faculty	P. Assenza; S. Bazan; K. Burnard; M. Chuang; M. Dugal; L.Forbes; A. Galli-Debicella; Y. Hayajneh; B. Teucher; D. Weltmann.
Management Information Systems	E. Collar; J. Flynn; R. Montague; P. Nugent; T. Yoon.
Marketing	E. AbouElgheit; R. Drozdenko; X. Han; K. Koza; B Oumlil.
Division of Justice and Law Administration	M. Alizadeh; H. Arslan; W. DeFeo; T. Dwyer; K. C. Jordan; G. Kain; R. Kroll; K. Marino; T. Miller; D. Sharma; S. Yamen.

Program Overview and Mission

Western's Master of Business Administration (M.B.A.) program is accredited by the Association to Advance Collegiate Schools of Business (AACSB, https://www.aacsb.edu/about). Western's M.B.A. program focuses on preparing students for managerial positions and leadership roles in contemporary organizations. Students acquire vital knowledge about business and organizational functions and activities. Students are challenged to think strategically and to hone skills needed to succeed in competitive environments.

Western's M.B.A. is designed with flexibility in mind to meet the needs of our students:

Working Professionals: Students can take one or two courses in the fall, spring, summer and intersession, completing the degree in as little as two years.

Full-time Students: For students able to make a full-time commitment including summer and intersession, the program can be completed in 12-14 months depending on required prerequisites. Our scheduling also meets the needs of Accounting graduates who are completing Connecticut's 150 credit hour requirement prior to joining accounting firms.

Most graduate classes meet one night a week on Monday through Thursday evenings at 5:25 p.m. Some courses may be offered in online or hybrid formats and occasionally at 8 p.m. or on weekends. Small classes, usually fewer than 25 students, encourage interaction and collegiality among the students.

Program Learning Goals and Outcomes

1. COMMUNICATION: Students will be able to communicate effectively.

- Learning Outcome 1 (written): Students will demonstrate effective, professional written communication skills when preparing business plans, analyzing cases, and communicating day-to-day matters.

- Learning Outcome 2 (oral): Students will demonstrate effective, professional oral communication skills when

making persuasive and knowledge transfer presentations.

2. LEADERSHIP AND TEAMS: Students will demonstrate leadership and team membership behavior.

- Learning Outcome 1: Students will demonstrate leadership competency by describing and identifying leadership traits and by exercising leadership behaviors in group assignments.
- Learning Outcome 2: Students will demonstrate team membership competency by acting as effective team members during group assignments and simulations and by describing and identifying the traits possessed by effective team members.

3. CRITICAL THINKING/ETHICS: MBA graduates will demonstrate strong critical thinking and sensitivity to ethical issues.

- Learning Outcome 1: Students will demonstrate strong critical thinking skills through the recognition of assumptions, evaluation or arguments, and drawing of appropriate conclusions.
- Learning Outcome 2: Students will demonstrate knowledge of ethical issues influencing business decisions.

4. GLOBAL KNOWLEDGE: Students will demonstrate knowledge of global business issues.

- Learning Outcome: Students will demonstrate knowledge of global business issues influencing decision making by business organizations.

Admission Requirements

Applicants to the M.B.A. program must submit the following materials to the Office of Graduate Admissions, Old Main, Rm. 101:

- a completed application for graduate study – Online application: http://wcsu.edu/graduate/application.asp
- an official transcript from each college or university previously attended, including all undergraduate and graduate courses, grades, and degrees
- two letters of recommendation, preferably from employers or former professors
- a current resume or curriculum vita
- a meeting with the program coordinator
- Recommended is a statement why the applicant desires to pursue an M.B.A. at WCSU.
- The Test of English as a Foreign Language (TOEFL) may be required for non-native English speakers with limited exposure to English.
- an official copy of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) test scores. GMAT/GRE scores must be from no more than five years prior to the date of enrollment.

Admission to the M.B.A. program is based on the information in the above items and the meeting with the program coordinator. No admission decision can be made until all of the required materials are in the applicant's file in the Office of Graduate Admissions. Previous academic achievements, GMAT/GRE test scores, recommendations, and work experience are important factors. If you are admitted to the program you will be required to submit proof of immunization before you can register for courses. For more information go to http://www.wcsu.edu/healthservices/onlineforms.asp for Connecticut State University Immunization Requirements and Connecticut State University Student Health Services Form.

Admission Formula

In general, admission to the M.B.A. will be determined using the following M.B.A. Admission Formula Score:

(Undergraduate GPA x 200) + GMAT score $\geq$ 1,050

GMAT/GRE Exam Waivers

You may receive a GMAT/GRE waiver if you have significant professional business and management experience, recognized professional certification (CPS, CFA, CMA, CIA, CFP), past graduate degree (master's or higher), or a minimum undergraduate GPA of 3.0, or take 2 M.B.A. 3 S.H. program courses as a non-matriculated student in one semester, and receive an average grade of 3.67 or better. Contact M.B.A. Coordinator for details on this process.

Degree Requirements

The M.B.A. degree will be conferred upon the matriculated M.B.A. graduate student who has

- completed prerequisite courses (minus waived)
- completed 37 graduate credits (minus waived and transferred credits) with a cumulative GPA of 3.0 B or better
- completed the program within an six-year period
- filed the application for the degree with the Office of Graduate Admissions by December 1 for the May commencement, February 1 for an August conferral, or
  October 1 for a January conferral

Waiver of Courses

The number of courses required for the M.B.A. degree may be reduced by waiver of some or all of the prerequisite courses (a maximum of 7 semester hours). These waivers are based on the applicant's undergraduate business degree transcript completed business courses with satisfactory grades of B or better, or relevant graduate courses with satisfactory grades of B or better.

Transfer of Courses

Up to 12 semester hours of graduate credit may be transferred to the M.B.A. program for equivalent courses completed elsewhere. To be considered for transfer, the courses must have been completed with a grade of B or better in the six years prior to enrollment in Western's M.B.A. program.

Substitution of Courses

Course substitutions may be allowed within the M.B.A. program to accommodate special considerations. Please see the M.B.A. Coordinator.

Courses in Residence

A minimum of 18 graduate semester hours in the M.B.A. program must be completed at WCSU.

Course Restrictions

For a complete list of prerequisites, co-requisites, and other restrictions for all courses, please consult the Course Description section of this catalog or contact the M.B.A. coordinator.

Graduate Student Success Manual Ancell Leads

This manual, targeted to our Ancell graduate students, provides information about student life here at WCSU, and on the Westside campus. The goal is to ease the transition of graduate students to the program at the Ancell School of Business (ASB).

Master of Business Administration

Prerequisite Cluster	(courses may be waived)	*7 SH*
ACC 501	Introduction to Financial Statements	1 SH
ACC 502	Introduction to Managerial Accounting	1 SH
FIN 504	Introduction to Business Statistics	1 SH
FIN 508	Introduction to Economics and Finance	1 SH
MGT 504	Essentials of Operations Management	1 SH
MGT 505	Essentials of Organizational Behavior	1 SH
MIS 512	Essentials of Management Information Systems	1 SH

Required M.B.A. Courses	*(courses cannot be waived)*	*30 SH*
ACC 507	Strategic Cost Management	3 SH
FIN 560	Analysis of Financial and Investment Decisions	3 SH
MGT 506	Strategic Management	3 SH
MGT 521	Strategic Integration of Operations	3 SH
MGT 530	Leadership	3 SH
MIS 516	Information Analysis	3 SH
MKT 534	Strategic Marketing Management	3 SH
MKT 539	Effective Managerial Communication	3 SH
MKT 592	International Business Strategy	3 SH
Elective	*(chosen in consultation with M.B.A. coordinator)*	3 SH
Total Semester Hours:	*37 SH*	

MASTER OF SCIENCE IN COUNSELOR EDUCATION

Master of Science in Counselor Education

Gabe Lomas, Clinical Mental Health Counseling Coordinator, WS 515

Phone: (203) 837-8512
lomasg@wcsu.edu

Nicole DeRonck, School Counseling Coordinator, WS 517

Phone: (203) 837-8513
deronckn@wcsu.edu

Nicole DeRonck, CACREP Unit Leader, WS 517

Phone: (203) 837-8513
deronckn@wcsu.edu

Ana Cangialosi, Department Secretary, WS 129

Phone: (203) 837-8510
cagialosia@wcsu.edu
Fax: (203) 837-8413

Website

MS Counselor Education

Faculty A. Brewer, J. Burke, T. Canada, J. Caruso, M. Daria, M. Delcourt, N. DeRonck, S. Kuhn, G. Lomas, D. Mariot

Program Overview

The counselor education program includes a 48-credit school counseling option and a 60-credit clinical mental health counseling program option, each leading to the Master of Science (M.S.) degree.

Students develop a "Plan of Study" with their coordinator and usually complete their program in three years.

The counselor education program has been nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs since 1996. The school counseling option prepares candidates to work as school counselors in grades K-12. The clinical mental health counseling option prepares students to work as counselors in a variety of community, agency, and clinical mental- health settings. Students are National-Certified Counselor-eligible after passing the National Counselor Exam, administered at Western each fall and spring. In addition, graduates are eligible to become licensed professional counselors upon completing additional requirements set forth by the State of Connecticut.

In view of the responsibilities of the role of counselor in both school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended either for matriculation or for continuation in the program.

MS in Community Mental Health Counseling and School Counseling Program Goals and Learning Objectives

Program Goals	Program Learning Objectives	CACREP Core Standards	Key Assessments	Courses
1. The Counselor Education Program provides students with the knowledge and skills necessary to be successful professional counselors.	1. A. Students will demonstrate knowledge of all 8 CACREP Common Core Standards.	1-8	CPCE	ED 572 ED 585-587 EPY 600-606
	1. B. Students will demonstrate			

	counseling skills necessary to develop, maintain and manage a helping relationship.	5	Individual Counseling Project	EPY 602 EPY 604 EPY 605
	1. C. Students will demonstrate the knowledge and skills necessary to identify and successfully practice as professional counselors.	1	Site Supervisor Assessments for Practicum & Internship Employer Survey Alumni Survey	EPY 610-614
	1. D. Students will demonstrate their ability to research evidence based practices and create interventions for counseling issues.	5, 8	Group Counseling Project	EPY 603
2. The Counselor Education Program prepares students to consider each client as unique, multi-dimensional individuals, throughout the counseling relationship.	2. A. Students will be able to apply multicultural competencies in both the individual and group counseling settings.	2	Site Supervisor Assessment for Practicum & Internship, Group Counseling Project, Individual Counseling Project, Assessment Project	ED 587 EPY 603-605 EPY 610-614
	2. B. Students will demonstrate the ability to select, conduct and interpret assessments, and to use the data to formulate culturally and developmentally appropriate goals and interventions.	3, 7	Assessment Project	EPY 600
3. The Counselor Education program assures students have developed dispositions aligned with the legal, ethical and humanistic parameters of the American Counseling Association and/or the American School Counseling Association.	3. A. Students will demonstrate disposition in line with the humanistic, legal, and ethical parameters of the counseling professions.	1	Fitness to Practice	N/A

Admission Requirements

Application Deadline: Applications and all supporting documents are due no later than March 1st. Online Graduate Application

    a. Achieve a minimum of 3.0 GPA for all undergraduate courses.

    b. If an applicant's cumulative undergraduate grade point average (GPA) is below 3.0, the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:

3.0 or higher- MAT not required

2.57 to 2.99-35th percentile

2.47 to 2.56-45th percentile

2.37 to 2.45-50th percentile

Below 2.37-60th percentile

c. Complete an undergraduate program that includes a general-education distribution of courses in English, mathematics, science, social and behavioral sciences, foreign language, and fine arts.

d. Submit an essay demonstrating proficiency in English, stating the reasons for wanting to enroll in a counselor-education program, and emphasizing experiences relevant to the field. Online Essay Form

e. Submit three letters of recommendation from individuals able to testify to the student's suitability as a prospective counselor. Recommendation Form

f. Be interviewed by the program's faculty admissions committee, which will assess the student's academic background and personal attributes that might affect the student's performance as a counselor.

g.Complete nine semester hours of psychology (if applying for the clinical mental health counseling program) or six semester hours of psychology, including introduction to psychology and human development courses, and a three-semester-hour introductory course in special education (if applying for the school counseling program).

Transcripts and other supporting documents should be forwarded to the Office of Graduate Admissions, Western Connecticut State University, 181 White Street, Danbury, CT 06810 or sent as an attachment to Graduate Admissions

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: Livetext. If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, ocallaghanc@wcsu.edu.

Option in School Counseling

The curriculum for the school counseling option includes the following graduate courses:

Open to all Graduate Students		*6 SH*
ED 500	Contemporary Educational Issues	3 SH
ED 572	Career Education and Development	3SH
		*
Open to Students Accepted to Program or by Permission of Chair		*6 SH*
ED 585	Introduction to Community and School Counseling	3 SH
ED 586	Theories of Counseling	3 SH
		*
Open to Students Accepted to Program Only		*36 SH*
ED 587	Counseling Diverse Populations	3 SH
EPY 600	Assessment for Counselors	3 SH
EPY 601	Fundamentals of Statistics and Research Design	3 SH

EPY 602 Interviewing and Consultation Across the Life Span: Principles and Techniques	3 SH
EPY 603 Group Work Foundation: Theory and Practice	3 SH
EPY 604 Individual Counseling in the Schools: Clinical Skills	3 SH
EPY 606 Advanced Group Work: Theory and Practice	3 SH
EPY 607 Pupil Personnel Services: Philosophy and Organization	3 SH
EPY 610 Practicum in School Counseling	3 SH
EPY 612/613 Internship in School Counseling	6 SH
Elective	3 SH

Total Semester Hours: 48 SH

Option in Clinical Mental Health Counseling

This option leads to counselor licensure and national certification. Curriculum for the clinical mental health counseling option includes the following courses:

Open to Students Accepted to Program or by Permission of Chair	*9 SH*
EPY 618 Introduction to Clinical Mental Health Counseling	3 SH
ED 586 Theories of Counseling	3 SH
ED 572 Career Education and Development	3 SH
	*

Open to Students Accepted to Program Only	*51 SH*
ED 587 Counseling Diverse Populations	3 SH
EPY 600 Assessment for Counselors	3 SH
EPY 601 Fundamentals of Statistics and Research Design	3 SH
EPY 602 Interviewing & Consultation Across the Life-Span: Principles and Techniques	3 SH
EPY 603 Group Work Foundation: Theory and Practice	3 SH
EPY 605 Clinical Mental Health Counseling Skills	3 SH
EPY 606 Advanced Group Work: Theory and Practice	3 SH
EPY 608 Clinical Mental Health Counseling: Management, Delivery, and Consultation	3 SH
EPY 611 Practicum in Clinical Mental Health Counseling	3 SH
EPY 614 Internship in Clinical Mental Health Counseling	3 SH
EPY 615 Internship in Clinical Mental Health Counseling	3 SH
EPY 619 Crisis Counseling in the Community and School	3 SH
EPY 620 Marriage and Family Counseling	3 SH
EPY 621 Drug and Alcohol Counseling	3 SH
EPY 630 Introduction to Psychopathology	3 SH
Two Faculty- Approved Electives	6 SH

Total Semester Hours: 60 SH

MASTER OF SCIENCE IN EDUCATION

Master of Science in Education

Offering Options for Certified Teachers in Elementary and Secondary Education

    Instructional Technology

Catherine O'Callaghan, Graduate Coordinator, WH 128

    Phone: (203) 837-3267
    ocallaghanc@wcsu.edu

Ana Cangialosi, Department Secretary, WH 128

    Phone: (203) 837-8510
    canglialosia@wcsu.edu
    Fax: (203) 837-8413

Faculty: A. Brewer, J. Burke, T. Canada, J. Caruso, M. Daria, M. Delcourt, N. DeRonck, S. Kuhn, G. Lomas, D. Mariotti, C. O'Callaghan, J. Piro, K. Roe, T. Stewart.

Program Overview and Mission

Western's M.S. in Education degree program enhances and develops careers in teaching. The program maintains professional relationships with the broader educational community and is committed to the continuous support and development of cooperative projects and services with area schools. The M.S. in Education program empowers students to attain the highest standards of academic achievement, personal development, and ethical conduct.

Goals, Objectives and Learning Outcomes of the MSED in Curriculum Program

The goals, objectives and learning outcomes of WCSU's MSED in Curriculum program are varied and to the professional development of classroom educators and for the improvement of student achievement. The program is designed to prepare K-12 educators to:

A. The program will prepare educators who demonstrate academic competence in their selected option:

1. Investigate curriculum theory and associated research as these apply to classroom practices directed toward the improvement of instruction as indicated by the design of curriculum, website, or grant in the capstone project.

B. Graduates of this program will value and infuse diversity:

1. Expand his or her professional knowledge base regarding the education and development of exceptional, gifted, talented, and disabled students in a regular classroom as indicated by the creation of a research proposal that impacts learning for the diverse classroom.

2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the measuring student learning project.

C. The program will prepare educators who demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner;

1. Demonstrate the ability to be a consumer of information and a producer of educational research through the

use of inquiry, critical analysis, and synthesis as indicated by the investigation of a selected research project.

Admission Requirements

Applicants who wish to be admitted to the M.S. programs in teacher education must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee. Online application: http://wcsu.edu/graduate/application.asp

2. One official transcript mailed (not hand-delivered) to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree. (For initial nonmatriculating enrollment, an unofficial transcript indicating a 3.0 undergraduate grade point average (GPA) or higher and the baccalaureate degree will suffice.)

3. A copy of a valid teaching certificate in elementary and/or secondary education

4. Evidence of an earned baccalaureate degree from an accredited institution of higher education

5. After all of the materials indicated above have been submitted, the applicant should contact the program coordinator for an interview

Graduate students in the M.S. programs must complete the requirements for the degree within the six-year period immediately preceding the awarding of the degree.

New-York-State-certified teachers must check with the New York State Education Department to determine if a Western Connecticut State University graduate program meets New York State certification requirements.

Program Entry Interviews and Academic Planning

Each candidate must meet with the M.S. graduate coordinator to discuss and plan the academic program. Course-sequencing suggestions will be provided at that time.

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: www.livetext.com. If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, ocallaghanc@wcsu.edu.

Degree Requirements: Option in Instructional Technology (noncertification)

The objective of the instructional technology option is to expand the professional knowledge base of teachers regarding the use of instructional and information technology in the classroom. A minimum of 30 semester hours is required for the M.S. in Education degree, including the requirements for the nonthesis or thesis approach. The culmination of the program includes completion of a three-semester hour capstone project (ED 592). This program does not currently lead to certification in technology.

Master of Science in Education: Option in Instructional Technology (noncertification)

Professional Education Requirements	*12 SH*
ED 500 Contemporary Educational Issues	3 SH
EPY 505 Measurement and Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 592 Capstone Project in Education	3 SH

Option Courses (*select 12 SH*)   *12 SH*

ED 532 Computer Literacy in Education   3 SH

ED 538 Electronic Portfolio Development for Educators   3 SH

ED 539 Developing Cultural Diversity Through Virtual Field Trips   3 SH

ED 556 Curriculum Development Using Instructional Technology   3 SH

ED 557 Computers in Special Education   3 SH

ED 558 Computers in Distance Learning   3 SH

ED 559 Educational Computer Simulations   3 SH

Electives   *6 SH*

Up to 3 SH of elective graduate credits may be taken outside of the E&EP Department.

Intersession courses (ED 733) should only apply as graduate electives.

MASTER OF HEALTH ADMINISTRATION

Master of Health Administration

Yaseen Hayajneh, Graduate Coordinator, WS 143   Phone: (203) 837-8183

hayajnehy@wcsu.edu

Accounting Faculty	J. Donegan; M. Ganon; X. Jiang; Y. Kim; T. Monks; G. Rotondo.
Finance Faculty	C. Huang; W. Lin; L. Vo; A. Wong.
Management Faculty	P. Assenza; S. Bazan; K. Burnard; M. Chuang; M. Dugal; L. Forbes; A. Galli-Debicella; Y. Hayajneh; B. Teucher; D. Weltmann.
Management Information Systems	E. Collar; J. Flynn; R. Montague; P. Nugent; T. Yoon.
Marketing	E. AbouElgheit; R. Drozdenko; X. Han; K. Koza; B Oumlil.
Division of Justice and Law Administration	M. Alizadeh; H. Arslan; W. DeFeo; T. Dwyer; K. C. Jordan; G. Kain; R. Kroll; K. Marino; T. Miller; D. Sharma; S. Yamen.

Accreditation

The Ancell School of Business (ASB) is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Program Overview and Mission

Western's Master of Health Administration (M.H.A.) program prepares students for managerial positions in a range of health services organizations. The program is designed for part-time study; classes are scheduled in the evenings and occasionally on Saturdays.

Program Learning Outcomes

1. Demonstrate effective written and oral communication skills when facilitating group interactions, preparing written analyses, presenting compelling arguments and solutions, preparing well-documented plans, reports, and papers and when sharing core   health administration principles, concepts and practices.

2. Apply leadership techniques appropriate for the context to inspire and influence individuals and teams to pursue a shared vision and goals.

3. Demonstrate awareness of the multidisciplinary nature of healthcare operations and take responsibility for acting effectively and professionally in teams as a team leader and/or as a member.

4. Apply critical thinking and analytical skills to assess situations, identify challenges and opportunities, solve problems, implement solutions, and evaluate results in health care delivery.

5. Make decisions and conduct oneself according to high ethical and professional standards.

6. Apply knowledge of management and leadership theories and practices to design, organize, mange and improve health care systems and organizations in compliance with industry standards and overall mission.

7. Apply the knowledge of health care organization's structure, operation, finance, accounting, technology and context to design systems of care, develop operational plans and strategic plans in line with organization's overall mission and strategy.

8. Identify and evaluate ways to strengthen the U.S. healthcare system by critically comparing it to international health care systems.

Admission Requirements

Admission to the M.H.A. program requires submission of the following materials:

- a completed application for graduate study – Online application: http://wcsu.edu/graduate/application.asp
- submit official transcripts of all undergraduate and graduate courses and degrees
- if your undergraduate grade point average (GPA) is less than 3.0, complete and pass (> 35th percentile) an entrance examination score from one of the following:
    - Miller Analogies Test (MAT)
    - Graduate Record Examination (GRE)
    - Graduate Management Admission Test (GMAT)
- submit two letters of recommendation
- submit a current resume or curriculum vita

Once the application has been submitted, the applicant will meet with the program coordinator to complete the application process, to review the program requirements, and to design a course of study.

Criteria for admission to the program include the following:

- 2.50 or higher (on a 4.0 scale) undergraduate grade point average
- if required, and entrance test score at or above the 35th percentile
- an undergraduate or graduate statistics course (3 or 4 credits) with a grade of C or better
- at least two years of full-time, post-bachelor degree work experience

Previous academic achievements, entrance test score, letters of recommendation, and work experience are all important factors. For example, a record of appropriate employment at increasing levels of responsibility and supervision or significant involvement in community organizations might be considered.

Degree Requirements

The M.H.A. degree will be conferred upon the matriculated M.H.A. graduate student who has

- completed the required 36 semester hours from the three groupings
- completed the program within an six-year period
- a cumulative GPA of 3.0 (B) or better

Waiver of Courses

A maximum of nine graduate credits may be waived (with substitution) based on undergraduate course work. The total number of waived and transferred course credits may not exceed 15 semester hours.

Transfer of Courses

A maximum of nine graduate credits from other institutions may be transferred to the M.H.A. program. To be considered for transfer, the courses (at least a grade of B) must have been completed in the six years prior to enrollment at Western.

Course Restrictions

For a complete list of prerequisites, co-requisites and other restrictions for all courses, please consult the Course Description section of this catalog.

Graduate Student Success Manual Ancell Leads

This manual, targeted to our Ancell graduate students, provides information about student life here at WCSU, and on the Westside campus. The goal is to ease the transition of graduate students to the program at the Ancell School of Business (ASB).

Master of Health Administration

Management Core	*6 SH*
MGT 530 Leadership	3 SH
MGT 547 Human Resource Management	3 SH
	*

Health Services Core	*18 SH*
MGT 580 Health Delivery Systems	3 SH
MGT 581 Health Services Financial Management	3 SH
MGT 582 Managing Health Services Organizations	3 SH
MGT 585 Health Services Quality Tools	1.5 SH
MGT 589 Health Services Tech and Innovation	1.5 SH
MGT 591 Introduction to Health Policy	3 SH
MGT 595 Strategic Managing for Health Services	3 SH
	*

Elective Courses	*12 SH*
Electives	12 SH

Total Semester Hours: 36 SH

Management Department Electives:

MGT 550 Selected Topics in Management	3 SH
MGT 544 Negotiations and Conflict Resolution	3 SH
MGT 548 Organizational Excellence	3 SH
MGT 588 Healthcare Administrative Residency	3-6 SH
MGT 584 Long Term Care Administration	3 SH
MGT 586 Health Services Marketing	3 SH
MGT 587 Health Services Law	3 SH
MGT 598 Faculty-Developed Study	3 SH
MGT 599 Student-Developed Study	3 SH

With the approval of the MHA Coordinator, you may also choose non-MHA electives from the graduate course offerings of

- the Management Department,
- other Ancell School of Business departments (e.g., marketing, finance), or
- departments outside the Ancell School (e.g., nursing, psychology, communications).

Choosing electives permits you to tailor the MHA program to your needs and objectives. Please present your non-

MHA choices and rationale to the Coordinator for prior approval. Please see the current Graduate Catalog for course descriptions and other relevant information.

MASTER OF ARTS IN HISTORY

Master of Arts in History

Wynn Gadkar-Wilcox, Graduate Coordinator, WA 218   Phone: (203) 837-8565

wilcoxw@wcsu.edu

Patricia Lerner, Department Secretary, WA 224   Phone: (203) 837-8484

lernerp@wcsu.edu

Fax: (203) 837-8905

Faculty: K. Allocco; J. Duffy; W. Gadkar-Wilcox; K. Gutzman; L. Lindenauer; M. May; M. Nolan; J. Rosenthal; A. Saad

Program Learning Goal

The goal of the Master of Arts (M.A.) in History degree program is for students to develop their skills in analyzing and interpreting historical events and interrelational developments in diverse areas of the world.

Program Learning Objective

Our objective is to provide an exciting and relevant curriculum specifically designed for students who are secondary school teachers, college graduates preparing for careers in college teaching, or professionals from outside the academic world who value the intellectual challenge afforded by the serious study history.

Program Learning Outcome

Through our required comprehensive examination and our MA thesis option, students will demonstrate a mastery of a body of advanced secondary literature, a mastery over key events and figures, and an ability to answer key questions in innovative ways appropriate to their specific track and chosen field of study within history.

Admission Requirements

August 1 is the fall deadline to apply to the M.A. in History program. Application deadline for the spring semester is January 1. Late applications may be considered. All admissions are made at the discretion of the History Graduate Admissions Committee.

Requirements include an earned bachelor's degree from an accredited institution of higher education with a minimum grade point average (GPA) of 2.7. The GPA in history courses should be at least 3.0. An applicant with an undergraduate degree and a GPA below 3.0 may submit Graduate Record Examination (GRE) general test scores and an explanation of relevant circumstances to support his or her application.

The following materials must be submitted to the Office of Graduate Admissions, Old Main, rm. 101:

- A completed graduate admission application form and fee.
- Official transcripts for all undergraduate and graduate courses and degrees.
- A statement of purpose, two to four pages, typed and double-spaced. The statement should describe the applicant's relevant past experience, academic and career goals, and interest in the M.A. in History program.

- Two letters of recommendation from individuals who can effectively assess the applicant's general academic potential.
- Acceptance by the History Graduate Admissions Committee.

Degree Requirements

A minimum of 30 semester-hour credits is required for the M.A. in History.

Student must:

a. Complete at least 12 semester hours (four courses) in one of three major fields below:

- American History (AH)
- European History (EH)
- World History (WH)

b. Complete at least 6 credit hours (two courses) of electives.

c. Pass a written comprehensive examination in the major field. The comprehensive examination will consist of four questions from at least two different faculty members. At least two of the questions have to be in the major field. To be eligible to take the comprehensive examination, the student must complete all course work prior to or within the semester in which the comprehensive exam is taken. The student must have at that time an average of "B" or better in his or her coursework. Students should contact the graduate coordinator to schedule the comprehensive examination.

Acceptable Variations:

1. Students choosing to do a master's thesis must complete the six (6) semester-hour thesis course (HIS 592) instead of two elective courses.

2. With the graduate coordinator's approval, students may take a maximum of six (6) semester hours in 500-level courses in allied fields (such as English) or in 400-level History courses.

COURSES OFFERED

Courses offered include, but are not limited to, the following:

HIS 505	New York City: Its History and Culture	3 SH	AH
HIS 506	Readings in American History to 1877	3 SH	AH
HIS 507	Readings in American History Since 1877	3 SH	AH
HIS 508	Readings in European History to 1500	3 SH	EH
HIS 509	Readings in European History since 1500	3 SH	EH
HIS 510	Fascism: Revolution or Counterrevolution	3 SH	EH
HIS 515	The French Revolution	3 SH	EH
HIS 516	The American Revolution	3 SH	AH
HIS 520	Origins of World War I	3 SH	EH, WH
HIS 521	Origins of World War II	3 SH	EH, WH
HIS 534	Islam in International Affairs	3 SH	WH
HIS 535	African-American History and Culture	3 SH	AH
HIS 536	The Civil War Era	3 SH	AH
HIS 537	America in the Sixties	3 SH	AH
HIS 539	America in the 1950s	3 SH	AH

HIS 540	Islamic Intellectual History	3 SH	WH
HIS 541	Conflict in the Modern Middle East	3 SH	WH
HIS 542	Approaches to World History	3 SH	WH
HIS 544	U.S. Immigration History	3 SH	AH
HIS 545	U.S. Urban History	3 SH	AH
HIS 556	Colonial North America	3 SH	AH
HIS 557	The Early American Republic	3 SH	AH
HIS 558	History of the American South	3 SH	AH
HIS 570	Chinese Thought and Religion	3 SH	WH
HIS 571	China in the Twentieth Century	3 SH	WH

Consult the graduate program coordinator for appropriate course selections.

MASTER OF SCIENCE IN EDUCATION IN LITERACY AND LANGUAGE ARTS

Master of Science in Education in Literacy and Language Arts

Annmarie Spatola, Graduate Coordinator

Phone: (203) 837-8510
spatolaa@wcsu.edu

Ana Cangialosi, Department Secretary, WH 128

Phone: (203) 837-8510
canglialosia@wcsu.edu
Fax: (203) 837-8413

Faculty: A. Brewer, J. Burke; T. Canada; J. Caruso; M. Daria; M. Delcourt; N. DeRonck; S. Kuhn; G. Lomas; D. Mariotti, C. O'Callaghan; J. Piro, K. Roe, T. Stewart.

Program Overview and Mission

The mission of the MSED in Literacy and Language Arts Program is to prepare educators to become reading specialists, literacy coaches, and professional leaders who are highly knowledgeable in the theoretical and practical foundations of literacy, recognize access to literacy education, and work to impact student learning in culturally diverse populations in K-12 schools and communities.

Goals, Objectives, and Learning Outcomes of the MSED in Literacy and Language Arts Program

The goals, objectives, and learning outcomes of WCSU's MSED in Literacy and Language Arts Program are varied and critical to facilitate the development of reading specialists, literacy coaches, and professional leaders. The program is designed to prepare K-12 educators as follows:

A. Graduates of the program will use their knowledge of cognitive, linguistic, motivational, and socio-cultural foundations of literacy to sustain and connect classroom communities;

1. Synthesize and apply major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components as indicated by the design of an action research project in literacy.

B. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;

1. Expand his or her professional knowledge base regarding the education and development of exceptional, gifted, talented, and disabled students as indicated by case studies of struggling readers and writers.

2. Accurately assess and analyze student learning, and reflect on adjustments needed for both instruction and assessment as indicated by the student learning project.

C. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational goals;

1. Demonstrate the ability to apply their knowledge of theory and empirical research to impact student learning

as indicated by clinical performance in the practicum.

D. Graduates of the program will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, and other community members to meet the needs of all learners

    1. Work collaboratively with administrators, colleagues, parents, and community members to design literacy instruction as indicated by their portfolio in the practicum.

Admission Requirements

Applicants who wish to be admitted to the program must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee: Online application – http://wcsu.edu/graduate/application.asp

2. One official transcript mailed (not hand-delivered) to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree – (For initial nonmatriculating enrollment, an unofficial transcript indicating a 3.0 undergraduate grade point average (GPA) or higher and the baccalaureate degree will suffice.)

3. A copy of a valid teaching certificate in elementary and/or secondary education

4. Evidence of successful completion of any required prerequisite courses for a particular concentration

5. Evidence of an earned baccalaureate degree from an accredited institution of higher education

Graduate students in the program must complete the requirements for the degree within six-years.

New-York-State-certified teachers must check with the New York State Education Department to determine if a Western Connecticut State University graduate program meets New York State certification requirements.

Program Entry Interviews and Academic Planning

Each candidate must meet with the graduate coordinator to discuss and plan the academic program. Course-sequencing suggestions will be provided at that time.

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: www.livetext.com. If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, ocallaghanc@wcsu.edu.

Degree Requirements

Leadership Foundational Courses	*6 SH*
ED 576 Learning, Coaching, and Reflective Practice	3 SH
ED 593 Standards, Mandates, and Legal Issues in Education	3 SH
	*
Foundational Knowledge in Language and Literacy	*21 SH*
ED 517 Development of Reading in the Elementary Schools	3 SH
ED 535 Content Area Literacy: Development of Reading in the Secondary School	3 SH
ED 607 Language Development	3 SH
ED 608 Sociolinguistics and Literacy Learning	3 SH

ED 609 Assessments in Reading and Language Arts	3 SH
ED 610 Exploring Children's and Adolescent Literature and Digital Literacies	3 SH
ED 611 Action Research in Literacy Leadership	3 SH
	*
Assessment and Intervention	*9 SH*
ED 548 Analysis of Reading Difficulties	3 SH
ED 612 Practicum in Reading and Literacy K-5	3 SH
ED 613 Practicum in Reading and Literacy 6-12	3 SH
	*
Total Credits for Degree	36 SH

Tier II

Cross-endorsement: Reading and Language Arts Consultant Program Leads to CT Reading and Language Arts Consultant Certification (#097 certification)

Admission Requirements

Current certification, 10 months as remedial reading teacher, special education coursework (3 credits); coursework in children's or adolescent literature (3 credits)

Cross-endorsement: Reading and Language Arts Consultant Coursework	*9 SH*
ED 614 Advanced Diagnosis and Remediation	3 SH
ED 615 Organization, Administration, and Evaluation of Reading Programs	3 SH
ED 616 Practicum in Reading and Language Arts Consultant	3 SH
Total Required Credits	9 SH

MASTER OF ARTS IN MATHEMATICS

Master of Arts in Mathematics

Charles Rocca, Graduate Coordinator, WH 322A

Phone: (203) 837-9360
roccac@wcsu.edu

Cathy DeSisto-Reynolds, Department Secretary, WH 321

Phone: (203) 837-9299
reynoldsc@wcsu.edu
Fax: (203) 837-8527

Faculty: D. Burns; S. Christofi; B. Hall; S. Hayes; S. Lightwood; A. Lubell; P. Maida; L. Novozhilova; C. Rocca; Mich

Program Overview and Mission

The Master of Arts (M.A.) in Mathematics degree program provides students with an avenue for further in-depth study in theoretical or applied mathematics. Students may use this program as a first step toward a Ph.D. in Mathematics, as a means of increasing their knowledge of mathematics to support their teaching, or to enhance their skills and knowledge for careers in such diverse fields as actuarial science, statistics, cryptography, engineering, and computer science.

The mission of the M.A. in Mathematics program is to extend the knowledge of beginning mathematicians with depth and breadth in mathematics content, research, and applications.

Program Learning Goals and Objectives

Upon the completion of the MA in Mathematics program, graduates will

- Demonstrate knowledge of functional concepts and theories in Modern Algebra, Real Analysis, Complex Analysis, Numerical Analysis, and Applied Statistics. These include:
    - Functional series with both real and complex terms
    - Real and complex functions
    - Theory of Riemann integral
    - Algebraic Structures, such as groups, rings and fields
    - Theory of integration of complex functions
    - Theories of interpolation and approximation of functions and numerical solutions to transcendental, polynomial, and differential equations as well as to linear and non-linear systems of equations
    - Applications of statistical techniques for both discrete and continuous distributions
    - Verifications of assumptions appropriate for specific statistical models
- Be able to use techniques for proving statements about the fundamental concepts in the listed areas
- Develop and apply working skills in problem solving techniques involving the fundamental concepts and theoretical facts in the listed areas
- Use/develop mathematical models in applied areas, solve them, and analyze the solutions with technology assistance when necessary.

- Demonstrate in depth knowledge in two areas of their choice. Possible demonstrations of this knowledge include:
    - Data processing using modern techniques and algorithms such as multivariate statistical analysis or signal analysis
    - Proving statements involving measure theory and Lebesgue integration
    - Solving problems and demonstrating proofs involving field extensions, quotient structures, Galois theory, geometric or combinatorial group theory
    - Solving ordinary and partial differential equations both analytically and numerically
    - Proving statements in advanced Number Theory

Admission Requirements

The following are the requirements for admission into the M.A. in Mathematics program:

- Bachelor's degree in math or math-related field, with courses through Abstract Algebra
    - If applicant does not meet this requirement, s/he is required to take the appropriate courses that are prerequisites to graduate study in mathematics: Linear Algebra, Calculus III, Abstract Algebra, and earn a GPA 3.0 in these courses.
- Undergraduate overall GPA 2.5 or better, and Undergraduate GPA in major math courses 2.5 or better if applicant does not meet this requirement, s/he must complete the GRE Quantitative, General Exam, with a score of 650 or better.
- Special cases may be accepted by the department graduate committee.

Degree Requirements

Requirements for the degree of M.A. in Mathematics include:

1. a minimum of 30 semester hours of course work as described below, and

2. a culminating experience, which consists of a comprehensive examination and may include a thesis.

Comprehensive Examination

The comprehensive examination is a three-hour examination on the courses in the program completed by the student as follows:

1. one hour on each of two one-year, six-credit MAT courses in the areas of algebra, analysis, numerical analysis, or statistics, with at least one being algebra or analysis;

2. two half-hour exams in courses of student's choice

3. Exceptional students (GPA > 3.75) have the option of writing a thesis. In such cases, the examination is a single one-hour exam in one of the areas of algebra, analysis, numerical analysis or statistics, and it must be in an area different from the thesis.

All course work must be completed prior to the semester in which students take the comprehensive examination. The total GPA must be 3.0 or better. Credit is not awarded for the comprehensive examination.

The written examination is given at a time agreed to by the student and graduate coordinator. It is the responsibility of students choosing to take the examination to notify their adviser no less than 2 months prior to the expected examination date. Successful fulfillment of the examination requirement necessitates a passing mark on each section of the examination. In the event the student fails to pass one section of the examination, the student may

1. repeat that particular section of the examination on the next examination date or

2. choose another option with the approval of the department graduate committee.

Thesis

The thesis is completed through MAT 592, Independent Thesis Research in Mathematics (up to six semester hours, as agreed to by the student, the thesis adviser, and Mathematics Department chair). The thesis is a scholarly work researched and solely written by the student under the guidance of a thesis adviser and thesis committee. The thesis proposal must be approved by the thesis committee and graduate school before registering for MAT 592. The thesis credits must be approved by the Mathematics Department.

The Master of Arts in Mathematics degree program, including the thesis and the comprehensive examination approach, must be planned and agreed upon by the student and the graduate adviser.

Master of Arts in Mathematics

The M.A. in Mathematics requires completion of 30 semester hours. (21 SH required credits as indicated – five courses required of all students plus two of the second semester classes in algebra, analysis, numerical analysis, or statistics. The remaining nine credits can be selected from those listed in agreement with the student's faculty advisor and graduate coordinator.) Students exhibiting exceptional ability may choose the thesis option to complete their degree.

REQUIRED

MAT 512	Modern Algebra I	3 SH
MAT 507	Applied Statistics I	3 SH
MAT 514	Real Analysis I	3 SH
MAT 518	Complex Analysis I	3 SH
MAT 526	Numerical Analysis I	3 SH

Plus 2 of the following

MAT 513	Modern Algebra II	3 SH
MAT 515	Real Analysis II	3 SH
MAT 508	Applied Statistics II	3 SH
MAT 527	Numerical Analysis II	3 SH

ELECTIVES (9 SH)

MAT 505	Logic	3 SH
MAT 508	Applied Statistics II	3 SH
MAT 513	Modern Algebra II	3 SH
MAT 515	Real Analysis II	3 SH
MAT 522	Topics in Advanced Geometry	3 SH
MAT 528	Number Theory	3 SH
MAT 529	Historical Development of Mathematics	3 SH
MAT 540	Topics in Mathematics	3 SH
MAT 598	Faculty-Developed Study	3 SH

MAT 599   Student-Developed Study   3 SH

MAD 513   Topics in Secondary School Mathematics Education   3 SH

A maximum of six S.H. may be taken at the 400-level with approval of coordinator.

Comprehensive Exam __   OR   Thesis 3 S.H.__

MASTER OF SCIENCE IN MUSIC EDUCATION

Master of Science in Music Education

Kevin Jay Isaacs, Graduate Coordinator, VPAC 321

Phone: (203) 837-8355
isaacsk@wcsu.edu

Jolee Dinho-Guerreiro, Department Secretary, VPAC 218

Phone: 203) 837-8350
dinhoguerreiroj@wcsu.edu
Fax: (203) 837-8630

Faculty: M. Astrup; J. Begian; M. Callaghan; M. Doiron; J. Green; G. Haynes; R. Hirshfield; K. Isaacs; L.F. Jimenez; L. Larson (chair); D. O'Grady (assoc. chair); K. Walker; J. Wiggins.

Program Overview

The Master of Science (M.S.) in Music Education program at Western Connecticut State University is designed to develop further the student's cultural, musical, and professional growth and to provide graduate course work necessary for permanent teaching certification. We believe the earnest pursuit of this mission will have a positive effect in advocating for the arts and musical culture in our community and will enhance Western Connecticut State University's influence throughout the region and state. Western Connecticut State University is an accredited institutional member of the National Association of Schools of Music (NASM).

Program Goals

The Department of Music at Western Connecticut State University is a friendly, vibrant, student-oriented unit committed to fulfilling the university, school, and department goals to:

I. Prepare students who desire further study with the necessary musical skills to pursue advanced degrees, especially in music education;

II. Encourage development of the creative, intuitive, and intellectual capabilities of students, faculty, and audience by cultivating lifelong advocacy for the arts;

III. Provide cultural enrichment and services to the students, the university, and the community at large.

Program Objectives

The goals of our mission statement are attainable through the following objectives:

I. Prepare students who desire further study with the necessary musical skills to pursue advanced degrees, especially in music education;

1. Help students understand, use, and teach musical components, structure, and organization;

2. Provide a comprehensive history of music and music literature to enhance their appreciation, teaching, and performance of diverse musical styles;

3. Provide a comprehensive music education curriculum that prepares the student for contemporary strategies in music education.

II. Encourage development of the creative, intuitive, and intellectual capabilities of students, faculty, and

audience by cultivating lifelong advocacy for the arts;

    1. Offer a musical culture where students can hear, see, and experience musical performances by their peers, faculty, and guest artists;

    2. Install in all students the belief that expert content knowledge and skill is imperative to being an informed lifelong advocate for the arts;

    3. Create an environment where students and faculty are encouraged to participate in projects that will continue their creative and professional development to provide a model for students.

III. Provide cultural enrichment and services to the students, the university, and the community at large;

    1. Provide experiences that instill the value of the arts in the lives students, families, faculty members, and the community members;

    2. Serve as a regional resource center for educators in elementary and secondary music programs;

    3. Help students to develop skills in self-discipline, problem-solving, and interpersonal communication through caring and personalized guidance and academic advising.

Program Learning Outcomes

The program goals and objectives are attainable through the following learning outcomes:

I. Prepare students who desire further study with the necessary musical skills to pursue advanced degrees, especially in music education;

    1. Help students understand, use, and teach musical components, structure, and organization;
   - The students will analyze scores, compose examples, and practice musical components.

    2. Provide a comprehensive history of music and music literature to enhance their appreciation, teaching, and performance of diverse musical styles;
   - The students will master topics in music history and literature though writing, research, and the use of constructive discourse.

    3. Provide a comprehensive music education curriculum that prepares the student for contemporary strategies in music education.
   - The students will demonstrate mastery in content knowledge in both affective and cognitive domains in music education by conducting, writing & reading research, and utilizing contemporary methodology and pedagogy.

II. Encourage development of the creative, intuitive, and intellectual capabilities of students, faculty, and audience by cultivating lifelong advocacy for the arts;

    1. Offer a musical culture where students can hear, see, and experience musical performances by their peers, faculty, and guest artists;
   - The students will have opportunities to create, perform, evaluate, and connect to musical performances.

    2. Install in all students the belief that expert content knowledge and skill is imperative to being an informed lifelong advocate for the arts;
   - The students will develop and evaluate their own action research to be presented to students.

    3. Create an environment where students and faculty are encouraged to participate in projects that will continue their creative and professional development to provide a model for students.
   - The students and faculty will have the opportunity to attend guest lectures, conferences, colloquia,

and other specialized continuing educational events.

III. Provide cultural enrichment and services to the students, the university, and the community at large;

1. Provide experiences that instill the value of the arts in the lives students, families, faculty members, and the community members;
   - The students will have opportunities to participate in the creation in, evaluation of, and connection to musical performances

2. Serve as a regional resource center for educators in elementary and secondary music programs;
   - The students will serve as a resource for regional educators to learn and apply content knowledge, skill, contemporary methodologies, and pedagogy.

3. Help students to develop skills in self-discipline, problem-solving, and interpersonal communication through caring and personalized guidance and academic advising.
   - The students will utilize constructive discourse to create action research projects for the purpose of presentation to students, peers, and faculty.

Admission Requirements

All applicants who wish to be admitted to the Master of Science in Music Education program must submit the required materials to the Office of Graduate Admissions and, in addition, provide evidence of the following:

1. an earned baccalaureate degree in music education (or equivalent) from an accredited institution of higher education
2. a valid certificate to teach music in elementary and/or secondary education
3. a successful interview with the graduate program coordinator.

Students wishing to take courses for continuing education graduate credit (up to nine credits) must hold a baccalaureate degree in music from an accredited college or university.

Potential music graduate students are required to audition either in person or by submission of a video or audio cassette tape only when attempting to include ensemble or applied performance courses in their degree program. A maximum of three semester hours of ensemble and applied music may be used. Auditions and supportive materials are reviewed by the graduate program coordinator and either the conductor of the ensemble or the applied music instructor.

Degree Program Requirements

The M.S. in Music Education degree will be conferred upon matriculated students who have completed 30 graduate credits at Western Connecticut State University (minus transferred credits), using either the thesis or nonthesis approach in a program approved by the graduate program coordinator.

Transfer of Courses

WCSU accepts as transfer credit toward a graduate degree course work that was completed at a college or university regionally accredited as a degree-granting institution at the time the course work was completed. No more than nine hours of transfer credit will be accepted, except in the case of work completed at another campus of the Connecticut State University system; however, a student must complete at least 15 semester credits in residence (including thesis requirements, alternative research project, departmental seminar, and/or comprehensive examination), as required for particular programs.

Master of Science in Music Education

Professional Education

Requirements	**6 SH**
ED 500 Contemporary Educational Issues	3 SH
ED 501 Introduction to Educational Research (after 18 SH)	3 SH
Thesis or Nonthesis Requirements	**3-6 SH**
MUS 590 Music Department Seminar -or-	3 SH
MUS 591 Independent Thesis Research in Music	6 SH
Music History and Literature	**6 SH**
MUS 515 Chamber Music	3 SH
MUS 516 Opera	3 SH
MUS 541 Early Music	3 SH
MUS 542 Music in the Baroque Era	3 SH
MUS 543 Music in the Classic and Romantic Eras	3 SH
MUS 544 Music in the Twentieth Century	3 SH
MUS 545 Topics in Music Literature	3 SH
Music Structure and Organization	**3 SH**
MUS 520 Form and Analysis	3 SH
MUS 522 Twentieth-Century Compositional Techniques	3 SH
MUS 527 The Structure of Music	3 SH
Music Education	**9 SH**
MUS 523 Conducting	3 SH
MUS 530 Music Supervision and Administration	3 SH
MUS 533 Choral Techniques and Materials	3 SH
MUS 534 Instrumental Techniques and Materials	3 SH
MUS 535 Contemporary Strategies in Elementary Music Education	3 SH
MUS 536 Topics in Music Education	3 SH
Applied Music	**0-3 SH**
MUS 509 Performing Organizations	
MUS 510 Applied Music	
Free music electives-music course(s) from above	3 SH
Total Semester Hours	**30 SH**

Thesis/Non-thesis Option

The thesis is a scholarly work researched and solely written by the student under the guidance of a thesis adviser and committee. Thesis students must register for MUS 591, Independent Thesis Research in Music, a six semester-hour requirement. Before a thesis proposal is accepted, candidates must provide information about their research to the department chair. Thesis candidates must also pass a comprehensive examination similar to the examination given to those students who elect a nonthesis approach.

Graduate music majors who elect a nonthesis approach must register for MUS 590, Music Department Seminar, a

three semester-hour requirement. In addition, all nonthesis candidates must pass a comprehensive examination that is scheduled by the Music Department each spring.

MASTER OF SCIENCE IN NURSING

Master of Science in Nursing

Linda Warren, Graduate Coordinator, WH 139

Phone: (203) 837-3907
warrenl@wcsu.edu

Terri-Ann Tilquist, Department Secretary, WH 107

Phone: (203) 837-8556
tilquistt@wcsu.edu
Fax: (203) 837-8550

Website

MS in Nursing

Faculty: E. Abate; D. Bennett; E. Campbell; P. Cumella; D. Brown; S. Burger; L. Dalessio; M. Doherty; D. Graham; J. Lupinacci; M. Nielson; J. Ort; B. Padykula; J. Palladino; B. Piscopo; T. Puckhaber; C. Rice; M. Sousa; L. Warren.

Program Overview and Mission

The Master of Science (M.S.) in Nursing program prepares nurses for leadership positions in the nursing practice. The program requires completion of 41 credits of specialized professional course work, with courses organized into three components:

- a foundational core (theory, issues, research, foundations of practice)

- a role component specific to the selected role

- a role support component that provides a concentrated practicum experience in the selected role

Students may prepare for either the Adult-Gerontology Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist role. All students complete a sequence of clinical and role component courses, including a minimum of 500 hours of clinical practicum experiences under the guidance of a preceptor, and an evidenced-based research project. Upon completion of the program, students are eligible to take the certification examination for their chosen role.

The program is designed for part-time study, with courses offered On-line/Hybrid and on ground in the evening. Part-time study requires approximately four years for completion of the degree, although students are granted up to six years to complete all degree requirements.

The program is accredited by the Collegiate Commission on Nursing Education (CCNE), One Dupont Circle NW, Washington, DC 20036 (phone: (202) 887-6791; fax: (202) 887-8476)

Program Learning Goals and Objectives

Conceptual Framework and Organizational Structure

The program of study leading to the M.S. in Nursing degree prepares nurses for roles as advanced practice nurses, with an option to prepare for certification as an Adult-Gerontology Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist. Each role requires completion of a foundational core, representing content common to the advanced study of nursing practice; a role component, representing content specific to the selected role; and a role support component, providing practicum experiences for transition into the selected role.

The curricular design assumes that education for the advanced practice of nursing requires substantial clinical

experiences in aspects of the selected role supervised by professional health care providers who have education and experience in the role, and occurring in a variety of settings. Clinical practicum experiences in the program enable students to develop clinical experiences that meet course objectives as well as their own specific learning needs and interests. The approach to clinical practicum allows for flexibility in the time and places in which clinical experiences occur.

Foundational Core

Preparation for the advanced practice of nursing rests on a foundation of generalized knowledge and practice common to all roles. The M.S. in Nursing program addresses the following content areas as foundational to the advanced study of nursing: the theoretical bases of nursing practice; the contemporary issues encountered by the master's-prepared practitioner within the nursing profession and the broad health-care field; critical thinking in the application of knowledge and skills to the identification and analysis of patient problems and their resolution through the development of clinical expertise and diagnostic-reasoning ability; and the utilization of research and the appropriate application of the research process to the identification, analysis, and resolution of practice problems. The approach to these areas of study is eclectic, offering students alternative conceptualizations of the field as a basis for the analysis and critique of extant practice, theory, and research; the generation of creative alternatives to present approaches to practice; and the formulation of personal conceptual interpretations of nursing as a guide to practice, all within the context of a rapidly changing health care environment.

Advanced Practice Roles

The advanced practice of nursing may proceed through direct care or blended roles. Direct-care roles involve management of the health care of a caseload of clients, for example, as an Adult-Gerontology Nurse Practitioner. Blended roles combine elements of the direct care and a mediated-role approach, as with the Adult-Gerontology Clinical Nurse Specialist.

Role Support

As students move toward completing the M.S. in Nursing program, they are helped to synthesize and apply curricular content to fulfilling their selected role. All students complete a substantial clinical practicum in which they enact all aspects of the selected role under the guidance of a qualified clinical preceptor. Seminar sessions address common places in each of the roles and promote sharing the experience and perspective of students engaged in these different roles.

Program Outcomes

Working with individuals and groups, the graduate of the master's in nursing program will

1. Use evidence-based nursing interventions to generate research for the purpose of expanding nursing science.
2. Demonstrate expertise in the provision of care to individuals and groups from diverse backgrounds across the health spectrum.
3. Function in a variety of roles collaborating with other disciplines in the attainment of improved patient care and outcomes.
4. Continuously evaluate their nursing practice in relation to professional standards and assume accountability for practice.
5. Demonstrate comprehensive knowledge of policy formulation and how it impacts nursing practice and health care delivery.
6. Analyze ethical issues as they affect communities, society, the health professions, and their own practice.

7. Use technologies to integrate and support safe nursing practice, promote health information communication, teach patients and families, mange knowledge and mitigate errors.

Admission Requirements

Applications for admission to the M.S. in Nursing program are made through the Office of Graduate Admissions. Online Graduate Application. Applicants must submit official transcripts of all undergraduate and graduate work with the graduate application fee. Admission to the M.S. in Nursing program is selective. Candidates must have earned a bachelor's of science in nursing degree from a recognized accrediting agency, achieve a satisfactory score on the Miller Analogies Test (required for those applicants with an undergraduate GPA of less than 3.0); and hold a current RN license. Applicants must have at least 1 year of nursing experience before starting the program and a minimum of 2 years nursing experience before starting clinical practice. At the time of application, candidates must provide an application, transcripts, resume, one letter of recommendation and a one page writing sample. Writing sample needs to answer the following: What motivating factors influenced your decision to pursue a degree as an advanced practice nurse. Submission should be one page in length and no more than 500 words. All applications must be received by November 1 for Spring admissions and by April 1 for Fall admissions. As part of the admission process, the candidate must meet with the M.S. program coordinator to develop a plan of study.

Prior to enrollment in NUR 575, Advanced Health Assessment, students will be required to either present evidence that they have completed a basic physical assessment course within the past five years or demonstrate successful performance on an examination designed to evaluate baseline assessment knowledge and skills.

Students must have an Advanced Pharmacology Course and an Advanced Health Assessment within five (5) years of graduation. If the Advanced Pharmacology Course time frame extends past five (5) years due to leave of absences, the student will need to retake an Advanced Pharmacology course at the discretion of the Program Coordinator and / or the Master of Science in Nursing Committee.

Students who are a post certificate applicant or have taken an Advanced Health Assessment course elsewhere need to achieve an 85% on a health assessment exam administered by the Nursing Department. Students who do not achieve an 85% or better will need to retake the Advanced Health Assessment course.

Because of the nature of the clinical experiences and regulations of various clinical agencies utilized in the nursing program, all nursing students are required to adhere to departmental policies in addition to the immunizations required of all university students. This information may be obtained directly from the department.

In addition to the above-stated health requirements, students must meet any additional requirements identified by a clinical-affiliating agency, including a criminal background check. Clinical agencies reserve the right to refuse clinical placement to students who do not pass the background check.

All students must be certified in cardiopulmonary resuscitation (CPR) as a health-care provider prior to entering clinical course and must maintain current certification to be eligible to attend clinical experience. In addition, students are required to carry an advanced practice student malpractice insurance policy while in clinical courses.

Bridge Option: Registered nurses who have an earned non-nursing baccalaureate degree and are interested in pursuing a Masters of Science in Nursing without completing a second bachelor's degree may consider "bridging" into the M.S. program. The bridge is designed to fill the gaps in the nursing educational experiences that would ordinarily be addressed in a B.S. in Nursing program. The bridge involves completion of the following undergraduate courses: Physical Assessment, Undergraduate Nursing Research, Undergraduate Statistics, Principles of Community Health, and Transition to Professional Nursing Practice. These courses may be completed in the WCSU RN/BS Program or elsewhere. Courses transferred must meet University requirements. Interested applicants first must make a formal application to the M.S. program and meet requirements for the M.S. program as detailed above. Upon receipt of a completed application, applicants will be contacted by the graduate coordinator for further

evaluation and advice. Admission to the Bridge courses is competitive, by approval of the graduate coordinator, and on a space-available basis only. All applications must be received by November 1 for Spring admissions and by April 1 for Fall admissions. All Bridge courses must be completed prior to starting the MS program.

Degree Requirements

Students are required to complete the requisite course work, the clinical component, and an evidence-based research project within six years in order to be eligible for graduation.

Master of Science in Nursing

Curriculum Structure Foundational Core Components
These courses are required of all M.S. in Nursing students and are intended to serve as prerequisites for remaining program requirements.

NUR 501 Theoretical Basis of Nursing Practice	3 SH
NUR 502 Contemporary Issues in Health Care Delivery	2 SH
NUR 504 Evidenced Based Nursing Research (Pre/coreq: NUR 501)	3 SH
NUR 511 Foundations of Clinical Nursing Practice	3 SH
Advanced Practice: Clinical Nurse Specialist and Nurse Practitioner:	*
NUR 515 Advanced Pathophysiology	3 SH
NUR 570 Advanced Clinical Pharmacology	3 SH
NUR 575 Advanced Health Assessment	3 SH
NUR 580 The Advanced Nursing Management of the Acutely Ill Adult-Gerontology Populations	2 SH
NUR 585 The Advanced Nursing Management of the Chronically Ill Adult-Gerontology Populations	2 SH
Clinical Practice: Nurse Practitioner	*
NUR 582 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Acutely Ill Adult Populations (180 clinical practicum hours)	5 SH
NUR 588 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Chronically Ill Adult Populations (180 clinical practicum hours)	5 SH
– Or –	
Clinical Practice: Clinical Nurse Specialist	*
NUR 583 The Adult-Gerontology Clinical Nurse Specialists Management of the Acutely Ill Adult Populations (180 clinical hours)	5 SH
NUR 587 The Adult-Gerontology Clinical Nurse Specialist Management of the Chronically Ill Adult Populations (180 clinical hours)	5 SH
Capstone course for all students	*
NUR 590 Professional Role Enactment (180 clinical hours)	7 SH

Total Semester Hours: 41 SH

Post-Master's Study: Adult-Gerontology Nurse Practitioner

The Department of Nursing also offers post-master's course work that prepares nurses with a master's degree to be eligible to take the Adult-Gerontology Nurse Practitioner Certificate Exam. Admission to the program is on a space-available basis and requires the following:

- M.S. in Nursing with a significant clinical component
- NUR 570, Advanced Clinical Pharmacology, or equivalent; completed within the last five years. (This also may be taken at WCSU within the program.)

- Basic skills in health assessment, as evidenced by completion of a formal or continuing-education program in the past five years or via paper-and-pencil testing prior to entry into the program

Students are required to take the following courses:

NUR 575 Advanced Health Assessment	3 SH
NUR 580 The Advanced Nursing Management of the Acutely Ill Adult-Gerontology Populations	2 SH
NUR 582 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Acutely Ill Adult Populations (180 clinical practicum hours)	5 SH
NUR 585 The Advanced Nursing Management of the Chronically Ill Adult-Gerontology Populations	2 SH
NUR 588 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Chronically Ill Adult Populations (180 clinical practicum hours)	5 SH
NUR 590 Professional Role Enactment (180 clinical hours)	7 SH

Grading criteria:

Graduate nursing students must maintain a B average in order to graduate from the program. Should a student achieve a grade below a B- in a course, that course must be repeated and the student must achieve a grade of B or better to progress in the program.

Department of nursing grades are assigned as follows:

A = 92 – 100	B- = 80 – 82	D+ = 68 – 70
A- = 89 – 91	C+ = 77 – 79	D = 64 – 67
B+= 86 – 88	C = 74 – 76	D- = 63 – 60
B = 83 – 85	C- = 71 – 73	F = Below 60

MASTER OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION (K-12)

Master of Science in Education in Special Education (K-12)

Pauline Goolkasian, Graduate Coordinator,

Phone: (203) 837-8510
goolkasianp@wcsu.edu

Ana Cangialosi, Department Secretary, WH 128

Phone: (203) 837-8510
canglialosia@wcsu.edu
Fax: (203) 837-8413

Faculty: A. Brewer, J. Burke; T. Canada; J. Caruso, M. Daria, M. Delcourt, N. DeRonck, S. Kuhn, G. Lomas, D. Mariot

Program Overview and Mission

The mission of the MSED in Special Education (K-12) Program is to prepare special educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares special educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in PK-12 schools and communities to impact student learning.

Goals, Objectives, and Learning Outcomes of the MSED in Special Education (K-12) Program

The goals, objectives and learning outcomes of WCSU's MSED in Special Education (K-12) Program are varied and are critical to facilitate the development of special educators to work in diverse classrooms. The program is designed to prepare K-12 educators to:

A. Graduates of the program will use their knowledge of how language, culture, and family background influence the learning of individuals with exceptionalities to create inclusive communities;

1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities as indicated by the design of intervention plan.

B. Graduates of the program will change lives by using their professional judgement and knowledge to create quality, inclusive education;

1. Understand the role of professional judgment and practical knowledge for improving all students' development and achievement as indicated by case studies of diverse learners

2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the measuring student learning project.

C. Graduates of the program will work with colleagues to design and/or implement an integrated, comprehensive, and balanced inclusive curriculum;

1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in the practicum.

D. Graduates of the program will work with colleagues to design, implement, and evaluate special education programs to reflect research-based practices.

1. Demonstrate expertise in designing, implementing, evaluating, and improving special education to reflect research-based practices as indicated by portfolio in the practicum.

Admission Requirements

Applicants who wish to be admitted to the program must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee – online application: http://wcsu.edu/graduate/application.asp
2. One official transcript mailed (not hand-delivered) to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree. (For initial non-matriculating enrollment, an unofficial transcript indicating a 3.0 undergraduate grade point average (GPA) or higher and the baccalaureate degree will suffice.
3. A copy of a valid teaching certificate in elementary and/or secondary education
4. Six credits in special education at the undergraduate or graduate level.
5. Evidence of successful completion of any required prerequisite courses for a particular concentration.
6. Evidence of an earned baccalaureate degree from an accredited institution of higher education.

Graduate students in the program must complete the requirements for the degree within six-years.

New-York-State-certified teachers must check with the New York State Education Department to determine if a Western Connecticut State University graduate program meets New York State certification requirements.

Program Entry Interviews and Academic Planning

Each candidate must meet with the graduate coordinator to discuss and plan the academic program. Course-sequencing suggestions will be provided at that time.

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: www.livetext.com. If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, ocallaghanc@wcsu.edu.

Degree Requirements

Foundational Courses	*6 SH*
ED 576 Learning, Coaching, and Reflective Practice	3 SH
ED 593 Standards, Mandates, and Legal Issues in Education	3 SH
	*
Foundational Knowledge in Special Education	*24 SH*
ED 525 Teaching Students with Learning Disabilities	3 SH
ED 545 Teaching Students with Emotional and Behavioral Disorders	3 SH
ED 548 Analysis of Reading Difficulties	3 SH
ED 557 Technology in Special Education	3 SH

ED 606 Teaching Students with Multiple and Severe Disabilities	3 SH
ED 617 Assessments in Special Education	3 SH
ED 618 Collaborative Program Planning	3 SH
ED 619 Theory and Practice in Bilingual Education	3 SH
	*
Clinical Component	*6 SH*
ED 620 Practicum in Teaching Special Education Students Grades K-5	3 SH
ED 621 Practicum in Teaching Adolescent Students with Special Needs Grades 6-12	3 SH
	*
Total Credits for Degree	36 SH

Literacy Strand Option for NY State Certification

ED 517 Development of Reading in the Elementary Schools	3 SH

Total Credits for Degree 39 SH

MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION / TESOL

Master of Arts in Teaching in Secondary Education / TESOL

Offering Options in Secondary Education (Biology, Chemistry, English, Mathematics, Social Studies, or Spanish)

Maryann Rossi, Program Coordinator, WH 121

Phone: (203) 837-8950
rossim@wcsu.edu

Ana Cangialosi, Department Secretary, WH 128

Phone: (203) 837-8510
cangialosia@wcsu.edu
Fax: (203) 837-8413

Faculty: A. Brewer, J. Burke, T. Canada, J. Caruso, M. Daria, M. Delcourt, M. DeRonck, S. Kuhn, G. Lomas, D. Mario

Purpose of the Program

The mission of the MAT in Secondary Education/TESOL is to prepare secondary educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares secondary educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in secondary schools and communities to impact student learning.

Goals, Objectives, and Learning Outcomes

The goals, objectives and learning outcomes of WCSU's MAT Secondary Education/TESOL Program are varied and are critical to facilitate the development of secondary educators to work in diverse classrooms. The program is designed to prepare educators to:

A. Graduates of the program will be demonstrate and apply knowledge of content;

    1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for secondary students as indicated by the design of learning segments.

B. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;

    1. Understand the role of professional judgment and practical knowledge for improving all students' development and achievement as indicated by performance in residency.

    2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on student learning.

C. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services   in support of relevant educational goals;

    1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced

curriculum as indicated by clinical performance in residency.

    D. Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.

        1. Demonstrate expertise in working collaboratively with colleagues to design instruction as indicated by clinical performance in residency.

Admission Requirements

Applicants who wish to be admitted to the program must submit the following materials to the Office of Graduate Admissions:

    1. Application for admission to the Office of Graduate Admissions and a $50 application fee – Graduate Application

    2. One official transcript mailed (not hand-delivered) to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degrees.

    3. A cumulative undergraduate grade point average of a 3.0 or higher is required

    4. Undergraduate major in the certification area (Biology, Chemistry, English, Mathematics, Social Studies, or Spanish)

    5. Passing score on the Praxis Subject Assessment in certification area or ACTFL for Spanish

    6. Two letters of reference Recommendation Form

    7. Evidence of an earned baccalaureate degree from an accredited institution of higher education

Graduate students in the program must complete the requirements for the degree within six-years.

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Westconn's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: Livetext. If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, ocallaghanc@wcsu.edu.

Dismissal from, Admission to, or Retention in Professional Teacher Education Program

Strict guidelines for admission to and retention in the teacher education certification programs include academic excellence. Students who fail to meet or maintain established admission and retention criteria will be dismissed from the program. The M.A.T. program oversight committee will recommend candidates for student teaching during the third-cohort semester.

Dismissal from the Student Teaching Experience

Superintendents, school district facilitators, cooperating teachers, principals, university supervisors, and faculty members of the E&EP Department, in consultation with the appropriate arts and sciences, health education, or music education faculty members, reserve the right to remove a student teacher from any student teaching/clinical experience.

A recommendation for dismissal can be based on, but is not limited to:

    1. an absence of five or more consecutive teaching days in a 15-week (75 full teaching days) assignment or three or more consecutive days in a seven-week (35 full teaching days) assignment, without presenting a verified

explanation

2. a failure to demonstrate the state-mandated teaching competencies during student teaching or any clinical experience

3. evidence of abuse of alcohol or other drugs

4. written recommendation from the PK-12 public school's cooperating teacher, principal, the E&EP department chair and/or the coordinator of student teaching that the student teacher be removed from the clinical placement due to the student teacher's failure to meet the school's expectations

5. nonprofessional behavior as documented by the PK-12 public school's cooperating teacher, principal, or department chair

6. violation of the CSDE Code of Professional Responsibility

7. allegation or conviction for sexual, physical, or emotional intimidation, harassment or abuse of PK-12 students

8. allegation or confirmation of a felony indictment

When problems arise during a student teaching/clinical experience, the university supervisor notifies the coordinator of student teaching in a formal letter that clearly states both the concerns and the steps that have been taken to rectify the situation. The coordinator of student teaching then forwards this information to the chair of the E&EP Department who, in turn, meets with involved parties-the student teacher, the coordinator of student teaching, the university supervisor, and the assistant dean/certification officer-to investigate the situation, develop plans for improvement, or to recommend dismissal of the student teacher from the program.

The chair of the E&EP Department confirms all decisions of this meeting via a letter to the student teacher. The letter is signed by the chairperson of the E&EP Department and the coordinator of student teaching; copies are sent to the dean and assistant dean of the School of Professional Studies.

The student teacher has the right to submit a written appeal within seven days of a notification of dismissal to the chair of the E&EP department, the coordinator of student teaching, and the university supervisor. The affected student also has the right-within two weeks of the hearing date-to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

Master of Arts in Teaching in Secondary Education   *45 SH*

ED 500	Contemporary Educational Issues	3 SH
ED 501	Introduction to Educational Research	3 SH
ED 502	Secondary Student Teaching	6 SH
ED 503	Educational Psychology	3 SH
ED 507	Research Based Classroom Practice	3 SH
ED 514	Teaching Reading in the Content Area	3 SH
ED 530	Curriculum of Secondary School	3 SH
ED 571	Urban Education Experience	3 SH
ED 592	Capstone in Education	3 SH
ED 593	Standards, Mandates, and Legal Issues in Education	3 SH
ED 619	Theory and Practices in Bilingual Education	3 SH
ED 622	Approaches and Methods for Teaching Second Language Learners	3 SH
ED 5XX	Teaching in Secondary Schools	3 SH
EPY 509	Exceptional Learners: Children and Adolescents	3 SH

Cross-endorsement: TESOL   *15 SH*

ENG 506   History of English Language and Linguistics   3 SH

ENG 517   English Grammar   3 SH

ED 624   Second Language Acquisition   3 SH

ED 625   Assessment for Second Language Learners   3 SH

ED 627   TESOL Practicum Grades K-12   3 SH

MASTER OF FINE ARTS IN VISUAL ARTS

Master of Fine Arts in Visual Arts (Painting, Illustration, or Interdisciplinary)

Darby Cardonsky, Graduate Coordinator, VPAC 246

Phone: (203) 837-8881
cardonskyd@wcsu.edu

Lori Robeau, Art Assistant, VPAC 143E

Phone: (203) 837-8403
robeaul@wcsu.edu
Fax: (203) 837-8945

Faculty D. Cardonsky (M.F.A. Coordinator); S. Marques; M. Ralston-Jones; K. Scaglia; D. Skora; J. Tom; C. Vanaria; T. Wells.

Program Overview

The Master of Fine Arts (M.F.A.) in Visual Arts is a terminal degree and is the preferred degree for the practicing artist with a professional career in the visual arts. It is the recommended degree for college-level teachers of art and secondary school level as well.

Students accepted into the M.F.A. program at WCSU select a concentration in painting, illustration, or interdisciplinary visual art. Students are encouraged to explore and expand the scope of their work within their concentration.

The core of the program is the student's individual progress in the studio, leading to a professional level of mastery. The program is built on a series of individual applied studio courses of escalating intensity, interspersed with regular individual and group critiques with resident faculty and visiting artists. Each student presents a capstone thesis, which may include both exhibition and publication, as a final step prior to receiving the M.F.A. degree.

The Visiting Artist Lecture Series brings many artists of national and international reputation to WCSU. Presenting lectures to the university community, they additionally give critiques to the M.F.A. students, providing a diversity of ideas that expand the educational experience. The proximity of WCSU to the galleries and museums of New York City further enhances the program of study.

A one-semester required internship offers invaluable hands-on experience. Graduate teaching assistantships are available at WCSU, and internships with professional artists and museums (e.g., Aldrich Contemporary Art Museum in Ridgefield, CT) have been established.

Graduates of the M.F.A. in Visual Arts at WCSU have become successful art educators, practicing artists, published illustrators, gallery curators, and entrepreneurs. WCSU graduates have been selected for juried exhibitions at numerous New York City galleries, including Prince Street Gallery, Bowery Gallery, and First Street Gallery, as well as many regional galleries.

Because of the nature of the program, full-time attendance is mandatory.

M.F.A. degrees are available in painting, illustration or interdisciplinary visual art.

Mission

The mission of the M.F.A. in Visual Arts program is to serve as a responsive and creative artistic resource for the

people and institutions of Connecticut and the surrounding region by providing a period of intense and focused study under the guidance of established professionals.

Program Learning Goals

The goals of the MFA in Visual Arts program are:

1. to deepen and broaden the development of individual artistic character
2. to provide cultural enrichment through artistic communication and exhibition
3. to establish mentoring relationships through a community of artists
4. to contribute to the expansion and development in the fields of painting, illustration and interdisciplinary art

Program Learning Objectives & Outcomes

Students in the MFA in Visual Arts program will demonstrate:

1. advanced professional competence in painting, illustration or interdisciplinary art, exemplified by:
   - a sustained, independent studio practice
   - the creation of a significant body of work
2. advanced application of current development influencing the visual arts, exemplified by:
   - the integration of new materials, concepts and techniques in an explorative studio practice
3. advanced skills in research, exemplified by:
   - an ability to reference and incorporate historical and contemporary resources in the creation of studio work
   - an ability to identify current trends and issues in contemporary art
   - an ability to critique work in the visual arts through historical references and contemporary concerns
4. advanced skills in writing and speaking, exemplified by:
   - clear and effective communication of artistic intentions and ideas to the art and/or design communities and to the public
   - critique and analysis of artworks and/or topics in publications, discussions and/or instruction within art communities or teaching environments
5. advanced capability with technologies, exemplified by:
   - the application of technology in the creation, dissemination, documentation and preservation of work in the visual arts

Admission Requirements

In addition to the graduate admissions policies of the Office of Graduate Admissions, students may be admitted to the M.F.A. in Visual Arts degree program if they meet the following criteria:

- completion of a B.A. or B.F.A. in Art or
- completion of a B.A. or B.F.A. in a related field and show demonstrable competency in art and
- submission and successful review of portfolio by WCSU Department of Art faculty, online via email or in person on campus
- successful completion of an interview with Department of Art faculty, either on campus or through electronic media, and

- evidence of strong academic record, especially in the candidate's area of study.

Note: Acceptance to the Department of Art through portfolio review and interview is mandatory, in addition to applying to the Office of Graduate Admissions. Applications are reviewed throughout the year with rolling admission until spaces are filled.

Degree Program Requirements

Degree candidates will select an area of emphasis (painting, illustration, or interdisciplinary) and complete a minimum of 60 credits, as listed on the program sheet, under the guidance of his or her mentor/adviser and with approval of the program coordinator.

Master of Fine Arts in Visual Arts

Required Courses:

ART 510	Art Colloquium (to be taken incrementally over four semesters)	4-8 SH
ART 511	Graduate Studies in Art History (to be taken incrementally over first three semesters)	9 SH
ART 512	Individual Introductory Graduate Studio in Area of Emphasis	3-6 SH
ART 520	Individual Applied Studio I	3-6 SH
ART 521	Individual Applied Studio II	6 SH
ART 530	Advanced Individual Studio I	12-15 SH
ART 531	Advanced Individual Studio II	9 SH
ART 580	Practicum Internship	3-6 SH
ART 581	Individual Introductory Graduate Studio in Related Area	3-6 SH
ART 590	Thesis Exhibition	6 SH

Total Semester Hours: 60

(In all studio courses, each course hour requires three hours of applied studio work per week.)

MASTER OF FINE ARTS IN CREATIVE AND PROFESSIONAL WRITING

Master of Fine Arts in Creative and Professional Writing

Anthony D'Aries, Graduate Coordinator, HI 205G

Phone: (203) 837-3252
dariesa@wcsu.edu
Fax: (203) 837-3953

Department Secretary, HI 205

Phone: (203) 837-8878
richardsl@wcsu.edu
Fax: (636) 246-7589

Faculty: B. Clements; K. Custer; A. D'Aries, O. De Los Santos; E. Hagan; M. Lewis, J. Roche, P. Ryan.

Creative and Professional Writing Overview

The Master of Fine Arts (M.F.A.) in Creative and Professional Writing is a terminal degree program founded on the belief that writers who can work in multiple genres are best equipped for professional careers and that writing across genres has both practical and systemic benefits for the writer. The low-residency structure of the program offers a convenient course of study for traditional students coming directly out of undergraduate programs as well as for nontraditional students who have decided to return to school after a short or long hiatus due to family, career, or other commitments.

Program Goals

The MFA in Creative and Professional Writing seeks to provide writers with the skills they need to maintain professional writing careers.

Objectives

Students in the MFA in Creative and Professional Writing program will:

1. acquire the ability to produce publishable-quality writing,

2. will engage in experiential learning in the fields of writing, publishing, or teaching, and

3. will acquire familiarity with professional expectations of flexible and adaptive career writers.

Learning Outcomes

1. Students will demonstrate ongoing competence in one creative and one pratical genre.

2. Students will produce publishable work in one creative and one practical genre.

3. Students will demonstrate either proficiency to teach writing or practical knowledge of a professional application in the writing world.

4. Students will demonstrate awareness of traditions, conventions, and innovations in one creative and one practical genre.

Admission Requirements

A student who wishes to obtain an M.F.A. in Creative and Professional Writing must hold a baccalaureate degree from an institution of higher education. The program welcomes students from diverse educational backgrounds; no degree in English or in any humanities field is required.

In addition to the application, each prospective student must submit two writing samples: a 20 to 50 page portfolio of previous writing and a brief essay. The portfolio may consist of writing in any genre, but the department prefers a combination of creative and practical writing samples, if possible.

Graduate Application

MFA Additional Admission Documentation

MFA Genre and Schedule Questionnaire

Essay Form

All materials should be forwarded to the Office of Graduate Admissions, Western Connecticut State University, 181 Write Street, Danbury, CT 06810 or sent as an attachment to Graduate Admissions

Degree Requirements

The student will select one creative genre (such as fiction, poetry, creative nonfiction, or drama) and one practical genre (such as public relations/marketing, technical writing, or magazine feature writing). The student will designate one of those genres as the primary genre and the other as a secondary genre. Additionally, the student will work in a multigenre workshop each semester, which will involve reading, critiquing, and possibly writing in disciplines other than the two specializations. All course work other than the online multigenre workshop follows the mentorship model, where each course consists of one-on-one consultation between one mentor and one student.

The student may opt for a two, three, or four year plan for completion of the degree. In the three and four year options, the student will declare at the outset of the program the residencies and corresponding semesters in which s/he plans to enroll. The student will attend four residencies over the course of the program. All residencies are held in Danbury.

Master of Fine Arts in Creative and Professional Writing

First Semester
WRT 543 Online Multi-Genre Workshop I   4 SH
WRT 536 Reading for Writers I (Primary Genre) 4 SH
WRT 539 Genre History, Criticism, and Theory   4 SH
WRT 542 Writing in the Primary Genre I   4 SH
Second Semester
WRT 579 Online Multi-Genre Workshop II   4 SH
WRT 537 Reading for Writers II (Second Genre) 4 SH
WRT 576 Writing in the Primary Genre II   4 SH
WRT 578 Writing in the Second Genre   4 SH
Third Semester
WRT 582 Online Multi-Genre Workshop III   4 SH
WRT 569 Internship or Teaching Practicum   4 SH
WRT 571 The Individual Aesthetic and Process   4 SH
WRT 577 Writing in the Primary Genre III   4 SH

Fourth Semester
WRT 583 Online Multi-Genre Workshop IV   4 SH
WRT 584 Thesis/PDE   8 SH

Additionally, the student will be required to complete an enrichment project that complements the course of study. Such a project might involve starting a new publication, volunteering at a nonprofit literary center, working as a contract writer, or learning a foreign language.

ADMINISTRATION

John B. Clark   President

President Senior Staff

Missy Alexander   Provost &Vice President for Academic Affairs
Keith Betts   Vice President for Student Affairs
Sean Loughran   Associate Vice President for Finance and Administration
Luigi Marcone   Chief Facilities Officer and Associate President for Campus Planning
Jay Murray   Associate Vice President for Enrollment Services
Fred Cratty   Chief Human Resources Officer
Lynne LeBarron   Interim Vice President for Institutional Advancement
Jesenia Minier-Delgao   Chief Diversity Officer
Walter E. Cramer   Dean, Student Affairs

Academic Deans

Michelle Brown   Dean, Macricostas School of Arts and Sciences
Brian Vernon   Dean, School of Visual and Performing Arts
Barry Eckert   Interim Dean, School of Professional Studies
David Martin   Dean, Ancell School of Business

STAFF

Charles Alexander   Director of Judicial Affairs
Scott Ames   Associate Director of Athletics
Patricia Bartolo   Assistant Payroll Coordinator
Nancy B. Barton   Coordinator of Institutional Advancement
Tammie L. Battista   Associate Director Accounts Payable
Sarah Baywood   Payroll Coordinator
Helen Bechard   Coordinator of University Events
Shealah Bethke   Assistant to the Director/Resident Director for Housing and Residence Life
Esther Boriss   Associate Director of Administrative Services
Lynn Bricker   Budget Analyst
Jill Brooks   Assistant to the Director of Housing and Residence Life
Elise Budnick   Learning Commons Coordinator
Ivelisse Camacho   Assistant Director of Financial Aid and Student Employment
Isabel Carvalho   Director of Advisement Center
Mark Case   Director of Administrative Services
Michael R. Chisholm   Assistant Director of Facilities Scheduling and Promotions
Anthony Ciarleglio   Director of Cooperative Education
Deanna Cibery-Schaab   Director of Access Control and One-Card Services

Shona Cooper	Assistant to the Director of Housing and Residence Life
Jessica Coronel	Assistant Director of Pre-Collegiate and Access Services
Richard Corzo	Programmer Specialist/Web Developer
Colleen Cox	Instructional Design Coordinator
Maranda Cox	Assistant to the Director of Housing and Residence Life
Thomas Crucitti	Director of Alumni Relations
Jane S. Davis	Assistant Director of Fiscal Affairs
Mary-Ann V. Dease	Director of Financial Planning and Budgets
Daryle Dennis	Assistant Dean of Office of Intercultural Student Affairs
John DeRosa	Director of Information Systems
Rebecca Devine	Debit Card Manager
Rebecca Ann Diot	Learning Management System Administrator
Michael Eisensmith	Telecommunications Analyst
Jason Esposito	User Services Manager
Edward Farrington	Director of Intercollegiate Athletics
Amanda Favale	Associate Director of Financial Aid and Student Employment
Lauren E. Feller	Assistant Degree Auditor
Thomas Fuchs	Programmer Specialist
Christian Gagnier	Assistant Director of Media Services
Margaret Galtieri	Server Support Specialist
Keith R. Gauvin	Registrar
Mark Gegeny	Associate Director of Campus and Student Centers
Edward G. Gleason, III	Environmental Health & Safety Assistant
Thomas Grant	Math Emporium and Clinic Coordinator
Allyson Greenwood	Assistant Director of Academic Advisement
Maribeth Griffin	Director of Housing and Residence Life for Programs and Staff
Sharon Guck	Coordinator of Substance Abuse Programs
Ree LeBlanc Gunter	Director of Counseling Center
Nancy Haensch	Director of Health Services
Renna Max Hamoy	Coordinator of Digital Platforms & Digital Strategist
Anna-Maria Heredia	Assistant Director of Financial Aid and Student Employment
Sherri Hill	Associate Director of Public Relations
Shalyn Hopley	Assistant to the Director of Housing and Residence Life
Xavier Hudson	Assistant to the Director of Housing and Residence Life
Austin Huot	Assistant Director of Facilities Scheduling
Gabrielle E. Jazwiecki	Director of Grant Programs
Julianne Johnson	Programmer Specialist
Veronica Kenausis	Director of Library Services
Brian Kennison	Library Systems Assistant
Deborah Kinnane	Assistant Director of Planning and Engineering
Kevin Koschel	Property Control and Mail Services Manager
Pano Koukopoulos	Interim Director of Environmental Health and Safety
Steffanie Kruzan	Data Specialist
Matthew Kuchta	Veteran's Affairs Coordinator

Nicole Kulberg	Associate Director of Admissions-Transfer
Christine Laedke	Assistant Director of Facilities Scheduling and Promotions
Vincent Lagano	PC Maintenance Techician
Thomas D. LaPorta	Assistant Director of Academic Advisement
Amanda Lasicki	Assistant to the Director of Housing and Residence Life
Lynne LeBarron	Director of Institutional Advancement
Brendan Leddy	Assistant Director of Facilities Operations
Carlton Lee	Associate Director of Admissions
Gary Lessor	Assistant Director of Meteorological Studies and Weather Center
Dennis P. Leszko	Director of Center for Student Involvement
Jessica Lin	Assistant Director of Kathwari Honors Program and Center for C. C. & I.
Kathleen Lindenmayer	Director of the Career Success Center
Aura Lippincott	Instructional Designer for Library Services
Derek Ljongquist	System Administrator
Paul Lukenovich	PC Maintenance Techician
Kenneth S. Lynch	Access Control and Security Specialist
Michael F. Lynch	Telecommunications Manager
Debra Manenté	Associate Director of Career Success Services
Ronald Mason	Director of Housing and Residence Life
Lori R. Mazza	Director of Intercollegiate Athletics
Mary Mazza	Assistant Director of Fiscal Affairs-Fixed Assets
Brian Michaud	Assistant Director of Target X CRM
Richard Molinelli	Chemistry Technical Specialist
William Mooney	Director of Systems, Infrastructure, and Telecommunications
Edward Mulvihill	Associate Director of Operations of Housing and Residence Life
John Murphy	Director of Facilities Scheduling and Promotions
Ellen Myhill	Assistant Director of University Publications and Design
Carla J. Netto	Associate Registrar, Degree Auditing and Graduation
Cassandra Nichols	Assistant to the Director of Housing and Residence Life
Raymond O'Brien, III	Customer Support Center Coordinator
Michael Olson	PC Maintenance Technician
Patricia O'Neill	Infrastructure Services Manager
Jorge Osorio, Jr.	Director of Admissions
Michael Palica	Events Fiscal Assistant
Paula Paolino	Bursar
Richard Parmalee	Information Security Officer
Laura Piechota	Musical Arts Assistant
Mark Pisano	Server Specialist
Robert A. Pote, Jr.	Director of Precollegiate and Access Services
Mark Poulin, Jr.	PC Maintenance Technician
Shannon Pranger	Laboratory and Clinical Coordinator
Paul P. Prisco, Jr.	Student Information System Banner/ERP Specialist
Peter Puccio	Assistant to the Director of Media Services
AnnMarie Puleo	Assistant Director of Academic Advisement

Jason Rizk	Assistant Director of Advisement
Monica Rivera	Assistant to the Director of Financial Aid and Student Employment
Ethaline D. Rollins	Network Security Specialist
Peter Rosa, III	Interim Director/Controller
Annmarie Savarese	Assistant Director of Recruitment & Events
Christopher A. Shankle	Associate Director of Graduate Admissions
Amy Shanks	Associate Director Intercollegiate Athletics
Jeff Shpunt	Manager of Digital Strategy & Communications
Cory Silver	Assistant to the Director of Facilities Scheduling and Promotions
Paul M. Simon	Director of Campus and Student Centers
Michael L. Spremulli	Interim Director of Facilities
Juan C. Stein-Obreros	Developmental Database Administrator
Melissa Stephens	Director of Financial Aid and Student Employment
Peggy Stewart	Graphic Designer/Photographer
Lisa Scully	CSU Administrative Assistant
Jeff Talbot	Director University Publications and Design
Erica Thompson	Assistant Bursar-Cash Management
Albert Trimpert	Athletic Equipment Manager
Stephen P. Veillette	IT Operations & Communications Coordinator
Maria Veilleux	Finance Assistant for Institutional Advancement
Peter J. Visentin	Director of Facilities Planning and Engineering
Scott Volpe	Associate Director of Media Services and Instructional Technology
Donna M. Warner	Coordinator of International Services
Elisabeth Werling	Director of AccessAbilitiy Services
Jerome Wilcox	Director of Institutional Research and Assessment
Rebecca Woodward	Director of Media Services and Academic Computing
Joanne Zanella	Registered Nurse
Jennifer Zdziarski	Associate Registrar, Scheduling Officer

FACULTY AND ADMINISTRATIVE STAFF

John B. Clark President

Office of the President Senior Staff

Mary S. Alexander Provost & Vice President for Academic Affairs

Keith Betts Vice President for Student Affairs

Sean Loughran Associate Vice President for Finance & Administration

Lynne LeBarron Interim Vice President for Institutional Advancement

Luigi Marcone Chief Facilities Officer and Associate Vice President for Campus Planning

Jay Murray Associate Vice President for Enrollment Services

Fred Cratty Chief Human Resources Officer

John DeRosa Director of Information Systems

Rebecca Woodward Director of Information Technology and Media Services

Jesenia Minier-Delgado Chief Diversity Officer

Paul Steinmetz Director of Public Affairs and Community Relations

Walter E. Cramer Dean, Student Affairs

Academic Deans

Michelle Brown Dean, Macricostas School of Arts and Sciences

Joan Palladino Interim Dean, School of Professional Studies

David Martin Dean, Ancell School of Business

Brian Vernon Dean, School of Visual and Performing Arts

Faculty and Staff

Clark, John B.

President; B.A., Providence College; M.P.A., City University of New York, John Jay College of Criminal Justice; M.A., Fordham University; M.A., New York University; Ed.D., Teachers College, Columbia University.

Abate, Ellen

Associate Professor, Nursing; B.S., Mt. St. Mary College of Nursing; M.A., New York University; Ed.D., Columbia University.

AbouElgheit, Emad

Associate Professor, Marketing; B.S., Alexandria University; M.B.A., Arab Academy for Science, Technology and Maritime Transport; Ph.D., International School of Management.

Agosto, Cristina

Billing Administrator, Cashier's Office; B.A., Western Connecticut State University.

Alexander, Charles

Director, Judicial Affairs; B.S., M.S., Iona College.

Alexander, Missy

Provost & Vice President for Academic Affairs; B.A., M.A., Hunter College; Ph.D., New York University.

Algarin, Peter

Athletic Trainer, Intercollegiate Athletics; B.S., Southern Connecticut State University; M.H.A., Western Connecticut State University.

Alizadeh, Mohsen

Assistant Professor, Division of Justice and Law Administration; M.A.,J.D., Azad University; M.Phil., City University of New York; M.A., Ph.D., CUNY, John Jay College of Criminal Justice.

Allen, Mark

Professor/Head Athletic Trainer, Intercollegiate Athletics; B.S., Westfield State College; M.S., Southern Connecticut State University.

Allocco, Katherine

Professor, History and Non-Western Culture; B.A., Oberlin College; M.A., University of North Carolina; Ph.D., University of Texas.

Aloni, Maya

Associate Professor, Psychology; B.A., University of Toledo; M.A., Ph.D., University of Buffalo.

Ames, Scott

Associate Director, Intercollegiate Athletics; B.S., Southern Connecticut State University.

Arslan, Hasan

Associate Professor, Division of Justice & Law Administration; J.D., Marmara University Law School; Ph.D., Sam Houston State University.

Assenza, Pauline

Professor, Management; B.A., Connecticut College; M.A., University of New Haven; D.P.S., Pace University.

Astrup, Margaret

Professor, Music and Music Education; B.M., Concordia College; M.M., University of Wisconsin; M.ME., Ed. D., Teachers College, Columbia University.

Augenbraun, Deborah

Assistant Counselor, Counseling Center; B.A., Fairfield University; M.A., Columbia University; Psy.D., Antioch University New England.

Bakhtiarova, Galina

Professor, World Languages and Literature; B.A., M.A., Moscow Linguistic University; M.A., Ph.D., University of Southern California.

Balk, Ethan E.K.

Assistant Professor, Health Promotion and Exercise Sciences; B.S., M.S., Florida State University.

Baluha, Daniel R.

Assistant Professor, Chemistry; B.S., Central Connecticut State University; Ph.D., University of Maryland.

Bandhauer, Carina A.

Professor, Sociology, Social Sciences; B.S., University of California, Riverside; M.A., California State University; Ph.D., State University New York at Binghamton.

Barone, J. C.

Professor, Communication; B.A., Hofstra University; M.S.S.I., Newhouse School of Public Communications; Ph.D., University of Albany.

Barrett, Daniel W.

Professor, Psychology; B.A., Wesleyan University; M.A., Ph.D., Arizona State University.

Bartolo, Patricia

Payroll Services Associate, Fiscal Affairs; B.S., Siena College.

Barton, Nancy B.

Coordinator of Institutional Advancement; B.S., Southern Connecticut State University; M.S., Western Connecticut State University.

Battista, Tammie L.

Associate Director, Accounts Payable, Fiscal Affairs; B.B.A., Western Connecticut State University.

Baywood, Sarah A.

Payroll Coordinator, Fiscal Affairs; B.S., Teikyo Post College.

Bazan, Stanley

Professor, Management; B.S., Western New England College; M.B.A., Ph.D., University of Connecticut.

Begian, John

Associate Professor, Music; B.M., Hartt School of Music, University of Hartford; M.M., Manhattan School of Music.

Bencosme, Yageysa

Assistant Degree Auditor, Registrar's Office; B.A., Western Connecticut State University.

Bennett, Diane M.

Assistant Professor, Nursing; B.S.N., Beth-El College of Nursing; M.S.N., University of Hartford.

Betts, Keith

Vice President for Student Affairs; B.S., Nottingham Trent University; B.S., Lockhaven University; M.B.A., Ed.D., George Washington University.

Blanset, Rachel

Assistant Director, Academic Advisement; A.S., Hillborough Community College; B.S., University of South Florida; M.S., Kansas State University.

Boily, Patrice

Professor, Biology and Environmental Sciences; B.Sc., Universite de Sherbrook; Ph.D., University of Guelph.

Boyle, James P.

Associate Professor, Physics, Astronomy, and Meteorology; B.S., Purdue University; M.S., Ph.D., University of Wisconsin.

Boyle, Peggy

Assistant Director, Human Resources-Recruitment, Human Resources; B.B.A., M.H.A., Western Connecticut State University.

Brewer, Adam

Associate Professor, Education & Educational Psychology; B.S., West Virginia University; M.A., Ph.D., University of Kansas.

Bricker, Lynn A.

Capital Budget Fiscal Administrator, Facilities & Engineering.

Bridges, Kimberlee-Ann

Assistant Professor, Nursing; B.S., Sacred Heart University; B.S.N., M.S.N., Fairfield University.

Brower, Jay

Associate Professor, Communication; B.A., California State University; M.S., Ph.D., Southern Illinois University.

Brown, Daryle

Professor, Nursing; B.S.N., Kent State University; M.A., M.Ed., Ed.D., Columbia University.

Brown, Michelle

Dean, Macricostas School of Arts & Sciences; B.S., M.A., James Madison University; Ph.D. University of Maryland.

Budnick, Elise

Coordinator of Academic Support, Ancell School of Business; B.A., M.A., University of Connecticut.

Burger, Susan

Assistant Professor, Nursing; B.S.N., Duke University; M.S.N., Southern Connecticut State University; Ph.D., University of North Carolina.

Burke, Janet

Professor, Education and Educational Psychology; B.A., City University New York, Lehman College; M.A., Columbia University; Ed.D., Wayne State University.

Burnard, Kevin J.

Assistant Professor, Management; B.Eng., Ph.D., Loughborough University.

Burns, David R.

Professor, Mathematics; B.S., Western Illinois University; M.S., Ph.D., North Dakota State University.

Callaghan, Marjorie S.

Professor, Music and Music Education; B.A., Gettysburg College; M.M., Hartt School of Music; D.M.A., Manhattan School of Music.

Camacho, Ivelisse

Assistant Director, Financial Aid and Student Employment; B.A., M.P.A., John Jay College of Criminal Justice.

Campbell, Eileen

Assistant Professor, Nursing; A.D., Hostos Community College; B.S.N., Lehman College; M.S., Ed.D., Western Connecticut State University.

Canada, Theresa

Professor, Education and Educational Psychology; B.A., University of Rochester; M.A., M.Ed., Columbia University; Ed.D., University of Rochester.

Cardonsky, Darby

Associate Professor, Art; B.A., College of Mt. St. Vincents; M.A., Hunter College.

Caruso, John, Jr.

Professor, Education and Educational Psychology; B.A., M.A., Ph.D., University of Connecticut; M.A., George Washington University; M.S., M.S., P.E.D., Southern Connecticut State University.

Carvalho, Isabel

Director, Advisement Center; B.A., Western Connecticut State University.

Case, Mark R.

Director, Administrative Services; B.S., Fairfield University, M.B.A., University of New Haven.

Cavanagh, Ryan

Men's Lacrosse Head Coach, Athletics; B.A., M.S., State University of New York.

Cazorla, Michele

Assistant Director of Human Resources – Benefits Administration, Human Resources.

Cefaloni, Angelo

Digital Systems Integrator; B.S., Western Connecticut State University.

Chappell, Michael

Professor, English; B.A., University of Illinois; M.A., University of Massachusetts; Ph.D., Fordham University.

Chistofi, Stavros

Associate Professor, Mathematics; B.Sc., University of California at Berkley; M.Sc., M.Sc., Ph.D., Brown University.

Chuang, Ming Ling

Associate Professor, Management; B.A., University of Oregon; M.A., Ph.D., Florida Institute of Technology.

Ciarleglio, Anthony

Director, Cooperative Education, Career Development Center; B.A., University of Connecticut; M.S.A., Western Connecticut State University; Ed.D., Southern Connecticut State University.

Cibery-Schaab, Deanna

Director, Access Control and One-Card Services, WestConnect Card Office; B.A., M.S., Western Connecticut State University.

Clements, Brian N.

Professor, Writing, Linguistics and Creative Process; B.A., Southern Methodist University; M.A., Ph.D., State University New York at Binghamton.

Coffman, Daniel M

Assistant Professor, Computer Sciences; B.S., Yale University; Ph.D., California Institute of Technology.

Colaianni, Denise

Assistant Professor, Health Promotion and Exercise Science; B.S.N. City College of New York; M.A., New York University.

Collar, Emilo, Jr.

Professor, Management Information Systems; B.B.A., M.S., Pace University; Ph.D., University of Colorado at Boulder.

Connally, Neeta Pardonani

Associate Professor, Biology; B.S., Louisiana Tech University; M.S., Tulane School of Public Health and Tropical Medicine; Ph.D., University of Rhode Island.

Connor, Roger

Chief of Police, University Police; A.A.S., Mattatuck Community College.

Cook, Jill M.

Aquatics Director/Head Women's Swim Coach, Intercollegiate Athletics; B.S., Springfield College; M.S., Central Connecticut State University.

Cooke, Ryan

Assistant to the Director of Housing/Resident Director; B.A., Western Connecticut State University; M.A.Ed., Post University.

Coronel, Jessica

Assistant Director, Pre-Collegiate and Access Services; B.A., Western Connecticut State University.

Cordeira, Joshua
Associate Professor, Biology; B.S., Stonehill College; Ph.D., Tufts University School of Medicine.

Corzo, Richard

Programmer Specialist/Web Developer, University Computing; B.S., Case Western Reserve University; M.S., University of California, Berkeley.

Cowan, Justin

Assistant Professor, Theatre Arts; B.A., M.M., D.M.A., University of North Carolina at Greensboro.

Cox, Colleen

Instructional Design Coordinator, Professional Studies; B.A., State University of New York.

Cragan, Kaleigh

Admissions Representative, Admissons; B.A., Western Connecticut State University.

Cramer, Walter E.

Dean, Student Affairs; B.A., University of Pittsburgh; M.M., Indiana University School of Music; Ed.D., Nova Southeastern University.

Cratty, Frederic

Chief Human Resources Officer; B.B.A., M.H.A., Western Connecticut State University.

Crowley, Caitlin

Assistant Director, Intercollegiate Athletics; B.A., M.S., University at Albany.

Crucitti, Thomas W.

Director of Alumni Relations, Institutional Advancement; B.S., Western Connecticut State University.

Cumella, Patricia J.

Assistant Professor, Nursing; B.S., State University of New York; M.S., Adelphi University.

Custer, Kelli

Associate Professor, Writing, Linguistics, and Creative Process; B.A., M.A., Idaho State University; Ph.D., Indiana University of Pennsylvania.

Dalessio, Linda
Assistant Professor, Nursing; B.S., Regents College; M.S., Quinnipiac University; A.C.N.P., Saint Louis University School of Nursing.

Dalton, Stuart

Associate Professor, Philosophy and Humanistic Studies; B.A., Brigham Young University; M.A., Villanova University; Ph.D., Emory University.

D'Aries, Anthony

Assistant Professor, Writing, Linguistics and Creative Process; A.A., Farmingdale State College; B.F.A., Emerson College; M.F.A., University of Southern Maine.

Daria, Marsha

Professor, Education and Educational Psychology; B.A., Columbia College; M.Ed., University of North Texas; Ph.D., Texas Woman's University.

Davin, Sarah
Assistant in Human Resources, Human Resources; B.A., Quinnipiac University; M.A., Trinity College.

Davis, Jane S.

Assistant Director, Fiscal Affairs; B.S., SuZhou Medical College; B.B.A. Western Connecticut State University.

Dawson, Dennis W.

Professor, Physics, Astronomy, and Meteorology; B.S., Indiana University; Ph.D., New Mexico State University.

Dease, Mary-Ann V.

Director, Financial Planning and Budgets, Finance and Administration; B.B.A., M.B.A., Iona College.

DeFeo, William
Associate Professor, Justice and Law Administration; B.A., Iona College; M.A., Fordham University; J.D., Pace University Law School.

Delcourt, Marcia A.

Professor, Education and Educational Psychology/Coordinator of Ed.D. Program; B.S., Bloomsburg State University; M.A., Ph.D., University of Connecticut.

De Los Santos, Oscar

Professor, English; B.A., Corpus Christi State University; M.A., Ph.D., Ohio State University.

Dennis, Daryle

Assistant Dean – Office of Intercultural Student Affairs, Student Affairs; B.S., Western Connecticut State University.

DeRonck, Nicole G.

Assistant Professor, Education and Educational Psychology; B.A., Gettysburg College; M.S., SUNY Albany; Ed.D., Central Connecticut State University; Ph.D., University of Connecticut.

DeRosa, John

Director of Information Systems, Information Systems; B.A., CUNY Brooklyn College.

Devine, Rebecca A.

Card Systems Administrator, WestConnect Office; B.A., Ithaca College.

DiBona, Russell

Access and Security Technician

DiCarro, Christina

Assistant Librarian, Library; B.A., M.L.S., University of North Texas.

Diot, Rebecca A.

Learning Management System Administrator, Information Technology & Innovation; B.B.A, M.B.A., Western Connecticut State University.

Doherty, Mary Ellen

Professor, Nursing; B.S., Mount Saint Mary College; M.S., Rutgers University College of Nursing; C.N.M., University of Medicine and Dentistry of New Jersey; Ph.D., University of Rhode Island.

Doiron, Matthew R.

Assistant Professor, Music; B.M. Keene State College; M.A., Southern Oregon University; Ph.D., Eastman School of Music, University of Rochester.

Donegan, James J.

Professor, Accounting; B.A., City University New York; M.A., M.B.A., City University New York, Bernard M. Baruch College; Ph.D., University of Arizona.

Drozdenko, Ronald G.

Professor, Marketing; B.A., Western Connecticut State University; M.A., Ph.D., University of Missouri.

Duffy, Jennifer

Professor, History and Non-Western Cultures; B.A., College of Mount Saint Vincent; M.A., Fordham University; M.Phil., New York University; Ph.D., New York University.

Dugal, Mohinder

Professor, Management; B.Sc., Panjab Engineering College; Ph.D., University of Pittsburgh

Dwyer, Terrence P.

CSU Professor, Justice and Law Administration; B.A., Fordham University; J.D., Pace University School of Law.

Echeverria, Paul

Assistant Professor, Communication and Media Arts; B.F.A., Purchase College; M.S., Mercy College; M.A., The New School; M.F.A., University of Colorado.

Eckstein, Jessica J.

Professor, Communication; B.A., University of Nebraska; M.A., University of Montana.

Eddy, Lauren

Tutoring Resource Center Coordinator, Library Services; B.A., M.S., Central Connecticut State University.

Eisenson, Robert N.

Associate Professor, Physics, Astronomy, and Meteorology; B.S., Cornell University; M.S., University of Utah.

Esposito, Jason

User Services Manager, Information Technology & Innovation; B.S., State University New York at Binghamton.

Favale, Amanda

Associate Director, Student Financial Services; B.S., Western Connecticut State University.

Feller, Lauren E.

Assistant Degree Auditor, Registrar's; B.A., Western Connecticut State University; M.S., Central Connecticut State University.

Ferguson, Donald

Head Women's Volleyball Coach, Intercollegiate Athletics; B.A., Rivier College.

Flynn, Jennifer E.

Assistant Professor, Management Information Systems; B.B.A., Western Connecticut State University; M.B.A., Pace University, Ph.D. Pace University.

Forbes, Linda

Professor, Management; B.S., Rollins College; M.A., Ph.D., University of South Florida.

Fuchs, Thomas W.

Programmer Specialist, Information Technology & Innovation; B.A., Western Connecticut State University.

Gadkar-Wilcox, Wynn W.

Professor, History and Non-Western Cultures; A.B., University of California; M.A., Ph.D., Cornell University.

Gagnier, Christian

Assistant Director of Media Services, Information Technology & Innovation; B.A., Western Connecticut State University.

Gagnon, Donald P.

Professor, Theatre Arts; B.A., University of Florida; M.A., University of Central Florida; Ph.D., University of South Florida.

Galli-Debicella, Alexandra Lorena

Assistant Professor, Management; B.S., M.B.A., Quinnipiac University; Ph.D., University of Massachusetts.

Gallucci, Nicholas

Professor, Psychology; B.A., Vanderbilt University; M.A., Ph.D., University of Louisville.

Galtieri, Margaret

Infrastructure Services Administrator, Information Technology and Innovation; B.B.A., M.B.A., Western Connecticut State University.

Ganchev, Gancho. F.

Professor, Computer Science; B.S., M.S., Ph.D., Czech Technical Institute.

Ganon, Michele W.

Professor, Accounting; B.S., Lehman College; M.B.A., Bernard Baruch College, Ph.D., University of Arizona.

Gauvin, Keith R.

Registrar, Registrar's Office; B.A., M.A., Norwich University.

Gee, Bernard

Associate Professor, Psychology; B.A., B.S., San Jose State University; M.S., Ph.D., University of Rochester.

Gegeny, Mark

Associate Director, Campus and Student Centers; B.S., M.A., Western Connecticut State University.

Giamanco, Kristin A.

Assistant Professor, Biological and Environmental Sciences; B.A., Bryn Mawr College; Ph.D., SUNY Upstate Medical University.

Gieschler, Simone

Assistant Professor, Chemistry; M.Sc., Freie Universitat; M.A., M.Phil., Ph.D., Columbia University.

Gladstone, Russell

Librarian, Library Services; B.A., Rutgers University; M.L.S., University of Arizona.

Gleason, III, Edward G.

Environmental Health & Safety Assistant, Environmental & Facilities Services; B.S., Central Connecticut State University.

Gong, Xiaomei

Librarian/Business Collection, Library Services; B.A., Nanjing Normal University; M.L.S., Wayne State University; M.B.A., Western Connecticut State University.

Govardhan, Anam

Professor, English; B.A., M.A., Ph.D., University of Madras, India; Ph.D., Northern Illinois University.

Graham, Doreen A.

Assistant Professor, Nursing; B.S., Saint Joseph College; M.S.N., Southern Connecticut State University.

Gramesty, Jena

Admissions Representative, Admissions; B.S., Western Connecticut State University.

Grandas Hernandez, Carlos

Assistant to the Director of Fiscal Affairs; B.A., Western Connecticut State University.

Grant, Thomas

Math Emporium and Clinic Coordinator, Mathematics; B.S., University of Virginia; M.A., Appalachian State University.

Greco, Nicholas

Professor, Chemistry; B.S., Stonehill College; M.S., Ph.D., University of California, San Diego.

Greene, James

Associate Professor, Music and Music Education; B.M., University of Hartford; M.M., Boston University.

Griffin, Maribeth

Director of Housing and Residence Life for Programs and Staff; B.A., Bowling Green State University; M.A., Western Connecticut State University.

Gunter, Ree LeBlanc

Director, Counseling Center; B.A., Hampton University; M.S., Ph.D. Pennsylvania State University.

Gustafson, Robin C.

Associate Professor, Psychology; B.A., M.A., M.Phil., Bennington College; Ph.D., Columbia University.

Gutzman, Kevin R. C.

Professor, History and Non-Western Cultures; B.A., J.D., M.P.Aff., University of Texas; M.A., Ph.D., University of Virginia.

Guzda, Jacqueline

Assistant Professor, Communications and Media Arts; B.A., Upsala College; M.A., University of Maryland; Ph.D., European Graduate School.

Haensch, Nancy

Director, Health Services; B.M., Indiana University; B.S., Virginia Commonwealth University; M.S., Western Connecticut State University.

Hagan, Edward

CSU Professor, Writing, Linguistics and Creative Processes; B.A., Fordham University; M.A., Ph.D., State University New York at Stony Brook.

Hall, Becky Eide

Professor, Mathematics; B.S., M.A., Western Connecticut State University; D.Phil, Wesleyan University.

Han, Xiaoqi

Associate Professor, Marketing; B.A., Shanghai International Studies University; M.A., Marquette University; Ph.D., University of Cincinnati.

Harkin, Amanda

Assistant to the Director, Financial Aid and Student Employment; B.F.A., Rochester Institute of Technology; M.A., University of Delaware.

Harris, Deneen M.

Associate Professor, Social Work; B.S., B.S., M.S., Southern Illinois University; Ph.D., University of Alabama.

Harrison, Alex

Head Women's Soccer Coach, Intercollegiate Athletics; B.S., Central Connecticut State University.

Hawkins, Stacey

Professor, World Languages and Literature; B.A., University of Illinois; M.A., Ph.D., University of Wisconsin-Madison.

Hayajneh, Yaseen

Associate Professor, Management; B.S., M.S., Jordan University of Science and Technology; Ph.D., University of Iowa.

Hayes, Senan

Professor, Mathematics; B.A., Assumption College; M.A., M.Phil., Teachers College, Columbia University; Ph.D., Teachers College, Columbia University.

Haynes, Greg

Assistant Professor, Music; B.A., B.A., M.M., University of Georgia; D.Mus., University of Kansas.

Hegel-Cantarella, Christine

Associate Professor, Social Sciences; B.F.A., Webster University; M.Phil., Ph.D., City University of New York.

Herbert, Frank

Professor, Theatre Arts; B.A., Western Connecticut State University; M.F.A., Sarah Lawrence College.

Heredia, Anna-Maria

Assistant Director, Financial Aid and Student Employment; B.A., Western Connecticut State University; M.S., Central Connecticut State University; Ed.D., Arizona State University.

Heybruck, Krista L.

Instructor, Health Promotion & Exercise Sciences; B.S., State University of New York; M.P.H., University of South Carolina.

Hill, Sherri

Associate Director, Public Relations; B.S., Syracuse University.

Hirshfield, L. Russell

Professor, Music and Music Education; B.M., Eastman School of Music; M.M., Boston University; D.M.A., University of Colorado.

Housemann, Robyn A.

Professor, Health Promotion and Exercise Sciences; B.S., University of Rhode Island; M.P.H., Ph.D., St. Louis University.

Howard, Tim

Associate Professor, Theatre Arts; B.A., Baldwin Wallace University.

Huang, Carol Chin-Wen

Associate Professor, Finance; B.A., National Chung Hsing University; M.S., St. Louis University; Ph.D., City University of New York.

Hull, Andrew

Nursing Stimulation Coordinator, Nursing; B.A., M.S., Western Connecticut State University.

Hull, Patrick

Athletic Trainer, Intercollegiate Athletics, B.A., Fairmont State College.

Hunter, Julie

Assistant Librarian, Library Services; B.A., University of Maine; M.S., Pratt Institute.

Isaacs, Kevin

Professor, Music and Music Education; B.M., M.M., Texas Christian University; A.Mus.D., University of Arizona.

Ivanov, Todor Filipov

Professor, Computer Science; M.Sc., Czech Technical University, Ph.D., University of Chemical Technology and Metallurgy.

Jazwiecki, Gabrielle E.

Director, Office of Sponsored Research Administrative Services, Academic Affairs; B.F.A., Pratt Institute; M.A., State University of New York, Empire State College.

Jiang, Xiaowen

Associate Professor, Accounting; B.S., Xi'an Jiaotong University; M.S., Southern University of Finance and Economics; D.B.A., Boston University.

Jimenez, L. Fernando

Professor, Music and Music Education; B.M., Baylor University; M.M., Duquesne University; D.M.A. Peabody Conservatory.

Joel, William

Professor, Computer Science; B.S., St. John's University; M.S., Polytechnic Institute of New York; Ph.D., Syracuse University.

Johnson, Julianne

Project Manager, University Computing; B.S., Syracuse University.

Jones, Kevin

Assistant Football Coach, Intercollegiate Athletics; B.A., Central Connecticut State University; M.Ed., University of Minnesota.

Jordan, Kathleen Casey

Professor, Justice and Law Administration; B.A., University of Tulsa; M.A., City University of New York; Ph.D., City University New York, John Jay College of Criminal Justice.

Kain, George

Professor, Justice and Law Administration; B.S., M.S., Western Connecticut State University; Ph.D., City University New York, John Jay College of Criminal Justice.

Kenausis, Veronica

Associate Dean of Library Services and Academic Success Programs, Library Services; B.S., Georgetown University; M.L.S., Southern Connecticut State University.

Kennison, Brian

Library Systems Assistant, Library Services; B.B.A., Eastern Kentucky University; M.S., Florida State University.

Keys, Truman

Associate Professor, Communication; B.S., University of Illinois; M.A., DePaul University; Ph.D., Howard University.

Khoo, Rondall Boohock

Associate Professor, Psychology; B.S., Southwestern Oklahoma State University; M.S., Ph.D., Pennsylvania State University.

Kim, Younghin

Assistant Professor, Accounting; B.B.A., Seoul National University; M.B.A., Nanyang Technological Univeristy.

Kinnane, Debra L.

Assistant Director, Planning and Engineering; A.S., Berkely College ,White Plains; B.B.A., Western Connecticut State University.

Kochiss, Jaclyn

Human Resources Assistant, Human Resources; B.B.A., Western Connecticut State University.

Koschel, Kevin M.

Property Control and Mail Services Manager, Administrative Services; B.B.A., Western Connecticut State University.

Koukopoulos, Pano

Director of Emergency Management, Environmental and Facilities Services; B.S., Northeastern University; M.A., Western Connecticut State University.

Koza, Karen L.

Professor, Marketing; B.A., Massachusetts College of Liberal Arts; M.A., Clarke University; D.B.A., Boston University.

Kraybill, Jess

Assistant Professor, Psychology; B.A., Earlham College; M.S., Ph.D., Virginia Tech.

Kroll, Rainer

Assistant Professor, Division of Justice & Law Administration; B.A., M.A., John Jay College; M.Phil., Ph.D., CUNY.

Kuhn, Stephanie Contrucci

Assistant Professor, Education & Educational Psychology; B.S., Virginia Polytechnic Institute ; M.A., Ph.D., Louisiana State University.

Kukk, Christopher L.

Professor, Political Science, Social Sciences; B.A., Boston University; M.A., Ph.D., Boston College.

Kulberg, Nicole

Associate Director, Admissions; B.B.A., Western Connecticut State University.

Kuther-Martell, Tara

Professor, Psychology; B.A. ,Western Connecticut State University; M.A., Ph.D., Fordham University.

Laedke, Christine A.

Assistant Director, Facilities Scheduling and Promotions; B.A., Western Connecticut State University.

Lagano, Vincent

PC Maintenance Technician, Information Technology and Innovation.

Larson, Laurel

Assistant Professor, Music; B.M., Oberlin Conservatory of Music; M.M., Shepard School of Music at Rice University; D.M.A., University of South Carolina.

LaPorta, Thomas D.

Assistant Degree Auditor, Registrar; B.S., Eastern Connecticut State University.

Lawlor, Sharon

Coordinator, Substance Abuse Programs, Student Affairs; B.A., M.P.H., University of Connecticut.

LeBarron, Lynne

Director of Institutional Advancement; B.S., Cornell University.

Leddy, Brendan

Assistant Director of Facilities Operations, Environment & Facilities Services; B.S., Eastern Connecticut State University.

Lee, Carlton

Associate Director, Admissions; B.A., New Hampshire College; M.S., Southern Connecticut State University.

Lerner, Joni Johns

Assistant Professor, Theatre Arts; B.F.A., Denison University; M.F.A., Purdue University.

Lessor, Gary

Assistant to the Director, Meteorological Studies and Weather Center; B.S., Central Connecticut State University.

Leszko, Dennis P.

Director, Student Life/Student Activities, Student Life/Student Center; B.A., Western Connecticut State University; M.A., Sacred Heart University.

Lever-Mazzuto, Katie M.

Professor, Communication; B.A., Binghamton University; M.S., Roy H. Park School of Communication.

Levy, Heather

Professor, English; B.A., Saint Francis Xavier University; M.A., Concordia University; Ph.D., Binghamton University.

Lewis, Michael

Assistant Professor, Writing, Linguistics & the Creative Process; B.A., University of Maryland; M.A., Oregon State University; Ph.D., University of Wisconsin-Milwaukee.

Lightwood, Samuel

Associate Professor, Mathematics; B.S., M.A., University of Alaska; M.S., Western Washington University; Ph.D., University of Maryland.

Lin, Jessica

Assistant Director, Kathwari Honors Program and Center for Compassion, Creativity and Innovation; B.A., Western Connecticut State University.

Lin, Wenguang

Assistant Professor, Finance; B.A., M.S., Xiamen University; M.B.A., University of Notre Dame; D.Phil., Louisiana State University.

Lindenauer, Leslie J.

Professor, History and Non-Western Cultures; A.B., Brown University; M.A., Ph.D., New York University.

Lippincott, Aura

Instructional Designer, Library Services; B.A., George Washington University; M.L.I.S., University of California; M.A., San Diego State University.

Ljongquist, Derek

System Administrator, University Computing; B.S., Central Connecticut State University.

Lomas, Gabriel

Professor, Education and Educational Psychology; B.A., University of Texas at San Antonio; M.A., Gaullaudet University; Ph.D., Sam Houston State University.

Loth, Joseph J.

Head Football Coach, Intercollegiate Athletics; B.A., M.B.A., Otterbein University.

Loughran, Sean C.

Associate Vice President, Finance and Administration; B.S., Niagra University; M.B.A., University of Connecticut.

Lubell, Amanda

Assistant Professor, Mathematics; B.S., Adelphi University; M.A., Ph.D., University of Maryland.

Lukenovich, Paul
PC Maintenance Technician, Information Technology and Innovation; A.S., Pace University.

Lumbantobing, Rotua

Professor, Social Sciences; B.S., University of Indonesia; M.B.A., University of Rochester; M.R., Ph.D., North Carolina State University.

Lupinacci, Jeanette

Associate Professor, Nursing, B.S., Quinnipiac University; M.S., Western Connecticut State University.

Lynch, Kenneth S.

Access Control and Security Specialist, WestConnect Office; B.B.A., Western Connecticut State University.

Maida, Paula J.

Professor, Mathematics; B.A., M.A., State University New York at Potsdam; Ph.D., The American University.

Malavisi, Anna Maria

Assistant Professor, Philosophy; RN, Royal Melbourne Hospital, B.S., La Trobe University; MHID, Flinders University of South Australia; Ph.D., Michigan State University.

Manente, Debra

Associate Director, Career Services; B.A., Central Connecticut State University, M.Ed., Cambridge College.

Manes, R. Averell

Professor, Political Science, Social Sciences; B.A., McGill University; M.A., Ph.D., Syracuse University.

Marcone, Luigi

Chief Facilities Officer and Associate Vice President for Campus Planning, Facilities; B.A., Pace University; M.S., City University New York, Hunter College.

Marino, Kim

Associate Professor, Justice & Law Administration; B.A., Southern Vermont College; M.S., Long Island University; Ph.D. City University New York, John Jay College.

Marques, Sabrina

Assistant Professor, Art; B.A., Columbia University; M.F.A., Yale School of Art.

Martin, David

Dean, Ancell School of Business; B.A., Long Island University; M.B.A., Western Illinois University; Ph.D., Saint Louis University.

Mason, Ronald

Director, Housing and Residence Life; A.B.A., B.S., M.S., State University of New York.

May, Martha

Professor, History and Non-Western Cultures; B.A., Virginia Commonwealth University; M.A., Ph.D., State University New York at Binghamton.

Mazza, Lori R.

Director of Intercollegiate Athletics, Intercollegiate Athletics; B.S., Lock Haven University, M.S., East Stroudsburg University.

Mazza, Mary

Associate Controller, Fiscal Affairs; B.S., Western Connecticut State University.

McDaniel, Pamela

Professor, Theatre Arts; B.A., Northwestern State University; M.F.A., University of Texas–Austin; M.A., Oklahoma State University.

McDiarmid, Patricia

Assistant Professor, Health Promotion and Exercise Science; B.S., M.S., Springfield College; Ed.D., Johnson and Wales University.

McDonnell, Danielle

Head Women's Field Hockey Coach, Intercollegiate Athletics; B.S., St. Joseph's University; M.B.A., Fairfield University.

McKay, Janet

Administrative Assistant to the President, President's Office; B.B.A., Western Connecticut State University.

McLean, Karen

Assistant Professor, Social Work; B.A., University of Connecticut; M.S.W., University of Connecticut School of Social Work; Ph.D.,

University of Connecticut.

Mei-Ratliff, Yuan

Professor, Chemistry; B.S., Peking University; Ph.D., University of Florida.

Michaud, Brian

Assistant Director – Target X CRM, Admissions; B.S., M.B.A., Western New England University.

Miller, Thomas A.

Assistant Professor, Division of Justice & Law Administration; B.S., Western Connecticut State University; J.D., Regent University School of Law.

Mingachos, Joseph

Head Women's Men's Coach, Intercollegiate Athletics; B.A., Western Connecticut State University.

Minier-Delgao, Jesenia

Chief Diversity Officer; B.A. City College of New York; M.P.A. Metropolitan College of New York.

Misra, Manoj

Assistant Professor, Social Sciences; M.A., Ph.D., University of Alberta.

Molinelli, Richard P.

Chemistry Technical Specialist, Chemistry; B.S., M.A., City University New York, Queens College; Ph.D., University of Connecticut.

Monks, Thomas

Professor, Accounting; B.S., Central Connecticut State University; J.D., University of Bridgeport School of Law; L.L.M., Quinnipiac University.

Monette, Michelle

Associate Professor, Biology and Environmental Sciences; B.S., Boston University; M.S., Ph.D., University of Massachusetts.

Montague, Richard A.

Professor, Management Information Systems; B.S., University of New Haven; M.S., M.Phil., Ph.D., Columbia University.

Moreira April

Assistant Professor, Social Work; A.A.A.S., Naugatuck Valley Community College; B.S.W., Western Connecticut State University; M.S.W., Fordham University.

Morel, Elisabeth Werling

Director, AccessAbility Services; B.S., M.A., University of Connecticut.

Mulvihill, Edward

Associate Director, Housing and Residence Life for Operations, Housing and Residence Life; B.S., Western Connecticut State University; M.S., Eastern Connecticut State University.

Murphy, John A.

Director, Facilities Scheduling and Promotions; B.F.A., M.S., Long Island University.

Murphy, Shane M.

Professor, Psychology; B.A., University of New South Wales; M.A., Ph.D., Rutgers University.

Murray, Jay E.

Associate Vice President for Enrollment Services; B.A., M.P.A., Marist College.

Murray, Margaret

Professor, English; B.A., Fordham University; M.A., Columbia University; Ph.D., New York University.

Murthy, Sudarshan

Associate Professor, Computer Science;

Myhill, Ellen D.

Assistant Director, University Publications and Design; B.A., B.A., Western Connecticut State University.

Nelson, Mary A.

Professor, Psychology; B.S., Saint Mary's College; M.S., Ph.D. Iowa State University.

Netto, Carla J.

Associate Registrar, Degree Auditing and Graduation, Registrar; B.S., City College of New York; M.S., Western Connecticut State University.

Nielson, Mary H.

Assistant Professor, Nursing; B.A., University of Hartford, B.S., Western Connecticut State University; M.S.N.Ed, Southern Connecticut State University; D.N.P., Sacred Hart University; Ed.D., Western Connecticut State University.

Nolan, Michael

Professor, History & Non-Western Cultures; B.A., Columbia University; M.A., University of Massachusetts; Ph.D., Brandeis University.

Novozhilova, Lydia S.

Associate Professor, Mathematics; M.S., Ph.D., Rostov State University; Ph.D., Michigan State.

Nugent, Paul D.

Professor, Management Information Systems; B.A., Dartmouth College; M.S.E.C.E., University of Massachusetts; Ph.D., State University of New York at Albany.

Oberleitner, Lindsay

Assistant Professor, Psychology; B.A., Albion College; M.A., Ph.D., Wayne State University.

O'Brien, Jennifer A.

Librarian; B.A., Brandeis University; M.L.S., Simmons College.

O'Brien, Raymond J., III

Customer Support Center Coordinator, Information Technology and Innovation; B.S. Polytechnic University.

O'Callaghan, Catherine

Professor, Education and Educational Psychology; B.A. St. Joseph's College; M.S., Ph.D. Fordham University.

O'Grady, Douglas M.

Associate Professor, Music; B.M., University of Massachusetts Dartmouth; M.M., University of Louisiana at Lafayette; D.M.A., University of Alabama.

Olson, Michael

PC Maintenance Technician, Information Technology and Innovation; B.S.,Western Connecticut State University.

O'Neill, Patricia A.

Infrastructure Services Manager, Information Technology & Innovation; B.B.A., M.B.A.,Western Connecticut State University.

O'Neil, Patricia E.

Associate Professor, Psychology; B.S., SUNY, Binghamton; Ph.D., University of California, Riverside.

Ort, Jennifer

Associate Professor, Nursing; A.A.S., Frederick Community College; B.S.N., Dominican College; M.S.N.Ed., Mercy College; Ph.D. The Sage Colleges.

Oumlil, Ben A.

Professor, Marketing; B.S., Southwestern Missouri State University; Ph.D., University of Arkansas.

Owino, Albert

Associate Professor, Physics, Astronomy, and Meteorology; B.Sc., University of Nairobi; M.S.c., University of East Anglia; Ph.D., University of Pune.

Owoye, Oluwole

Professor of Economics, Social Sciences; B.S., St. Augustine's College; M.B.A., Laredo State University; M.A., Ph.D., Northern Illinois University.

Padykula, Bozena M.

Associate Professor, Nursing; A.S., Capital Community Technical College; B.S., Charter Oak State College; M.S., University of Hartford; Ed.D., University of Hartford.

Palladino, Joan M.

Intern Dean, School of Professional Studies; B.S.N., St. Joseph's College; M.S.N., University of Hartford.

Pan, Zuohong

Professor of Economics, Social Sciences; B.A., M.A., People's University of China; Ph.D., Wayne State University.

Paolino, Paula

Bursar, Cashier's Office; B.B.A., Western Connecticut State University.

Peluso, Allyson

Assistant Director, Academic Advisement; B.A., Western Connecticut State University.

Pereira, Andrea

Assistant to the Director of Housing/Resident Director; B.A., B.A., Roger Williams University.

Parmalee, Richard

Information Security Officer, Information Technology & Innovation; B.A., Western Connecticut State University.

Perrelli, Julie

Assistant Professor, Health Promotion & Exercise; B.A., Western Connecticut State University; M.S., Ph.D., Springfield College.

Petkanas, William

Professor, Communication; B.A., State University New York at New Paltz; Ph.D., New York University.

Pfitzner, Birte

CSU Administrative Assistant, Student Affairs; B.A., M.A., Western Connecticut State University.

Philbrick, Thomas

CSU Professor/Professor, Biology and Environmental Sciences; B.S., M.S., University of New Hampshire; Ph.D., University of Connecticut.

Piechota, Laura M.

Musical Arts Assistant, Music and Music Education; B.S., M.S., Western Connecticut State University.

Pinou, Theodora

Professor, Biology and Environmental Sciences; B.A., M.S., Ph.D., New York University.

Piro, Jody

Professor, Education and Educational Psychology; B.S., M.S., University of Illinois; Ed.D., Northern Illinois University.

Piscopo, Barbara

Professor, Nursing; B.S.N., Fairleigh Dickinson University; M.S. Western Connecticut State University; M.Ed., Ed.D., Columbia University Teachers College.

Popiel, Elizabeth L.

Associate Professor, Theater Arts; B.A., Rhode Island College; M.F.A., State University New York, Purchase.

Pote, Robert A., Jr.

Director, Precollegiate and Access Services; B.A., Western Connecticut State University; M.S., University of Bridgeport.

Poulin, Mark, Jr.

PC Maintenance Technician, Information Technology and Innovation; B.A., University of Connecticut.

Prieto, Judith Helena

Associate Professor, Chemistry; B.S., Universidad del Valle; M.S., Ph.D., University of California, San Diego.

Prisco, Paul P., Jr.

Student Information Systems Banner/ERP Specialist, Enrollment Services; A.S., Westchester Community College; B.A., University of Delaware; M.B.A., Pace University.

Prunier, Rachel

Associate Professor, Biological and Environmental Sciences; B.A., University of Virginia; Ph.D., University of Connnecticut.

Pruss, Ingrid

Associate Professor, English; B.A., Case Western Reserve University; M.A., University of Southwestern Louisiana; Ph.D., Vanderbilt University.

Puccio, Peter

Assistant Director, Media Services; B.A., Western Connecticut State University.

Puckhaber, Teresa

Assistant Professor, Nursing; B.S., M.S., Ed.D. Western Connecticut State University.

Puleo, AnnMarie

Associate Director, Academic Advisement; B.A., Southern Connecticut State University.

Qi, Shouhua

Professor, English; B.A., M.A., Nanjing Teachers University; Ph.D., Illinois State University.

Rajendran, Prem

Data Network and Telecom Manager

Rancourt, Charles

Head Men's Basketball Coach, Intercollegiate Athletics; B.A., Western Connecticut State University.

Reitz, Joan

Librarian, Library Services; B.A., Reed College; M.L.S., University of Washington; M.A., Western Connecticut State University.

Reynolds, Hannah T.

Assistant Professor, Biology and Environmental Sciences; B.S., University of Kansas; Ph.D. Duke University.

Rice, Catherine

Professor, Nursing; B.S., Hunter College; M.A., New York University; Ed.D., University of Bridgeport.

Rizk, Jason

Assistant Director of Advisement, Academic Advisement; B.S., Southern Connecticut State University; M.S., Central Connecticut State University.

Robeau, Lori

Visual Arts Assistant, Art; B.A., Illinois State University; M.F.A., Vermont College of Fine Arts.

Robertson, Forest

Associate Professor, Chemistry; B.A., Western Connecticut State University; Ph.D., Dartmouth College.

Rocca, Jr., Charles F.

Professor, Mathematics; B.A., M.A., State University New York at Potsdam; Ph.D., SUNY at Albany.

Roche, John

Assistant Professor, Writing, Linguistics and Creative Process; B.A., Marist College; M.F.A., Western Connecticut State University.

Roe, Katherine

Assistant Professor, Education & Educational Psychology; B.S., St. Johns University; M.S., Adelphi University; Ph.D., Walden University.

Rollins, Ethaline D.

Network Security Specialist, Information Technology and Innovation; B.A., University of Connecticut.

Rosa, Peter, III

Director of Fiscal Affairs/Controller, Fiscal Affairs; B.S., University of Connecticut.

Rosenthal, Joshua

Professor, History and Non-Western Cultures; B.A., Wesleyan University; M. Phil., Ph.D., Columbia University.

Rossi, Maryann

Associate Dean, School of Professional Studies; B.A., Sacred Heart University; M.A., Fairfield University; M.S., University of Vermont; Ph.D., St. Louis University.

Rotondo, Guy

Associate Professor, Accounting; B.S., Boston College; M.B.A., Columbia University.

Ryan, Patrick

Professor, Writing, Linguistics and Creative Process; B.A., St. Mary's University; M.A., University of North Texas; M.Ed., Texas A & M University; Ph.D., University of Iowa.

Rybczyk, Kimberly A.

Head Women's Basketball Coach, Intercollegiate Athletics; B.A., Western Connecticut State University.

Saad, Abubaker

Professor, History and Non-Western Cultures; B.A., University of Libya; M.A., Portland State University; Ph.D., University of Washington.

Salas, Loraine Moya

Assistant Professor, Social Work; B.S.W., M.S.W., D.Phil, Arizona State University.

Santiago, Luis

Interim Director, Admissions; B.A., Marist College.

Savarese, Annmarie

Assistant Director – Recruitment & Events, Admissions; B.A., Western Connecticut State University.

Scaglia, Kenneth

Assistant Professor, Art; A.A.S., B.A., Purdue University; M.F.A., Yale University.

Schlicht, Jeffrey A.

Professor, Health Promotion and Exercise Sciences; B.A., University of California, San Diego; M.A., San Diego State University; Ph.D., University of Connecticut.

Schmiedel, Thomas

Associate Professor, Library Services; B.A., University of Colorado; M.S., Western Connecticut State University; M.L.S., Southern Connecticut State University.

Secondo, Paula M.

Professor, Chemistry; B.S., Pittsburg State University; Ph.D., University of Missouri.

Selzer, Russell B.

Professor, Chemistry; B.S., Brooklyn College; M. Phil., Ph.D., City University of New York.

Shankle, Christopher

Associate Director of Graduate Admissions, Office of Graduate Admissions; B.A., B.A., M.S., M.S., Western Connecticut State University; Ed.D., Northcentral University.

Shanks, Amy

Associate Director, Intercollegiate Athletics; B.S., Western Connecticut State University.

Sharma, Divya

Professor, Division of Justice and Law Administration; B.A., M.A., Panjab Univeristy; M.A., Temple University; Ph.D., Panjab University.

Shoushani, Michael

Assistant Professor, Mathematics; B.A., Western Connecticut State University; M.S., Ph.D., University of Delaware.

Shpunt, Jeff

Manager of Digital Strategy & Communication, Information Technology & Innovation; A.S., B.A., Lyndon State College.

Silver, Cory

Assistant to the Director, Facilities Scheduling and Promotions; B.S., Southern New Hampshire University.

Simon, Paul M.

Director, Campus and Student Centers and Auxiliary Services, Student Affairs; B.A., M.Ed., The American University; Ed.D., Teacher's College, Columbia University.

Skora, David

Professor, Art; B.S., Western Michigan University; M.F.A., School of Visual Arts.

Spremulli, Michael L.

Director of Facilities Operations, Environmental and Facilities Services; B.A., Western Connecticut State University.

Stankus, Brian

Assistant Professor, Chemistry; B.A., Boston University, Ph.D., Brown University.

Stein-Obreros, Juan C.

Development Database Administrator, Institutional Advancement; B.A., Universidad del Pacifico; B.S., Western Connecticut State University.

Steinmetz, Paul

Director of Public Affairs and Community Relations, Institutional Advancement; B.A., San Francisco State University; M.B.A., Western Connecticut State University.

Stephens, Melissa

Director, Financial Aid and Student Employment; B.S., M.S., Western Connecticut State University.

Stephenson, D. L.

Professor, Philosophy & Humanistic Studies; B.A., Springfield College; M.S., Michigan Technical University; Ph.D., University of Massachusetts Amherst.

Stevens, Brian

Librarian; B.S., Miami University; M.L.S., Pratt University.

Stevens, Emily Claire

Professor, Health Promotion and Exercise Sciences; B.A., Denison University; M.A., Ph.D., Ohio State University.

Stewart, Peggy

Graphic Designer/Photographer, University Publications and Design; B.A., Western Connecticut State University.

Stewart, Tricia

Associate Professor, Education and Educational Psychology; B.A., St. John Fisher College; M.S., University of Minnesota; Ph.D. University of Rochester.

Stone, Heather

Head Women's Softball Coach; B.A., Western Connecticut State University; M.A., Columbus University.

Susi, John F.

Head Baseball Coach, Intercollegiate Athletics; B.A., Central Connecticut State University.

Talbot, Jeffrey

Director, University Publications and Design; B.F.A., Massachusetts College of Art.

Tassinari, Kim M.

Assistant Professor, Education & Educational Psychology; B.A., Saint Joseph's College; M.A., Fairfield University; Ph.D., Montclair State University.

Teucher, Brosh

Associate Professor, Management; B.A., University of Haifa; M.Sc., Technio-Israel Institue of Technology; Ph.D., University of Washington.

Thomas, Jennifer M.

Women's Lacrosse Head Coach, Athletics; B.S., Springfield College; M.S., Mercyhurst University.

Thompson, Erica

Assistant Bursar-Cash Management, Cashier's Office; B.A., University of Connecticut; M.B.A., Southern Connecticut State University.

Tom, Jack M.

Associate Professor, Art; B.S., Charter Oak State College; M.A., University of Hartford.

Trapani, Sal

Professor, Theatre Arts; B.A., University of Bridgeport; M.F.A., University of Southern California.

Trimpert, Albert

Athletic Equipment Manager, Athletics; B.B.A., Western Connecticut State University.

Üsekes, Çigdem

Professor, Philosophy and Humanistic Studies; M.A., Bogazici University; M.A., University of Minnesota Duluth; Ph.D., University of North Dakota.

Vanaria, Catherine

Associate Professor, Art; B.F.A., University of Hartford; M.A., Savannah College of Art and Design; M.F.A., Art Institute of Boston.

Veillette, Stephen P.

IT Operations & Communication Coordinator, Information Technology & Innovation; B.A., Western Connecticut State University.

Veilleux, Maria

Business Manager, WCSU Foundation, Inc., Institutional Advancement ; A.S., Mount Ida College.

Vernon, Brian

Dean of Visual and Performing Arts; B.F.A., The University of the Arts; M.F.A., The University of California.

Visokay, Kelly

Coordinator of Veteran Affairs; B.S., Southern Connecticut State University.

Vo, Lai Van

Assistant Professor, Finance; B.A., Foreign Trade University; M.S., University of Colorado; Ph.D., Louisiana State University.

Volpe, Scott T.

Associate Director of Media Services and Instructional Technology, Information Technology and Innovation; B.A., M.A., Fairfield University.

Wade-Rancourt, Rebecca

Assistant Professor, Social Work; A.S., Naugatuck Valley Community College; B.S.W., Western Connecticut State University; M.S.W., Fordham University.

Wagener, Stephen

Professor, Biology and Environmental Sciences; B.S., University of Missouri; M.S., Ph.D., University of Alaska.

Waldbuesser, Caroline

Assistant Professor, Communication and Media Arts; B.S., Missouri State University; M.A., Texas State University; Ph.D., Ohio University.

Walker, Kerry

Professor, Music and Music Education; B.M., University of Michigan; M.M., Bowling Green State University; Ph.D., Texas Tech University.

Wang, Xiaodi

Associate Professor, Mathematics; B.S., Northeastern Normal University, China; Ph.D., Michigan State University.

Warner, Donna M.

Coordinator, International Services; B.S., Southern Connecticut State University; M.A., American University.

Warren, Linda H.

Associate Professor, Nursing; B.S.N., Southern Connecticut State University; M.S.N., University of Hartford; Ed.D., University of Hartford.

Wells, Terry

Professor, Art; B.A., Connecticut College; M.F.A., Yale University.

Weltmann, Dan

Assistant Professor, Management; B.S., University of Waterloo; M.A., National Chiao Tung University; M.S., Ph.D., Rutgers University.

Whittemore, Robert

Professor of Anthropology, Social Sciences; A.B., Harvard University; M.A., Ph.D., University of California at Los Angeles.

Wiggins, Jeremy

Assistant Professor, Music; B.A., California State University, M.S., California State University, Ph.D., Florida State University.

Wilcox, Jerome

Director, Institutional Research and Assessment, Academic Affairs; B.A., Cornell University; M.A., Ph.D., University of Massachusetts Amherst.

Williams, Howell H.

Assistant Professor, Social Sciences; B.A. Winthrop University; M.A., Ph.D. The New School for Social Research .

Wiss, Kathryn A.

Professor, Communication; B.A., M.A., University of Illinois; Ph.D., University of Massachusetts Amherst.

Wong, Annie

Professor, Finance; B.S., Hong Kong Shue Yan College; M.B.A., University of Alabama; Ph.D., State University New York at Buffalo.

Wong, Edwin M.

Associate Professor, Biology and Environmental Sciences; B.S., University of Maryland; Ph.D., Indiana University.

Woodward, Rebecca

Director of Information Technology and Media Services; B.S., Western Connecticut State University.

Yamen, Sharon

Associate Professor, Division of Justice & Law Administration; B.A., State University at New York; J.D., Hofstra University.

Yang, Xiao H.

Librarian, Library Services; B.A., Jiangxi Normal University; M.L.S., Emporia State University.

Yoon, Tom

Professor, Management Information Systems; B.S., Pennsylvania State University; M.S., Auburn University; Ph.D., Florida State University.

Young, Sharon

Associate Professor, Social Work; B.S., M.S.W., University of Connecticut; Ph.D., Fordham University.

Zanella, Joanne

Registered Nurse, Health Services; A.S., Manhattan College.

Zdziarski, Jennifer A.

Associate Registrar, Scheduling Officer, Registrar's Office; B.A., Fairleigh Dickinson University.

FACULTY EMERITI

Aina, Joseph	Associate Professor, Nursing
Alberetti, Robert, M.F.A.	Professor, Art
Alexander, Gale, M.Ed.	Director, Student Center
Ashe Kinney, Georgette, M.S.	Physical Education
Aslanian, Aram, Ph.D.	Associate Professor, Education and Educational Psychology
Avery, Carol, Ph.D.	Professor, Nursing
Bannister, Jerry, M.A.	Professor, Social Sciences
Barnwell, Barbara	Executive Assistant to the President for Multicultural Affairs and Disability Services
Baubles, Raymond, Ph.D.	Professor, English
Bechard, Helen	Coordinator of University Events
Bloomberg, Morton, Ph.D.	Professor, Psychology
Boughton, Joan, M.S.	Associate Director of Student Life
Briggs, John P., Ph.D.	CSU Professor, Writing, Linguistics and Creative Process
Brooks, David M. Jr., Ed.D.	Associate Professor, Communications and Theatre Arts
Brown, Agnes, Ph.D.	Professor, Nursing
Buccini, Eugene, Ph.D.	Professor, Management
Burke, Harold R., Ed.D.	Professor, Psychology
Buzaid, Theresa	CSU Administrative Assistant
Castillo, Raymond, Ph.D.	Professor, Meteorology
Chance, Alice, Ph.D.	Professor, Physics, Astronomy, and Meteorology
Cillizza, Joseph, Ph.D.	Professor, Education and Educational Psychology
Conley, W. Ranson, Ph.D.	Professor, English
Cooper, Phyllis, M.A.	Associate Professor, Physical Education
Corbett, Ruth, M.A.	Director, Research and Grants
Cordy, Thomas, Ph.D.	Professor, Education and Educational Psychology
Davis, Marlene	Technical Support Analyst
Dean, Lilla, M.A.	Professor, Nursing
DeLoughy, Sara, Ph.D.	Professor, Finance
Detzer, David, Ph.D.	Professor, History
Dever, John, Ph.D.	Professor, Foreign Languages and Literature
Devine, John, Ph.D.	Professor, Education and Educational Psychology
Dow, Janet, M.A.	Professor, English
Doyle, Thomas, M.A.	Professor, Foreign Languages and Literature
Drobish, Robert, M.S.	Registrar
Duffy, Irene, M.S.	Assistant Director, Academic Advising Center
Duncanson, Edward, Ph.D.	Associate Professor, Education and Educational Psychology
Dworkin, Neil, Ph.D.	Professor, Management
Dye, Frank, Ph.D.	Professor, Biology, Founding Director of Westside Nature Preserve

Echevarria, Abe	Professor, Art
Edelstein, David	Professor, Education and Educational Psychology
Erlich, Michael, Ph.D.	Professor, Communications and Theatre Arts
Fischer, Marla, Ph.D.	Professor, Management Information Systems
Foley, Michael, Ph.D.	Professor, Division of Justice and Law Administration
Fowler, Louise, M.L.S.	Librarian, Library Services
Friel, Mary, Ph.D.	Professor, Education and Educational Psychology
Furtick, Lorraine	Librarian, Library Services
Gerber, Linda, Ed.D.	Professor, Music
Gernert, Maureen, M.S.	Director of Career Development
Godel, Edith, Ph.D.	Librarian, Library Services
Godward, Thomas	Professor, Social Sciences
Golden, Diane, M.S.	Director, University Publications and Design
Goldstein, Joel, Ph.D.	Professor, Finance
Golub, Stephanie, Ph.D.	Associate Professor, Nursing
Grimes, Margaret	CSU Professor, Art
Groff, Donald, Ph.D.	Professor, Geology
Gurkewitz, Rona, Ph.D.	Associate Professor, Computer Science
Gyure, Ruth, Ph.D.	Professor, Biological and Environmental Sciences
Halek, David, M.Ed.	Director of Employer Relations
Haliburton, Richard, Ph.D.	Biological and Environmental Sciences
Hall, George, Ed.M.	Associate Professor, Education and Educational Psychology
Hall, Harriet, Ed.M.	Associate Professor, Education and Educational Psychology
Halloran, Luarel, Ph.D.	Professor, Nursing
Harnett, Kathryn A., M.A.	Assistant Professor, Nursing
Hawkes, Carol, Ph.D.	Founding Dean, School of Visual and Performing Arts
Hawkins, William A., M.Ed.	Enrollment Management Officer, Enrollment Services
Hellmann, Constance, Ph.D.	Professor, Communications and Theatre Arts
Hinga, Kathleen, Ph.D.	Associate Professor, Social Work
Hoburg, Robert, Ph.D.	Professor, Mathematics
Huntley, Lawrence, Ph.D.	Professor, Music
Ivry, Patricia, M.S.W.	Professor, Social Work
Jakabauski, John, M.S.A.	Dean, Human Resources Management
Jambeck, Karen, Ph.D.	Professor, English
Jensen, Geraldine A., Ph.D.	Professor, Mathematics
Jin, Gregory K., D.B.A.	Professor, Management Information Systems
Johnson, Rolf, Ph.D.	Professor, Philosophy and Humanistic Studies
Jones, Richard, Ph.D.	Professor, Mathematics/Computer Science
Joynt, Daniel, Ph.D.	Professor, Education
Kanungo, Kalpataru, Ph.D.	Professor, Biology and Environmental Sciences
Kendziorski, Francis, Ph.D.	Professor, Physics, Astronomy, and Meteorology
King, Bruce, Ph.D.	Professor, Mathematics/Computer Science
Kinney, Delmore, M.Ed.	Director Admissions
Klein, Stanley, Sixth Year	

Diploma | Professor, Education
Knapp, Elise, Ph.D. | Professor, English
Kreinik, Arlene, Ph.D. | Professor, Management
Kreizinger, Jean, Ph.D. | Professor, Biology and Environmental Sciences
Lee, Wallace, M.S. | Associate Professor, Mathematics
Lengel, Lisa, M.B.A. | Assistant Director, Human Resources
Leuthauser, Frederic, M.Ed. | Vice President, Development and Public Affairs
Lewis, Eric, M.M. | Professor, Music
Linabury, George, Ph.D. | Professor, History
Lom, Philip, M.A. | Associate Professor, Psychology
Lu, Philip, Ph.D. | Professor, Astronomy
Lund, Patricia, Ph.D. | Professor, Nursing
Lyman, Jane, B., M.F.A. | Professor, English
Machell, David., Ph.D. | Professor, Justice and Law Administration
Mahoney, Kathleen | CSU Administrative Assistant, Finance and Administration
Maidment, Frederick, Ph.D. | Professor, Management
Main, Jean, M.P.A. | Director, Office of Communication
Manochi, Ena | CSU Administrative Assistant, Academic Affairs
Maskel, Susan M., Ph.D. | Professor, Biology
McCarney, Hugh, Ph.D. | Professor, Communications
McNelis, Barbara, Ph.D. | Professor, Education
Mennone, Michael, M.M. | Professor, Music
Merrer, Robert, Ph.D. | CSU Professor, Chemistry
Miller, Elaine Lagarto, B.S. | Associate Registrar
Moryl, Richard H., M.A. | Professor, Music
Muska, Frank, Ph.D. | Professor, Division of Justice and Law Administration
Myhill, Carl S., M.S. | Professor, Mathematics
Nicholson, Junis | CSU Administrative Assistant, Institutional Advancement
O'Connor, Andrea, Ed.D. | Professor, Nursing
Olson, Elizabeth, Ed.D. | Professor, Nursing
Paine, Frederica | Assistant Director, University Publications and Design
Peck, Lisa, M.A. | Associate Director, Academic Advisement
Pegolotti, James, Ph.D. | Librarian, Library Services
Posner, Jeanne, Ph.D. | Professor, Communications and Theatre Arts
Proctor, Richard, Ph.D. | Professor, Accounting
Quinnell, William, M.F.A. | Professor, Media Services
Rajcula, Jody, M.S. | Professor, Health Promotion and Exercise Sciences
Reimold, Richard, M.A. | Professor, Communications and Theatre Arts
Roach, James R., Ph.D. | President
Rosenberg, Ellen M., Ph.D. | Professor, Anthropology
Rosenthal, Bernard, Ph.D. | Professor, Psychology
Ross, Phyllis, Ph.D. | Associate Professor, Social Work
Russock, Howard, Ph.D. | Professor, Biology

Sandifer, C. Edward, Ph.D.	Professor, Mathematics
Schmotter, James, Ph.D.	President
Schramm, Harold B., Ph.D.	J.D. Professor, Justice and Law Administration
Scrimgeour, James, Ph.D.	Professor, Writing, Linguistics and Creative Process
Sergi, Mary, A.S.	Administrative Assistant, President's Office
Serniak, Peter, M.S.	Director, Continuing Education
Shaw, Ronald, B.S.	Associate Vice President of Public Safety
Sherlock, Irene	Associate Director, University Publications and Design
Sheskin, David, Ph.D.	Professor
Shibuya, Ruth, Ph.D.	Professor, Health Education
Skinner, Steven, Ph.D.	Professor, Social Sciences
Skorina, Violet, Ph.D.	Associate Professor, English
Smith, David, M.M.	Professor, Music
Steinberg, Marjorie	Associate Professor, Social Work
Stevens, Helen	Assistant Professor, Education
Sullivan, Margaret, M.A.	Professor
Sullivan, Richard, M.S.	Vice President, Finance and Administration
Szabo, Alesia	Associate Librarian
Tax, Harriette, Ph.D.	Professor, Nursing
Tedesco, Jeannette, Ph.D.	Professor, Health Education
Tesch, Frederick, Ph.D.	Professor, Management
Theisen, George J., M.S.	Director, AV/TV Services
Thoren, Donald, B.S.	Director/Controller, Fiscal Affairs
Tritter, Henry, M.Ed.	Registrar
Tuvelle, Howard, M.M.	Professor, Music
Vacha, Kathryn, Ed.D.	Professor, Education and Educational Psychology
Veneziano, Robert, Ph.D.	Social Work
Verhoff, Virginia, Ph.D.	Assistant Professor, Health Promotion and Exercise Sciences
Wallace, John, M.A.	Director, Housing and Auxiliary Activities
Walther, Robert	Associate Director, Institutional Services
Walton, William, M.F.A.	Professor, Communications and Theatre Arts
Weinstein, Laurie, Ph.D.	Professor, Social Sciences
Wells, Joanne, Ph.D.	Director, Counseling Center
Westfried, Alex, Ph.D.	Social Sciences
Wilds, Constance, M.S.	Dean, Student Affairs
Wilson, Michael, Ph.D.	Assistant Professor, Education & Educational Psychology
Wohlever, James, Ph.D.	Professor, Mathematics
Woodcock, Robert, M.A., M.S.N.	Associate Professor, Nursing
Wright, Marie, Ph.D.	Professor, Management
Yake, Edith, M.A.	Associate Professor, Social Sciences
Yocum, Doris, Ph.D.	Professor, Philosophy
Young, Kenneth, Ph.D.	Professor, History

HONORARY DEGREE RECIPIENTS

Honorary Degree Recipients

1985 Nathan S. Ancell Doctor of Laws

1986 John W. Toland Doctor of Humane Letters

1993 Ellen M. Hancock Doctor of Humane Letters

1993 Marian Anderson (posthumously) Doctor of Humane Letters

1994 Clifford Wharton, Jr. Doctor of Humane Letters

1995 Ralph Braibanti Doctor of Humane Letters

1996 Jane Goodall Doctor of Humane Letters

1997 Leon Botstein Doctor of Humane Letters

1998 Dallas K. Beal Doctor of Humane Letters

1999 Montel Williams Doctor of Humane Letters

2000 The Most Reverend Edward M. Egan Doctor of Humane Letters

2002 Skitch Henderson Doctor of Humane Letters

2003 Constantine (Deno) Macricostas Doctor of Humane Letters

2004 L. Eudora Pettigrew Doctor of Humane Letters

2006 Catherine Crier, JD Doctor of Humane Letters

2008 M. Farooq Kathwari Doctor of Humane Letters

2009 Jonathan Alter Doctor of Humane Letters

2010 Wyclef Jean Doctor of Humane Letters

2011 Allan Houston Doctor of Humane Letters

2012 Ronald B. Bruder Doctor of Humane Letters

2015 M. Jodi Rell Doctor of Humane Letters