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WESTERN  
CONNECTICUT  
STATE UNIVERSITY

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O N L I N E   G R A D U A T E   C A T A L O G  
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# GRADUATE CATALOG: 2011-2013

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# CONNECTICUT STATE UNIVERSITY SYSTEM

**Central Connecticut State University – New Britain**  
**Southern Connecticut State University – New Haven**  
**Eastern Connecticut State University – Willimantic**  
**Western Connecticut State University – Danbury**

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, business people, 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 an eighteen-member Board of Regents. Fourteen of the Regents are appointed by the Governor, and four are students elected to the Board by their classmates. The Chancellor 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

Lewis J. Robinson, Jr., Chairperson Hartford  
KaYvette Melendez, Vice Chairperson South Glastonbury  
Richard J. Balducci Deep River  
Eugene L. Bell Gateway Community College Student  
Namoi K. Cohen Bloomfield  
Lawrence DeNardis Hamden  
Nicholas M. Donofrio Ridgefield  
Matt Fleury Hartford  
Merle W. Harris West Hartford  
Gary Holloway New Canaan  
Craig Lappen Manchester  
Rene Lerer Avon  
Michael E. Pollard Stamford

## ADMINISTRATIVE OFFICERS – CONNECTICUT STATE UNIVERSITY SYSTEM

Philip E. Austin, Interim President  
Elsa Nunez, Vice President for State Universities  
David Levinson, Vice President for Community Colleges  
Jim Howarth, Interim Chief Financial Officer  
Steve Weinberger, Vice President for Human Resources  
VACANT, Chief Information Officer

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

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# STATEMENTS, POLICIES AND REPORTS

## *Accreditations*

Western Connecticut State University is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the New England Association of Higher Education, New England Association of Schools and Colleges, 209 Burlington Road, Bedford, MA 01730-1433. (781) 271-0022. [cihe@neasc.org](mailto:cihe@neasc.org). In addition, the university is accredited by the Connecticut Board of Governors for Higher Education.

Individual programs at the university are accredited by:

- The Connecticut State Education Department
- The American Chemical Society
- The Commission on Collegiate Nursing Education
- The Council for Accreditation of Counseling and Related Educational Programs
- The Council on Social Work Education
- The National Association of Schools of Music

## **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, (1) to change or modify its schedule of tuition and fees, (2) 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.

## **Non-Discrimination, Affirmative Action and Multiculturalism Policy**

Western Connecticut State 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 discrimination complaint, or for inquiries concerning Western Connecticut State University's Nondiscrimination Policy, Title IX and the Rehabilitation Act of 1973, and the Americans with Disabilities Act, contact Carolyn Lanier, Executive Assistant to the President/Chief Diversity Officer, in Old Main 101, at (203) 837-8277, or voice, (203) 837-8284 TTY.

### *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, 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.

## **Sexual Harassment Policy**

It is the policy of Western Connecticut State University, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of students and employees at Western Connecticut State University is unacceptable conduct and will not be tolerated. Sexual harassment may involve the behavior of a person of either sex against a person of the opposite or same sex when that behavior falls within the definition outlined.

### *Definition*

Sexual harassment of employees and students at Western Connecticut State University is defined as any unwelcome sexual

advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when:

- A. Submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment;
- B. Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting the employee or student; or
- C. 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 Statutes, 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 Statutes and may result in criminal prosecution.

#### *Report Sexual Harassment*

Carolyn Lanier, Executive Assistant to the President/Chief Diversity Officer, in Old Main 101, is responsible for overseeing sexual harassment matters and investigating complaints. To request a copy of the sexual harassment policy, complaint procedure and form, to discuss a sexual harassment concern, or to file a sexual harassment complaint, contact Ms. Lanier in Old Main 101 at (203) 837-8277.

#### *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.

#### **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.

#### **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, 2010," is available on the University Police Department's website at [wcsu.edu/police/pdf/securityreport.PDF](http://wcsu.edu/police/pdf/securityreport.PDF).

If you would like a copy of this report, you can stop by the University Police Department on Roberts Avenue, Midtown campus, Danbury, Conn., 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 this year, is available at [wcsu.edu/efs/firereport.pdf](http://wcsu.edu/efs/firereport.pdf).

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## MESSAGE FROM THE PRESIDENT

Since 1903, Western Connecticut State University's mission has been to help our students imagine and construct exciting new futures. From its origins as a small normal school designed to prepare teachers, Western Connecticut State University has grown into a comprehensive regional institution providing undergraduate, master's level and doctoral education in a variety of academic disciplines.

Today, Western offers a wide variety of graduate programs, most of which are designed for working adults who wish to enhance their careers through advanced study. These students represent the diversity that characterizes public higher education today. Some are pursuing broad courses of study that will provide an array of professional options. Others are pursuing more specific career goals. Some are just beginning their working lives. Others are seasoned professionals who bring substantial experience to the classroom.

No matter their age or field of study, all Western students receive the attention of faculty and staff mentors committed to helping them achieve their personal and professional goals. This process happens in an educational environment characteristic of New England's best small private universities, but at a much more affordable cost.

As we progress through this first decade of our second century, our commitment remains firm to continue to serve not only our students, but also the residents of Danbury, Fairfield County, the state of Connecticut, and the world beyond. Their futures are our business. We look forward to helping you shape yours.

Warmest wishes and welcome to Western!

Sincerely,

James W. Schmotter  
President

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# WESTERN CONNECTICUT STATE UNIVERSITY

## ACADEMIC YEAR 2012-2013

### *Fall Semester 2012*

August 27	Semester begins
August 28	Orientation Sessions
August 29	First Day of Classes
September 3	Labor Day <i>No Classes</i>
November 21-25	Thanksgiving Recess <i>No Classes</i>
December 10-11	Make-up/Reading Days
December 12-18	Final exams
December 18	Semester ends

### **Winter Intercession 2013**

December 19, 2012	Intercession Begins
January 1	New Years Day <i>No Classes</i>
January 9	Intercession Ends

### *Spring Semester 2013*

January 11	Semester begins
January 14	First day of classes
January 21	Martin Luther King holiday
February 15-18	President's Holiday <i>No Classes</i>
March 25-30	Spring Break <i>No Classes</i>
May 2	Make-up/Reading Day
May 3-9	Final exams
May 9	Semester ends
May 10	Graduate Commencement
May 12	Commencement

### *Summer Session 2013*

May 20	Summer Session I begins
June 21	Summer Session I ends
June 24	Summer Session II begins
July 26	Summer Session II ends
July 29	Summer Session III begins
August 23	Summer Session III ends

# WESTERN CONNECTICUT STATE UNIVERSITY

## ACADEMIC YEAR 2013-2014

### *Fall Semester 2013*

August 26	Semester begins
August 27	Orientation Sessions
August 28	First Day of Classes
September 2	Labor Day <i>No Classes</i>
Nov. 27- Dec. 1	Thanksgiving Recess <i>No Classes</i>

December 10	Make-up/Reading Day
December 11-17	Final exams
December 17	Semester ends

#### ***Winter Intercession 2014***

December 18, 2013	Intercession Begins
January 1	New Years Day <i>No Classes</i>
January 8	Intercession Ends

#### ***Spring Semester 2014***

January 10	Semester begins
January 13	First day of classes
January 20	Martin Luther King holiday
February 14-17	President's Holiday <i>No Classes</i>
March 17-22	Spring Break <i>No Classes</i>
April 18-19	Day of Reflection <i>No Classes</i>
May 2-3	Make-up/Reading Days
May 5-10	Final exams
May 9	Graduate Commencement
May 10	Semester ends
May 11	Commencement

#### ***Summer Session 2013***

May 19	Summer Session I begins
June 20	Summer Session I ends
June 23	Summer Session II begins
July 25	Summer Session II ends
July 28	Summer Session III begins
August 22	Summer Session III ends

## **WESTERN CONNECTICUT STATE UNIVERSITY**

### **ACADEMIC YEAR 2014-2015**

#### ***Fall Semester 2014***

August 25	Semester begins
August 27	Orientation Sessions
August 28	First Day of Classes
September 1	Labor Day <i>No Classes</i>
November 26-30	Thanksgiving Recess <i>No Classes</i>
December 10	Make-up/Reading Day
December 11-17	Final exams
December 17	Semester ends

#### ***Winter Intercession 2015***

December 18, 2014	Intercession Begins
January 1	New Years Day <i>No Classes</i>
January 8	Intercession Ends

#### ***Spring Semester 2015***



January 9	Semester begins
January 12	First day of classes
January 19	Martin Luther King holiday
February 13-16	President's Holiday <i>No Classes</i>
March 23-28	Spring Break <i>No Classes</i>
April 3-4	Day of Reflection <i>No Classes</i>
May 1-2	Make-up/Reading Days
May 4-9	Final exams
May 8	Graduate Commencement
May 9	Semester ends
May 10	Commencement

***Summer Session 2015***

May 18	Summer Session I begins
June 19	Summer Session I ends
June 22	Summer Session II begins
July 24	Summer Session II ends
July 27	Summer Session III begins
August 21	Summer Session III ends

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## CONTACT INFORMATION

### Division of Graduate Studies

Christopher Shankle, Associate Director (203) 837-9005 – phone  
Barbara Selvaggi, Secretary (203) 837-8243 – phone  
Main Office (203) 837-8244 – phone  
(203) 837-8326 – fax  
[wcsu.edu/graduate](http://wcsu.edu/graduate)

## ANCELL SCHOOL OF BUSINESS

Dr. Allen D. Morton, Dean (203) 837-9600  
Dr. Jim Donegan, Assistant Dean (203) 837-9035  
Catherine Cote, Adm. Asst (203) 837-8521

### Master of Business Administration

Dr. Karen Koza, Coordinator (203) 837-9036  
Lorraine DiLeo, Dept. Secretary (203) 837-8341

### Master of Health Administration

Dr. Patricia O'Connor, Coordinator (203) 873-3203  
Lorraine Di Leo, Dept. Secretary (203) 837-8341

### Master of Science in Justice Administration

Dr. George Kain, Coordinator (203) 837-8514  
Charlene Reid, Dept. Secretary (203) 837-8340

## SCHOOL OF ARTS AND SCIENCES

Dr. Missy Alexander, Dean (203) 837-9400  
Dr. Cigdem Usekes, Assistant Dean (203) 837-9329  
Martha Palanzo, Adm. Assistant (203) 837-9401

### Master of Arts in Earth & Planetary Sciences

Dr. Dennis Dawson, Coordinator (203) 837-8856  
Nancy Diana, Dept. Secretary (203) 837-8669

### Master of Arts in English

Dr. Shouhua Qi, Coordinator (203) 837-9048  
Sharon Foster, Dept. Secretary (203) 837-9041

### Master of Arts in History

Dr. Kevin Gutzman, Coordinator (203) 837-8455  
Dept. Secretary (203) 837-8484

### Master of Arts in Mathematics

Dr. Josie Hamer, Co-Coordinator (203) 837-9347  
Dr. Xiaodi Wang, Co-Coordinator (203) 837-9355  
Dept. Secretary (203) 837-9345

### **Master of Fine Arts in Professional Writing**

Dr. Brian Clements, Coordinator (203) 837-8876

Laurel Richards, Dept. Secretary (203) 837-8878

### **School of Professional Studies**

Dr. Jess House, Dean (203) 837-8950

Dr. Maryann Rossi, Assistant Dean (203) 837-9500

Cheryl Bovat, Adm. Asst (203) 837-8576

### **Ed.D. in Instructional Leadership**

Division of Graduate Studies (203) 837-8244

Dr. Marcia A. Delcourt, Program Coordinator (203) 837-9121

### **Master of Arts in Teaching**

Option in Secondary Education (biology, mathematics or Spanish)

Dr. Bonnie Lee Rabe, Program Coordinator (203) 837-3206

### **Master of Science in Education**

Options:

Curriculum

Instructional Technology

Reading

Special Education

Dr. Michael Wilson, Coordinator (203) 837-8507

Ana Cangialosi, Dept. Secretary (203) 837-8510

### **Master of Science in Counselor Education**

Dr. Mike Gilles, Coordinator (203) 837-8513

Clinical Mental Health Counseling option

Dr. Kathryn Campbell, Coordinator (203) 837-8574

School Counseling option

Ana Cangialosi, Dept. Secretary (203) 837-8510

### **Master of Science in Nursing**

Advanced Nursing Practice:

Clinical Nurse Specialist

Adult Nurse Practitioner

Dr. Laurel Halloran, Coordinator (203) 837-8566

Kathy Barber, Dept. Secretary (203) 837-8556

## **SCHOOL OF VISUAL AND PERFORMING ARTS**

Dr. Dan Goble, Dean (203) 837-8851

Linda D'Aurio, Adm. Asst (203) 837-3222

### **Master of Fine Arts in Visual Arts**

Professor Darby Cardonsky, Coordinator (203) 837-8881

### **Master of Science in Music Education**

Dr. Kevin Jay Isaacs, Program Coordinator (203) 837-8355

## **SEND GRADUATE INQUIRIES TO:**

Division of Graduate Studies & External Programs

Western Connecticut State University

181 White Street, Danbury, CT 06810

Phone: (203) 837-8244; TTY: (203) 837-8284; Fax: (203) 837-8326

[wcsu.edu/graduate](http://wcsu.edu/graduate)

Ancell School of Business, Westside 376	(203) 837-8521
Arts and Sciences, Warner Hall 300	(203) 837-9401
Professional Studies, White Hall 123	(203) 837-8575
Visual and Performing Arts, Higgins Annex 105	(203) 837-3222
AccessAbility Services, Student Center 207	(203) 837-8225
Alumni Office, University Hall 106	(203) 837-8290
Bookstore (Midtown), Student Center, 1st Floor	(203) 837-8685
Bookstore (Westside)	(203) 837-8465
Career Development Center, Student Center 227	(203) 837-8263
Cashiers' Office, Old Main 106	(203) 837-8368
Child Care Center, Alumni Hall	(203) 837-8733
Counseling Center, Student Center 222	(203) 837-8690
Financial Aid Services, Old Main 105	(203) 837-8580
Graduate Studies Office, Old Main 206	(203) 837-8244
Health Service, Litchfield 128	(203) 837-8594
Housing, Newbury Hall 105	(203) 837-8531
Human Resources, University Hall 115	(203) 837-8662
Library, Haas (Midtown)	(203) 837-9100
Library, Robert S. Young (Westside)	(203) 837-9139
Police, Boiler House	(203) 837-9300
Registrar, Old Main 102	(203) 837-9200
Student Affairs, Old Main 306	(203) 837-9700
Student Financial Services, Old Main 105	(203) 837-8580
Student Life/Student Activities, Student Center 220	(203) 837-8494
Western at Waterbury, Founders Hall	(203) 596-8777
For all numbers not listed	(203) 837-8200

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# INTRODUCTION TO WESTERN

## 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 curriculum 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 non-profit, cultural, service and business community and collaborates with several local, state, and regional community agencies and educational institutions.

## Mission Statement

Western Connecticut State University serves as an accessible, responsive and creative intellectual resource for the people and institutions of Connecticut. We strive to meet the educational needs of a diversified student body through instruction, scholarship and public service. Western aspires to be a public university of choice for programs of excellence in the liberal arts and the professions by providing full-time and part-time students with the necessary background to be successful in their chosen careers and to be productive members of society. It accomplishes this by emphasizing:

- A strong liberal arts foundation
- Strong skills in communication, problem-solving, and critical thinking
- Opportunities for experiential, cooperative and internship experiences
- A strong background in information technologies
- Interdisciplinary programs
- A strong sense of commitment to public service
- A personalized learning environment

Our mission as a public comprehensive university is given life through the principles and values which guide us.

## Fulfilling the Mission

### *Principles*

- Empowering students to attain the highest standards of academic achievement, public and professional services, personal development and ethical conduct is our fundamental responsibility.
- Facilitating learning is our primary function, and it requires that our faculty be active scholars who have a lasting interest in enhancing instruction and that our curriculum be dynamic and include advanced instructional technologies.
- Preparing students for enlightened and productive participation in a global society is our obligation, and it is best fulfilled by developing the best possible academic programs and learning experiences.
- Promoting a rich and diverse cultural environment that allows freedom of expression within a spirit of civility and mutual respect is our abiding commitment.
- Strengthening our partnership with the people and institutions of Connecticut is a benefit to both the university and the state, and endows our teaching and scholarship with a special vitality and dedication.

### *Values*

- Quality and integrity in all that we do, and a commitment to continuous improvement.
- Respect for the dignity and rights of each member of our university community.

## University Organization

The university comprises five academic units: the Ansell School of Business, the School of Arts and Sciences, the School of Professional Studies, the School of Visual and Performing Arts and the Division of Graduate Studies. All graduate and undergraduate programs are offered through one of the five units. The Associate Vice President for Academic Affairs coordinates all graduate and external degree programs.

## 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 Student Affairs in writing within two weeks after the first day of class for the current term.

Requests for nondisclosure will be honored by the university for only one semester. Therefore, authorization to withhold directory information must be filed each semester in the Office of Student Affairs.

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 student affairs or his 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 which 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 which 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 vice president for academic affairs. The hearing panel will consist of the vice president for academic affairs, the graduate dean 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 president of the university to aid them in filing complaints with the Family Education Rights and Privacy Act (FERPA), U.S. Department of Education, Washington, D.C. 20202.

### **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 comprised of 16 directors and five officers who meet regularly to discuss and plan programs, events and volunteer opportunities for alumni.

Contributing members receive: an alumni membership card; 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 provide alumni with discounts at local and nationwide businesses. All alumni receive the Cupola magazine, Alumni E-Newsletter, insurance and credit card discount offers, career services through the Career Development Center, alumni locator service, and invitations to special alumni receptions and events, including Homecoming.

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

The Alumni Association keeps alumni connected to their alma mater through social networking activities, hosted on- and off-campus. As 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.

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# 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 – A 8,434-sq.-ft. building that houses a lecture hall, administrative offices and the WCSU Child Care Center.
- BERKSHIRE HALL, HIGGINS HALL and WHITE HALL – These classroom buildings house many specialized education facilities, such as the Academic Advisement Center, an art gallery, Ives Concert Hall, Berkshire Theatre, the Bill Williams Gymnasium, the Language Lab and The Learning Centers (math, writing, study skills).
- FAIRFIELD, LITCHFIELD and NEWBURY HALLS – These residence halls provide accessible accommodations for 632 students.
- Fifth Avenue Garage – This new 800-car, student parking garage is located on the corner of Fifth Avenue and Osborne Street.
- OLD MAIN – The original building of the Danbury State Normal School dating back to 1904, Old Main houses the Admissions Office for undergraduate students, the Division of Graduate Studies, and one-stop student services that includes the Financial Aid Office, Registrar's Office, Cashier's Office and the WestConnect Card Office.
- RUTH A. HAAS LIBRARY – The Haas Library has over 200,000 volumes and over 400,000 bound periodicals, microforms, government documents, music scores, electronic resources and audio-visual items.
- SCIENCE BUILDING – Opened in fall 2005, this award-winning building houses the university's biology, chemistry, physics, astronomy and meteorology programs and science laboratories.
- STUDENT CENTER – The student center houses campus dining facilities, the university bookstore, mail offices, student government offices, campus ministries, meeting rooms, Echo Office (student newspaper), WXCI (the student FM radio station), Student Technology Training Center, Career Development Center, Student Life/Student Activities, Student Center Operations Office, and the Counseling Center.
- UNIVERSITY HALL – A four-level office building that houses administrative offices.
- WARNER HALL – This 34,078-sq.-ft. building houses classrooms, meeting rooms, gallery/lounge and administrative and faculty offices.
- WHITE STREET PARKING GARAGE – This is a three-level, 900-car, accessible parking garage with a covered skywalk crossing White Street.

## The Westside Campus

The 364-acre Westside campus features:

- ATHLETIC STADIUM – Facilities include a synthetic field surface, locker rooms, coaches' offices, press box and concessions area. The Westside campus also has fully lighted intramural, baseball and softball fields.
- CENTENNIAL HALL & PARKING STRUCTURE – This 417-bed dormitory-style residence hall with parking garage complements the existing apartment-style residence halls at Westside.
- CLASSROOM BUILDING – The Westside Classroom Building houses undergraduate and graduate programs in business and many graduate programs in education. It features the Robert S. Young Library, many microcomputer labs, classrooms and faculty offices.
- ELLA GRASSO HALL – An apartment-style residence hall designed to house 261 students.
- PINNEY HALL – A 426-bed, apartment-style residence hall.
- THE CHARLES IVES CENTER FOR THE ARTS – A 40-acre outdoor amphitheater, the center is used for outdoor performances.
- WESTSIDE CAMPUS CENTER – This 49,000-sq.-ft. student center provides a full service dining facility, game/club room, cardio-fitness center, ballroom, meeting and conference rooms, student activity space, lounge areas, and the Daily Grind, coffee bar.
- WESTSIDE NATURE PRESERVE (WNP)- A 33-acre nature preserve, the WNP is an outdoor laboratory with maintained trails.
- WESTSIDE OBSERVATORY – Newly expanded and renovated, the observatory is outfitted with a 20" Ritchey Chretien Telescope, the largest of its kind in Connecticut.
- WILLIAM A. O'NEILL ATHLETIC AND CONVOCATION CENTER – The center contains a 4,000-seat arena, indoor tennis, basketball and volleyball courts, weight training facility, a swimming pool and the athletic department offices.



## Western at Waterbury

Western Connecticut State University at Waterbury is located in Founders Hall 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 and graduate classes. For more information on these programs, contact Western at Waterbury, Founders Hall 129, (203) 596-8777.

### **Campus Parking**

WCSU has designated parking areas for students, faculty and staff. Commuter student parking is available in a garage on Fifth Avenue and Osborne Street on the Midtown campus. All other surface lots are restricted for faculty and staff parking on the Midtown campus. The White Street garage is designated for Midtown residents, staff and faculty parking. Detailed parking information and maps of surface lots for both campuses are available on the website at [wcsu.edu/parking](http://wcsu.edu/parking).

Every student, faculty and staff member must display a valid parking permit when parking on university property. Parking permits are available from the University Police Dept. Parking Office on the Westside campus, the Westside Classroom Building, Rm. 247D. Hours of operation are Monday – Thursday, 9 a.m. to 5 p.m., and Fridays, 7 a.m. to 3 p.m. For more information, call (203) 837-3289. In order to obtain a parking permit, a student must present a valid vehicle registration document from the state in which the vehicle is registered. Each student will be issued only one active parking permit at a time and may register only one primary vehicle at a time. For more information, visit the website at [wcsu.edu/parking](http://wcsu.edu/parking). Your first permit is free; however, there is a \$10 charge for replacement permits.

Visitors to either campus should park in designated visitor lots. If you park in the Old Main lot and know that you will be there for more than one hour, you must obtain a visitor permit from the University Police Dept. on Roberts Avenue. For more information, please visit the website at [wcsu.edu/parking](http://wcsu.edu/parking).

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 authorized 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 Dept. 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](http://wcsu.edu/police). University parking regulations and Connecticut motor vehicle laws are subject to enforcement by the university police department and violation may result in the issuance of a state court summons or an arrest.

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 911 from any on-campus phone. Calls for assistance with vehicle problems may also be made to the university police.

For more information please contact the University Police Department at (203) 837-9300, the Police Department Parking Office at (203)-837-3289 or the community services unit at (203) 837-9319.

### **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 also available on-line at [www.wcsu.edu/shuttle](http://www.wcsu.edu/shuttle).

### **Student IDs/Access & Security**

WestConnect Card Office, 013 Old Main

Hours: Monday through Friday, 8 a.m. – 12:30 p.m and 1:30 p.m. – 4 p.m.

Phone: (203) 837-9311

[www.wcsu.edu/westconnect](http://www.wcsu.edu/westconnect)

\*Check web site for extended hours\*

#### *Student ID (WestConnect ID Card)*

The university's student identification card is required in order to:

- Access university facilities
- Enter 5th Ave Garage Parking
- Attend events
- Borrow library books
- Use the 24-hour computer labs
- Access shuttle bus service
- Use meal plan

Make purchases with CONNect Cash

- Use university printing services (ConnectPrint)

#### *To Receive WestConnect ID Card*

Present a valid photo ID and a copy of your class schedule at the WESTCONNect Card Office.

#### *Lost, Stolen or Vandalized ID Cards*

Vandalized cards include cards that are broken, bent, chipped, cracked or damaged in some way. Cards that have been lost, stolen or vandalized will be replaced for a \$15 fee charged to your student account.

Cards that are no longer functional due to wear and tear, data error or card malfunction will be replaced at no charge, if the current failed card is presented at the WestConnect Card Office.

#### *CONNect Cash*

You can place money on your WestConnect Card to use at food service, laundry, vending, box office, and bookstore locations. A minimum deposit of \$20 can be made on-line or at the Cashier's Office, first floor of Old Main. For more information, access [wcsu.edu/westconnect](http://wcsu.edu/westconnect).

#### *Door Access*

Student access to the 24-hour computer labs is obtained by registering a 4-digit door security PIN number with the WestConnect Card Office. Additional door access is granted by department chair approval only.

For more information on any of the above services, please call the WestConnect Card Office at (203) 837-9311 or access our Web site at [wcsu.edu/westconnect](http://wcsu.edu/westconnect).

#### **Childcare at WestConn**

The WCSU Child Care Center, operated by Education Connection and accredited by the National Association for the Education of Young Children, offers childcare in its facility in Alumni Hall on the Midtown campus. The center provides a developmentally appropriate early childhood program as well as a safe environment for children ages 3-5. To register your child, or for further information, visit the center or call (203) 837-8733.

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# **DIVISION OF 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 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 pre-service 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 which also helps to refine the graduate curriculum.

## **Associate Vice President for Academic Affairs and Graduate Council**

The Associate Vice President for Academic Affairs is advised by the Graduate Council, a faculty body with representation from each discipline. The 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.

## **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.

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# ADMISSION TO GRADUATE PROGRAMS

## Application Requirements

Criteria for admission to graduate study at Western Connecticut State University include 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 WestConn's president. No applicant is denied admission on the basis of sex, race, creed or national origin.

## Application Procedures

Students may register for graduate classes on a matriculated (degree-seeking) or non-matriculated (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 Division of Graduate Studies. 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 GPA
- 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 where required

Application materials may be requested from the Division of Graduate Studies and External Programs, Old Main 206, by calling (203) 837-8244. Or, prospective students may visit the Web site at [www.wcsu.edu/graduate](http://www.wcsu.edu/graduate) and download the graduate application.

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 Division of Graduate Studies; program-specific questions should be directed to the graduate coordinator identified in this catalog

## Transfer of Credit

Students who wish to use transfer credits toward any of WestConn'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 (9) semester credits, except in the case of:

- A. 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 WestConn (including thesis requirements, alternative research project, departmental seminar, and/or comprehensive examination) as required for particular programs.
- B. The M.B.A. program allows up to twelve (12) transfer credits.
- C. The M.S. program allows up to six (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 ten years are not accepted toward any graduate program at WestConn. 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 grade point averages for graduate students at WCSU.

## Application Priority Dates for Graduate Students

Applications for admission to the Division of Graduate Studies must be received by the following dates:

Fall Semester	August 5
Spring Semeste	January 5

## 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 WestConn 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 Division of Graduate Studies. In addition, they must meet any specific requirements for admission to the program in which

they are interested. For program requirements, students should read the section of this catalog describing the program. General questions should be addressed to the Division of Graduate Studies and program-specific questions should be addressed to the program's graduate coordinator identified in the catalog.

#### *Non-matriculated Student*

Students who complete an application and meet the general requirements for admission to the Division of Graduate Studies may complete one semester of graduate study with a maximum of 6 credits as non-matriculated students. To enroll for further study, students must apply and be admitted to a degree or certificate program. The Division of Graduate Studies and External Programs reserves the right to exclude non-degree students from graduate courses offered to students in degree or certificate programs.

#### *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 Division of Graduate Studies. 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 WestConn on a space-available basis by presenting a letter of permission from their resident institution to the Division of Graduate Studies. 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 WestConn who meet special qualifications may be permitted to enroll in particular graduate courses. Interested students may obtain details from the Division of Graduate Studies.

#### *International Student*

Western Connecticut State University has been designated by the United States Department of Homeland Security to offer courses 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.

Students who have earned an 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 has completed the equivalent of a U.S. bachelor's degree, which is the minimum requirement for acceptance into any of WestConn's graduate programs.

#### **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 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 percent above that amount.

#### **State Rehabilitation Program**

State Rehabilitation Commissions frequently offer generous educational services to persons with a disability or a handicap. A student with a disability or handicap should contact Coordinator Deborah Cohen at (203) 837-8946 in AccessAbility Services to determine eligibility.

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## 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 Division of Graduate Studies. There is an additional \$100 evaluation fee for doctoral candidates.

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

The Division of Graduate Studies 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. Note: Teacher certification students pay tuition on a per-credit basis.

#### *Part-Time Doctoral Students —*

*In-state — \$665 per semester hour; Out-of-state — \$674 per semester hour includes:*

	<i>In-state</i>	<i>Out-of-state</i>
Tuition	\$458 per semester hour	\$467 per semester hour
General fee	\$207 per semester hour	\$207 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	\$55 per semester (non-refundable)	\$55 per semester (non-refundable)

#### *Part-Time Master's Students — (less than 9 SH per semester)*

*In-state — \$445 per semester hour; Out-of-state — \$451 per semester hour includes:*

	<i>In-state</i>	<i>Out-of-state</i>
Tuition	\$296 per semester hour	\$302 per semester hour
General fee	\$149 per semester hour	\$149 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	\$55 per semester (non-refundable)	\$55 per semester (non-refundable)

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

State University Fee	\$500
Tuition*	\$2,668.50
General Student Fee	\$1,507.50
Student Activity Fee	\$70
Mandatory Health Ins.	\$679 (estimate, actual rate not yet available)
<i>Total</i>	<i>\$5,425 per semester</i>

\* *Master of Fine Arts (painting, illustration) tuition: \$3,390.50*

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

State University Fee	\$1,225.50
Tuition*	\$7,434.50
General Student Fee	\$1,507.50
Student Activity Fee	\$70
Mandatory Health Ins.	\$679 (estimate, actual rate not yet available)
<i>Total</i>	<i>\$10,916 per semester</i>

\* *Master of Fine Arts (painting, illustration) Tuition: \$8,841.50*

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

*In-state – \$505 per semester hour; Out-of-state – \$512 per semester hour includes:*

	<i>In-state</i>	<i>Out-of-state</i>
Tuition	\$343	\$350
General Student Fee	\$162	\$162

#### *Additional fees:*

Student Activity Fee \$3 per credit hour (fall/spring terms only) \$3 per credit hour (fall/spring terms only)  
Registration Fee \$55 per term (non-refundable) \$55 per term (non-refundable)

#### **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 on-line, in-person or through the mail.

**Refund Policy for Part-Time Students applies to fall and spring semesters, also winter and summer sessions courses that are eight weeks or longer.**

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

Withdrawal through the first week of classes	100% 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 non-refundable except when the university cancels a course.**

#### **Tuition and Fees Refund Policy for Full-Time Students (Fall and spring semesters)**

*For students who are not Title IV recipients: non-refundable 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.

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 and including 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 non-refundable 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 eight 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:

Withdrawal prior to the second class meeting	100% refund
Withdrawal prior to the third class meeting	60% refund
Withdrawal prior to the fourth class meeting	40% refund

**No refunds will be issued after the fourth class meeting begins. The registration fee is non-refundable 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:

Withdrawal prior to the second class meeting	100% refund
Withdrawal prior to the third class meeting	60% refund

**No refunds will be issued after the third class meeting begins. The registration fee is non-refundable 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 Financial Aid Office to see if they are entitled to a pro-rated refund.

#### **Fees for Online CSU**

Course fees per credit hour (part-time, intersession, summer)

*Graduate In-State \$458 per credit hour*

*Includes:*

Tuition \$296 per semester hour

General Student Fee \$162 per semester hour

*Graduate Out-of-State \$489 per credit hour*

*Includes:*

Tuition \$302 per semester hour

General Student Fee \$187 per semester hour

*Additional fee:*

Online Registration Fee \$50 per course, non-refundable

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



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# STUDENT FINANCIAL SERVICES

## How to Apply for Financial Aid

In order to receive financial aid, a graduate student must be matriculated and registered for at least 6 credits per semester. S/he must complete the Federal Application for Financial Aid Form (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). If your Student Aid Report is selected for verification, you must also complete a verification form and submit signed copies of your current federal 1040 tax return. WCSU graduate students are eligible to apply for the Connecticut State University Grant Program, the Federal Family Educational Loan Program and the Federal Workstudy Program. Please contact the Office of Student Financial Services concerning application deadlines for these programs.

## Satisfactory Academic Progress

Students receiving financial assistance under the federally supported \*Title IV Programs/Veteran's Benefits must comply with the following set of standards to be eligible for such assistance. Academic Progress is measured on an academic-year basis. Measurement is conducted at the close of the spring semester. An academic year extends from the beginning of the fall semester to the end of the spring semester.

### A. *Quality of academic performance:*

Students must be matriculated and must maintain that quality of academic performance required to remain a matriculated graduate student at the university. A student is subject to dismissal from the graduate program at Western if his/her cumulative GPA is:

- Less than 3.0 with up to 18 completed semester hours

or

- Less than 3.0 with 24 completed semester hours if in the MBA program

Students who are on academic probation, unless otherwise ineligible, will be eligible to receive financial aid if they meet the "speed of completion" standard of the Academic Progress Policy outlined below.

### B. *Speed of completion of the graduate degree:*

1. For full-time graduate students: Satisfactory Academic Progress is defined as the successful completion of a minimum of 18 credit hours of academic work per academic year and 9 credit hours of academic work for those enrolling in one semester. Failed courses, audited courses, withdrawals, incompletes, repetitions and courses transferred from another institution prior to attendance at Western will not be counted toward the number of required credits.

Full-time graduate students may not receive financial assistance for more than four semesters of full-time attendance or until the student is certified for program completion by the university, whichever comes first. Matriculated M.B.A. students may not receive financial assistance for more than six semesters of full-time attendance or until the student is certified for program completion, whichever comes first.

2. For part-time graduate students: Satisfactory Academic Progress is defined as the successful completion of the number of credits with which the student begins a semester. Failed courses, audited courses, withdrawals, incompletes, repetitions, and courses transferred from another institution prior to attendance at Western will not be counted toward the number of required credits.

Part-time graduate students will not be eligible for assistance for more than eight semesters of part-time attendance or until the student is certified for graduation by the university, whichever comes first.

Matriculated M.B.A. students may not receive financial assistance for more than 12 semesters of part-time attendance or until the student is certified for program completion, whichever comes first.

### C. *Alternatives for Completion of Academic Progress*

1. Graduate students who do not attain the above levels of Satisfactory Academic Progress may complete the needed hours in winter Intersession and Summer Sessions. The student needs to submit in writing to the Financial Aid Office that they have completed their credits.
2. Upon presentation of evidence of medical emergencies, graduate students who have been denied financial assistance under this policy may appeal to the Satisfactory Academic Progress Appeals Committee.

### \* *Title IV Programs are:*

Federal College Work Study Program  
Federal Family Educational Loan Program

## Graduate Assistantships

Several graduate assistantships are available to matriculated graduate students. Application forms can be secured in the Office of

the Division of Graduate Studies, Old Main 206.

### **Student Employment**

Student employment is an integral part of university life for many students. Student labor benefits the university in almost every academic and administrative department on campus. Student employment may be related to a student's major and/or interests and work schedules can be designed around a student's academic schedule.

Western employs approximately 400 students during the academic year. The types of jobs available are as diverse as the students themselves. A complete list of job descriptions is available in the Office of Student Financial Services.

Students are paid bi-weekly, and the hourly rate is contingent on the difficulty of position and the experience of the student. The first paycheck is delayed for two weeks, as required by the state.

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

The Federal College Work Study Program is a federally funded program based on financial need. Because the program is financially need-based, work experience is not the qualifying factor. In order to work under the Federal College Work Study Program, a student must meet the conditions listed under the Pell Grant section.

Western's institutional payroll 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.

### **Veterans**

The Office of Student Financial Services assists veterans and National Guard in certifying educational benefits. Our office is located in Old Main 105 on the Midtown campus. The office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m. Any student who would like information about benefits earned through the armed services should report to Veterans Affairs/Office of Student Financial Services.

The Connecticut Department of Higher Education has approved WCSU's educational programs for the training of veterans. Veterans may take advantage of their benefits under chapters 30, 32, 35 and 106.

Additionally, wives, widows and children of veterans seeking approval for educational benefits should apply to Veterans Affairs.

To explore available benefit programs, please go to: [www.gibill.va.gov/GI\\_Bill\\_Info/benefits.htm](http://www.gibill.va.gov/GI_Bill_Info/benefits.htm).

### **Tuition Waivers**

If you served on active duty during a time of war or conflict, and are admitted as an IN-STATE resident, you may be eligible for a waiver of tuition.

A tuition waiver relieves the benefactors from the responsibility for payment of tuition. The tuition waiver does not apply to other costs and fees, such as student activity fees, insurance fees, and laboratory fees. There are two main categories of tuition waivers:

#### **National Guard Tuition Waiver**

National Guard members, who have received a certificate of eligibility from the adjutant general, and have been admitted to the university as full-time students and who have registered for classes, can submit the certificate to the Office of Student Financial Services, Old Main 105, for a waiver of tuition.

#### **Connecticut State Tuition Waiver**

Public Act 78-175 and Public Act 74-266 authorized the Board of Regents of the Connecticut State University System to waive the payment of tuition for veterans, or a dependent child \* of a person classified as a prisoner of war or missing in action. The board also declares that qualified summer and part-time students (registered for less than 12 credits) are entitled to a waiver of 50 percent of tuition cost.

\* Dependent children: Must be a dependent child of a person whom the armed forces declared to be missing in action or to have been a prisoner of war while serving in the armed forces after January 1, 1960.

To be eligible for this tuition waiver at Western Connecticut State University, a veteran must:

- Be honorably discharged or released under honorable conditions from active service in the U.S. Armed Forces (U.S. Army, Navy, Marine Corps, Air Force and Coast Guard). National Guard members, activated under Title 10 of the United States Code, are also included.
- Have served at least 90 days active duty in time of war (see Periods of Service) except if separated from service earlier because of a federal Department of Veterans Affairs (VA) rated service connected disability; or the war, campaign or operation lasted less than 90 days and service was for the duration.
- Be accepted for admission at Western Connecticut State University.
- Reside in Connecticut at time of acceptance.

### **Periods of Service**

Only those who served in the following manner may qualify:

- Active duty for at least 90 days during:
  - World War II — December 7, 1941 to December 31, 1946
  - Korean Conflict — June 27, 1950 to January 31, 1955
  - Vietnam Era — February 28, 1961 to July 1, 1975
  - Persian Gulf War — August 2, 1990 until an ending date prescribed by presidential proclamation or by law (no end date at this time).

All military war service subsequent to August 2, 1990 is covered, including but not limited to, Enduring Freedom, Noble Eagle, Iraqi Freedom, Somalia and Bosnia.
  
- Engaged in combat or in a combat-support role in:
  - Lebanon – July 1, 1958 to November 1, 1958 or September 29, 1982 to March 30, 1984
  - Operation Earnest Will – February 1, 1987 to July 23, 1987 (escort of Kuwaiti oil tankers flying U.S. Flag in the Persian Gulf)
  - Panama – December 20, 1989 to January 31, 1990

Reservists must be mobilized in time of war for other than training purposes.

#### **Documents Required for Veterans' Educational Benefits**

1. WCSU Veteran's Registration Form;
2. Criteria depends on the benefit for which you're applying:
  - a. Montgomery G.I. Bill (Chapter 30) candidates: Form DD-214.
  - b. Montgomery G.I. Bill (Chapter 106) candidates: Form DD-22384.
  - c. Post 9/11 (Chapter 33) candidates: Form DD-214.

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# STUDENT SERVICES

## **Division of Student Affairs**

The Division of Student Affairs is responsible for offering a variety of programs and services to meet student needs including: career development, student employment, mental health services, international student assistance, health services, student life, student center operations, campus ministry, housing and residence life, athletics, recreation, drug/alcohol prevention programs, pre-collegiate access programs, access-ability services, and police and university judicial affairs. Through its various offices, the division assists students by making them aware of co-curricular opportunities, helping them to optimize performance behaviorally and academically, enriching their college experience in a variety of areas, and ensuring the protection of student rights and responsibilities. It is the goal of the division to create and support an environment that fosters the intellectual, social and emotional growth of the student body. All members of the division have a professional commitment to help make Western a positive and personal experience for all students.

## **Testing Center**

The Campus & 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 are also proctored by the office. Visit [wcsu.edu/testing](http://wcsu.edu/testing) or call (203) 837-8877 for more information.

## **AccessAbility Services**

The mission of the Office of AccessAbility Services is to facilitate and advocate the best university environment for students with disabilities. The AccessAbility Services staff works collaboratively with the university community to accomplish this mission. Students with documented disabilities who are in need of disability services or accommodations are encouraged to contact AccessAbility Services. The university respects students' rights 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. To receive services or accommodations, students must provide appropriate documentation. Communication of a disability to other sources does not serve as a substitute for official notification to AccessAbility Services. Please contact Coordinator Deborah Cohen at (203) 837-8946 in AccessAbility Services when requesting accommodations.

To discuss a disability concern or to request an accommodation, contact the coordinator of AccessAbility Services in Higgins Hall, or call (203) 837-8225 or (203) 837-8946, or voice, (203) 837-8284 TTY. Students are encouraged to contact the Office of AccessAbility services with questions or concerns.

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 Carolyn Lanier, Executive Assistant to the President/Chief Diversity Officer, Old Main 101, at (203) 837-8277 or (203) 837-8284 TTY. 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, public safety, or other such policies and procedures. Students with disabilities are held to the same standards and must follow established policies and procedures as other students at Western Connecticut State University.

### *Protection from Adverse Actions*

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 Carolyn Lanier, Executive Assistant to the President/Chief Diversity Officer, in Old Main 101, by the aggrieved party, his/her representative, or any person affected. Lanier shall bring all such situations to the attention of the president for confidential discussion, review, and 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.

Western Connecticut State University is an equal opportunity educator and employer.

## **Campus Ministry**

The spiritual needs of our students are served by a staff of three ministers from the Roman Catholic, Protestant, and Jewish communities. They offer students opportunity for worship celebrations, service projects, pastoral counseling, community outreach, and various programs of a religious, ethical and philosophical nature. Available to the students are places for study, reflection, friendship and relaxation at the Student Center and the Newman Center (across the street from Newbury Hall). Campus ministers can be reached at (203) 744-5846 (Catholic), (203) 837-8328 (Protestant) and (203) 438-8330 (Jewish).

## **Career Development Center**

The Career Development Center (CDC) provides a wide range of services to graduate students, undergraduates and alumni. Students may seek assistance with job searches and utilize our on-line system to post resumes and/or review job opportunities. They may also participate in our annual Career Fair held in the spring. Graduate students can attend regularly scheduled workshops on resumé writing, interviewing and job search strategies. They can utilize the CDC's career information resources

through the career library in the CDC which offers a wide range of literature on career fields, job search, company profiles, and graduate and professional school information. The CDC also has on-line career information accessible through the CDC website: [wcsu.edu/CDC](http://wcsu.edu/CDC). For more information on career-related services, contact the CDC, located in the Student Center, Rm. 227, or call (203) 837-8263.

### **Counseling Center**

The goal of the Counseling Center is to provide students with a safe, confidential and supportive environment to discuss life concerns, challenges and opportunities. In the Counseling Center, we offer help in handling the difficulties and anxieties associated with everyday campus life as well as those that arise out of extraordinary circumstances.

Therapy is provided to help students address personal, interpersonal and academic concerns. The therapy process is about problem solving, expansion of awareness, coping skills and personal growth. Students seek help for a variety of reasons including, but not limited to: adjustment to college life; relationships with family or friends; stress and time management; depression and suicidal thoughts; anxiety; grief and loss; alcohol and substance use; anger management and irritability; acquaintance rape; loneliness and isolation; weight or body image concerns; identity issues; and sleep disturbance.

The Counseling Center also provides outreach, educational workshops and training. Outreach includes providing consultation services to administration, faculty, staff and parents. The Counseling Center serves as a training site for master's and doctoral level graduate students in counseling and psychology programs.

Our services are free and available to all undergraduate and graduate students who are matriculated at Western Connecticut State University. Students can call the Counseling Center at (203) 837-8690 or stop by the Midtown Student Center, Room 222, to make an appointment. Appointments are available Monday through Friday between 8:30 a.m. and 4:30 p.m. Cancellations are required 24 hours in advance.

The initial appointment with the intake therapist will assess concerns a student may have and what services may be needed. During this appointment, available therapy options will be discussed and decided upon between the student and the intake therapist. If it is determined that therapy needs require resources beyond what the center can provide, we will assist a student with a referral to an appropriate mental health provider, program or agency. We will also offer referrals to any on-campus resources that can provide additional help.

### **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 a secretary. Office hours are Monday through Friday, 8 a.m. – 4 p.m. Appointments are required for non-emergencies. Changes in hours are reported to the dean of the Office of Student Affairs, University Police, Office of Residence Life.

The office visit at Health Service is not billed to the insurance company or charged to the student. 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/onlineforma.asp](http://www.wcsu.edu/healthservices/onlineforma.asp). This 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). The actual lab results of positive titers (blood test) may be submitted in lieu of the immunization. All resident hall students are required by Connecticut State Law to have documented proof of meningococcal/meningitis/menactra vaccine before a room is assigned. Failure to comply with the state-mandated immunization requirements will restrict a student's registration for the following semester.

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 911 (or needs someone to assist following discharge), the medical staff will offer to contact an individual for the student.

Insurance enrollment and waivers are administered through the Cashier's Office in Old Main 106. Call (203) 837-8381.

### **Housing/Office of 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 pays their housing deposit by May 1, provides proof of having a meningitis vaccine, and completes 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.

Falsification of any information regarding eligibility will result in termination of housing. Couples agree to notify the Housing Office of any change in their status within (30) thirty days of change, or in advance if the couple decides to pursue separate living arrangements.

#### *Off-Campus Housing*

Due to demand for on-campus housing, qualified students who apply late may not be accommodated. While efforts will be made to accommodate students in this situation, we cannot guarantee a placement. To assist graduate students who require off campus accommodations, the Housing Office provides a listing service of off-campus facilities via their Web site ([www.wcsu.edu/housing](http://www.wcsu.edu/housing)). The information contained on this Web site is designed to assist you in finding suitable off-campus housing. In addition, we recommend using a local newspaper or performing a web search to obtain off-campus housing.

#### **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.

**Sickness Insurance:** Connecticut State University requires that all full-time students carry sickness insurance to cover medical care not provided by the University Health Service. The university is able to offer its students comprehensive health care coverage at a very affordable cost. Coverage under this plan includes both inpatient and outpatient services for medical, surgical and mental health needs.

All full-time students will be automatically enrolled in and billed for this sickness insurance plan unless they submit a waiver indicating alternative coverage. In reviewing present insurance coverage and deciding whether or not to carry this student insurance, please remember that many sickness insurance plans (e.g., local HMOs or PPOs) provide appropriate or effective coverage which may, however, be based at considerable distances from the campus. This has in the past caused problems in providing medical services for students at the university. In addition, many insurance plans may have age limits for dependents. Students with known health problems are advised to consider enrolling in this insurance in addition to their family coverage, especially if the latter does not cover 100 percent of medical expenses. All parents must inform students which outpatient laboratory, x-ray, emergency room or hospital they must use, if necessary, in order to have costs paid by their HMO Plan. Students are required to notify Health Service of their insurance coverage and whether or not the plan includes prescription coverage.

Part-time students are eligible to enroll in the University Accident and Sickness Policy. Coverage is identical to that for full-time students, but pre-existing conditions are excluded. Part-time students should direct inquiries about this coverage to Aetna Student Health @ [www.aetnastudenthealth.com](http://www.aetnastudenthealth.com). Although more expensive than the full-time student's policy, it provides excellent benefits for many medical, surgical or mental health problems. A brochure is available from the Cashier's Office, 1st floor, Old Main.

#### **International Student Services**

International applications are accepted from students who wish to pursue full-time graduate study at WCSU. Unfortunately, the university is prohibited by law from considering non-immigrant students who wish to study part-time.

Students applying for graduate application are required to indicate their ability to finance their education. WCSU is unable to offer financial assistance to any student who does not hold United States 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. 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 University Admissions at (203) 837-9000 for graduate admission information.

All new students planning to enter the university in the fall semester must submit all application materials before March 1. Students desiring to enroll in the spring semester must submit all completed materials before Oct. 1. Students already studying in the United States should submit admission materials as outlined in the admissions procedure.

For more information about post admissions international student advisement, call the International Services Coordinator Donna Warner at (203) 837-3270. You may also email her at [warnerd@wcsu.edu](mailto:warnerd@wcsu.edu).

#### **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 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 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 they 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 Litchfield Hall, Room 101, Monday through Friday 9 a.m. through 5 p.m. The Web site is [www.wcsu.edu/CHOICES](http://www.wcsu.edu/CHOICES).

### **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 and use the Colonial Shuttle bus service. Additionally, students may deposit money (CONNect Cash) in a debit account for use at campus food service locations, the campus bookstores and residence hall laundry rooms. To learn more about the CONNect Cash program, visit the department Web site ([www.wcsu.edu/westconnect](http://www.wcsu.edu/westconnect)) or call (203) 837-9311.

Information regarding these features is available from the WESTCONNect Card Office, located on the lower level of the Old Main building. 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. Business hours are 8 a.m. – 4 p.m., Monday through Friday. The office offers extended hours for the first two weeks of the fall and spring semesters. Please check the Web site ([www.wcsu.edu/westconnect](http://www.wcsu.edu/westconnect)) for detailed information on extended hours before the start of the semester.

The WESTCONNect card should be retained as long the student is enrolled. There is no charge for the original card. Nor is there a charge for a replacement if your card no longer works due to normal wear and tear. However, there is a \$15 fee to replace all cards that have been damaged or vandalized, lost or stolen.

Those who have legally changed their name may obtain a free updated WESTCONNect Card after the name change has been entered by the Registrar's Office (students) or Human Resources Office (faculty/staff). In the event of a role change (e.g. student to faculty), an updated WESTCONNect Card will also be provided free of charge. For more information on WESTCONNect services, please call (203) 837-9311.

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# THE CENTER FOR STUDENT INVOLVEMENT

*Dennis Leszko, Associate Director of Student Life/Student Activities Phone: (203) 837-8876*

*Amy Shanks, Assistant Director of Student Life/Student Activities Phone: (203) 837-8609*

*studentlife@wcsu.edu*

*wcsu.edu/studentlife*

The Center for Student Involvement (CSI) located in the Midtown Student Center is the main point of contact for students wanting to form a new club or organization and those currently involved with one. This is where clubs register and receive information and support. The Center for Student Involvement staff advises in the operation of over 90 clubs including the Student Government Association, the Program Activities Council and the Recreation Council. The CSI also operates the recreation, intramurals and club sports program.

The Center for Student Involvement staff also provides assistance with leadership development, university policies and event planning as well as 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) Phone: (203) 837-8711*

Student Center 215

[clubs.wcsu.edu/sga](http://clubs.wcsu.edu/sga)

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 Phone: (203) 837-8707 / (203) 837-8708*

Student Center 212

[clubs.wcsu.edu/echo](http://clubs.wcsu.edu/echo)

Get the story! Western's student-run newspaper is distributed throughout both campuses each Tuesday. All students, independent of their major, are eligible to write and work for *The Echo*.

*Greek Council Phone: (203) 837-8217*

[clubs.wcsu.edu/greekcouncil](http://clubs.wcsu.edu/greekcouncil)

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) Phone: (203) 837-8720*

Newbury Hall

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

*Program Activities Council (PAC) Phone: (203) 837-8421*

Student Center 219

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 Wednesday at 4PM in the Student Center.

*Student and Campus Center Board Phone: (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 Student Center 208*

The Student Veterans Organization (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** Phone: (203) 837-8387

Student Center 213

[clubs.wcsu.edu/wxci](http://clubs.wcsu.edu/wxci)

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 their transmitter.

#### *Other Student Organizations*

For a complete list of student organizations, visit [wcsu.edu/studentlife](http://wcsu.edu/studentlife).

#### **Recreation, Intramurals and Club Sports**

All students are encouraged to engage in one of the many recreation and intramural activities taking place on campus. These programs are offered through the recreation department, which is located by the Center for Student Involvement (CSI). Students also may participate in any one of the club sports programs at the university. Current active club sports include ice hockey, dance team, cheerleading and men's and women's rugby.

#### **Governance**

Each year the graduate program coordinators are asked to nominate two graduate students to the Graduate Council, a standing committee of the University Senate, advisory to the faculty and administration. Interested students should contact their coordinator or call the Division of Graduate Studies at (203) 837-8244.

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 Student Center Board are responsible for sponsoring student activities throughout the year and for recommending improvements in the student center building. These organizations give students the opportunity to develop leadership and organizational skills.

#### **Student Code of Conduct and Statement of Judicial Procedures**

The Student Code of Conduct and Statement of Judicial Procedures is intended to present a clear statement of student rights and responsibilities and to set forth the judicial procedures established by the Connecticut State University System to protect those rights and address the abdication of those responsibilities. The code describes the types of acts that are not acceptable in an academic community, as well as the general processes by which the commission of those acts will be addressed.

Students must be aware that, as citizens, they are subject to all federal and state laws in addition to all university regulations governing student conduct and responsibilities. Students do not relinquish their rights or shed their responsibilities as citizens by becoming members of the Connecticut State University 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 university 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.

The Connecticut State University System has certain self-defined institutional values. Principal among these values is respect for the dignity, rights, and individuality of each member of the university 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 at this university.

All members of the university community must at all times govern their social and academic interactions with tolerance and mutual respect so that the men and women who pass through the university's doors are enriched by these experiences and are prepared for full and enlightened participation in a multi-cultural society. Because of the university's commitment to principles of pluralism, mutual respect, and civility, certain activities are not acceptable on the university campus. Acts of intolerance, of hatred or violence based on race, religion, sexual orientation, disability, gender, age, or ethnic background are antithetical to the university's fundamental principles and values. It is the university'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 the CSU System. Student disciplinary proceedings are not criminal proceedings and are not subject to court rules of procedure and evidence.

The complete "Student Code of Conduct and Statement of Judicial Procedures" can be found in the Student Handbook, which is available through the Office of Student Affairs in Old Main 306 and on the WCSU website.

#### **Judicial Affairs**

The office of judicial affairs administers the student's 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 and Statement of Judicial Procedures. 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.

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# ACADEMIC INFORMATION AND POLICIES

## 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 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 (Appendix A). 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 (Appendix A). 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, graduate dean (if applicable), 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 (Appendix A). 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, graduate dean (if applicable), 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, graduate dean (if applicable), 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 (Appendix A) 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, the graduate dean (if applicable), 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, the graduate dean (if applicable), 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 graduate dean (if applicable), 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 37 of the 2012-2013 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, graduate dean (if applicable), 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, graduate dean (if applicable), 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/forms/honesty-policy.pdf](http://wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf)

### Time to Complete Degree Requirements

With the exception of the Master of Business Administration (M.B.A.) program, all graduate programs must be completed within six (6) years. Students in the M.B.A. program have eight (8) years to complete their degree.

### 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 fifteen weeks.
2. Or the equivalent amount of work over a different amount of time; 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 grade point average (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 Division of Graduate Studies 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 Division of Graduate Studies.
- Students who choose to audit a course (“AUD”) receive no grade and no academic credit for that course.

### **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 (Exception: M.B.A. students; see policy below). 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 dean of graduate studies for unsatisfactory academic performance. Semesters include fall, spring and summer.

Any M.B.A. student whose grade point average falls below 3.0 or “B” will be notified at the end of the semester that they are on probation. If, after completing eight courses or 24 semester hours, a student’s grade point average remains below 3.0 or “B,” he/she will be dismissed from the M.B.A. program. If at any time after completing 24 semester hours, a student’s grade point average falls below 3.0 or “B” for two consecutive semesters, he/she will be dismissed from the M.B.A. program.

### **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.

**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.

**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 1st

For January        Apply by October 1st  
For May            Apply by December 1st

### **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 Division of Graduate Studies. 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.



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# COURSE REGISTRATION INFORMATION

## Student Responsibility

It is the student's responsibility to insure 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 Division of Graduate Studies 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 web site, using the Open/Close system, or the Division of Graduate Studies at (203) 837-8244.

The school deans in conjunction with graduate coordinators and the Associate Director of Graduate Studies reserves 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.

## 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 a 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 four ways:

**Web:** Matriculated graduate students who have a PIN are able to register via the web. Students who wish to obtain a PIN should visit any of University Computing's staffed computer labs in White Hall 031 or Westside 117, or the Student Technology Training Center in Student Center 225. Web registration is available to matriculated students only.

**Fax:** Students may register by fax, using the registration forms available on the web site or at the Division of Graduate Studies Office, Old Main 206. The registration fax number is (203) 837-8326. No faxes will be accepted prior to midnight of the registration dates listed above. 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 with check or credit card authorization to: Division of Graduate Studies, Western Connecticut State University, 181 White Street, Danbury, CT 06810

**In Person:** Students may register in person (see dates listed above) in the Division of Graduate Studies Office, Old Main 206.

## 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 which 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 summer courses is ordinarily limited to two courses per session. 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 Division of Graduate Studies.

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 Division of Graduate Studies in writing. An official form for this purpose may be obtained in the Division of Graduate Studies. 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 Division of Graduate Studies office. Later requests for withdrawal from a course without penalty are initiated through conference with the instructor.

## **Thesis Information**

A matriculated graduate student who has completed all courses for a degree and is completing a thesis or research project is required to register each fall and spring semester for GRA 799: Graduate Thesis Advisement. A fee equivalent to one graduate credit plus a service fee is charged each semester.

### *Requirements for the Thesis Approach*

After being accepted into a master's degree program, a student who chooses to write a thesis must prepare and secure approval of a thesis topic and outline from the graduate program coordinator and the dean of his/her respective school. The student may then register for Independent Thesis Research, which must be the final course in his/her program. Concurrently with the approval of the outline, a thesis adviser will be appointed to work individually with the student on the content of the particular thesis.

Students enrolled in the Master of Fine Arts (M.F.A.) in Professional Writing program should contact the M.F.A. graduate coordinator for thesis/PDE requirements.

### *Filing an Approved Thesis Outline*

An approved copy of the thesis outline with appropriate cover sheet must be filed in the Division of Graduate Studies immediately after approval and prior to registration in the Independent Thesis Research course.

### *Studies Accepted for the Thesis Requirement*

The types of theses which have been defined as acceptable in meeting the requirements are:

1. A conventional study, usually of the hypothesis-testing types which may be either historical or theoretical.
2. A study emphasizing the development of generalizations from comprehensive data.
3. A creative project, involving the formulation of new problems, the elaboration of new implications, or the development of new relationships.

### *Thesis Form*

"A Manual for Writers of Term Papers, Theses, and Dissertations" by Kate L. Turabian, sets forth the form required in the thesis. Copies are available in the University Bookstore. The Publication Manual of the American Psychological Association and/or the CBE Style Manual (latest edition) from the Council of Biology Editors, Inc., may also be used in certain departments. The department of English requires that all research components of the master of art theses follow the Modern Language Association (MLA) guidelines. Students should consult their thesis adviser for specific information about thesis guidelines. Any graduate student writing a thesis has the right to petition through his/her thesis adviser to the dean of their respective school in order to obtain permission to use a different style format for his/her thesis.

### *Approval of the Completed Thesis*

The completed thesis will be read and approved by the faculty and/or thesis adviser and by the dean of the student's school.

### *Submission of the Completed Thesis and Abstract*

Students must file with the dean of their school one complete typewritten copy of the approved thesis, bound in an officially approved thesis spring binder. Thesis spring binders can be purchased in the Western Bookstore.

Students must submit to the Division of Graduate Studies one original and five copies of a five hundred (500) word or less, abstract or digest of the thesis. Paper of twenty (20) pound weight and at least twenty-five (25) percent rag content should be used. Contact the Division of Graduate Studies to inquire about any additional forms regarding your thesis submission that may be required by your program.

### *Time Limit for Thesis*

A student has a maximum of two years to satisfactorily complete and file the necessary copies of the thesis and the abstract with the dean of the student's school so that the student may receive the appropriate approval or credit for the thesis, providing it is completed within the six year time limit for fulfilling degree requirements.

### *Final Date for Filing Thesis*

The approved thesis and the required number of copies of the abstract must be filed with the dean of the student's school by

March 1, June 1, or November 1 for graduation in May, August, or January, respectively.

#### *Dissertation Information*

Students in the Ed.D. program should visit the web site ([wcsu.edu/edd](http://wcsu.edu/edd)) or contact the Ed.D. graduate coordinator at (203) 837-9121 for information about the dissertation process.

#### **Guidelines for a Second Master of Science Degree in Education**

Western Connecticut State University does not offer a sixth year degree in education. It does offer students an opportunity to get a second master's degree for an additional 30 credits.

Other criteria for obtaining a second master's degree include:

1. Credits earned toward the first master's degree cannot be credited toward the second master's degree.
2. Admission into a specific master's degree program is required. You may concentrate in special education, curriculum, reading or instructional technology but not repeat a concentration and course that you took previously.
3. ED 500, Contemporary Education, must be retaken if the course was taken more than five years ago.
4. Students must meet with their adviser and acknowledge the program requirements before being admitted into a second master's program.
5. Second master's degree students do not need to repeat ED 501 and ED 592. However, they must complete a six credit-hour approved project (approval given by the Dean of Professional Studies and the program coordinator) or work on a six credit-hour approved thesis (approval given by the Dean of Professional Studies and the program coordinator).
6. Students with a master's degree or equivalent from another accredited institution of higher education must adhere to the appropriate master's degree requirements. In case of a duplicate degree required course, a course substitution may be granted with the approval of the graduate program coordinator.

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# COMPUTER SERVICES

## Midtown, Campus Center and Westside Computer Centers

University Computing (UC) supports a diverse computing environment consisting of Windows servers, Windows desktops and laptops, PCs and compatibles, Unix, and Apple computers. Various computer facilities and technology classrooms exist on each of Western's campuses.

The computer centers, located in the Westside Classroom Building, room 117, the third floor of the Westside Campus Center and at Midtown on the first floor of the Haas Library, 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 & white and color laser printers in each facility. Each computer center is equipped with one or more group workstations and a graphic station which 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/or UNIX systems throughout the campus. All full-time, part-time and graduate students must have a valid WestConnect Card to 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 assistance whenever possible. Students who need extensive help should visit the Student Technology Training Center.

To learn more, visit <http://www.wcsu.edu/technology> and select "Classroom/Labs." under Western 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. To this end, 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 and tomorrow's classroom and business 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, various 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 & 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; graphic design software including Adobe Creative Suite.

To learn more, visit the STTC's web site at <http://www.wcsu.edu/sttc>. If you have any questions or would like to make an appointment with a staff member, call (203) 837-8715.

## Midtown and Westside 24-Hour Labs

There are three 24-hour labs, 24 x 7 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 desktops and/or 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 <http://www.wcsu.edu/technology> and select "Classroom/Labs" under Western IT Essentials.

To report any problems, or if you have any questions, please call the University Computing Help Desk at (203) 837-8467.

## Student Accounts/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 <http://www.wcsu.edu/technology> and select “Western Windows Account” under Western IT Essentials.

*File Share* – University Computing provides students with network file storage where they may save their academic-related documents and data. Students automatically receive a file share when their Windows account is created or password is reset. When a file share is generated, faculty and other students do not have the ability to read, change or delete files in another person’s file share. To learn more about file shares, visit <http://www.wcsu.edu/technology> and select “Fileshares.” under Western IT Essentials.

*WestConduit Account* – WestConduit is Western’s campus portal, which provides access to grades, course schedules, academic history and financial aid information and register for classes and make payments. To access this information in WestConduit, select the “Banner (my info and more)” tab.

On WestConduit, students can register for classes and make payments to the university. Additional features include access to Blackboard Vista, Western’s online course management system, campus and personal announcements, the campus events calendar and convenient links to other university resources. Students also will find a convenient link to the Western e-mail login page from within WestConduit.

To learn more about WestConduit, visit <http://www.wcsu.edu/technology> and select “WestConduit” under Western IT Essentials.

*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 on-ground courses. Students may access their Blackboard courses through WestConduit (<http://westconduit.wcsu.edu>) by clicking on the “Academic Tools” tab and then the appropriate link in the “My Courses” channel. To learn more about Blackboard, visit [www.wcsu.edu/ithelpdesk/eLearning](http://www.wcsu.edu/ithelpdesk/eLearning).

*ConnectMail (Student E-mail) Account* – Effective August 1, 2009, The Connecticut State University System (Western, Eastern, Southern and Central) has an email policy that states: university email will be considered an official means for communication. All students will be issued a university email for university business. To access your email for the first time, visit <http://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 ConnectMail (Student E-mail), visit <http://www.wcsu.edu/technology> and select “Western E-mail” under Western IT Essentials.

*ConnectPrint* – Starting on March 15, 2012, printing in the staffed and 24 hour computer centers at Western will be greener than ever!

Western is pleased to introduce ConnectPrint, a new system that will help us make printing easier and considerably reduce 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 [www.wcsu.edu/technology](http://www.wcsu.edu/technology) and select “ConnectPrint” under Western IT Essentials.

#### *WCSU Mobile*

Western has a new mobile website. For quick on-the-go access to important information and services including news, announcements, email, weather, phone numbers and much more...

To visit, point your mobile device to [m.wcsu.edu](http://m.wcsu.edu). WCSU Mobile: accessible anytime, anywhere!

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

#### **Western is Wireless**

Western is 100% wireless, including residence halls and wireless printing. For locations and more information, visit [www.wcsu.edu/technology](http://www.wcsu.edu/technology) and select “Wireless”. To use the wireless network, your laptop must be equipped with a wireless network adapter. Western’s Wireless Network uses an SSID of “WestConn” for easy connection. You will be prompted to log in (required) using your Windows Account credentials. To use the Western Wireless Network and Wireless Printing: You must have a Western Windows Account. To learn more about the Wireless Network and wireless printing, please visit <http://www.wcsu.edu/technology> and click on “Wireless” under Western IT Essentials. Western is totally wireless, including Residence Halls.

#### **Computers in the Residence Halls (ResNet)**

Any student who owns a computer with Built-in Ethernet and/or wireless capability can connect to our Residence Hall network. Once connected, students will be required to: log in using their Windows Account credentials, install Cisco Clean Access, install a supported anti-virus program, and install Windows critical updates. Splitters and cables can be obtained at any of our staffed computer centers. For more information, please visit <http://www.wcsu.edu/resnet>.

#### **Your Technology Fee at Work**

Students can get free copies of Microsoft Office 2010 Professional Plus, Office 2011 for Mac, and Windows 7 Ultimate from our staffed computer centers. Students can also download McAfee Anti-Virus for both Mac and PC. For more information, visit <http://www.wcsu.edu/technology> and select “Current Students” under Western IT Essentials.

## **Technology Classrooms**

We are proud to say that all Western classrooms are equipped with technology, offering ideal hands-on learning environment for both students and instructors. Two types of technology classrooms exist at the university. One type includes the basic standardized technology, including a projector, instructor workstation, VCR/DVD and laptop connection. The other is a multi-station technology-equipped classroom containing the basic standardized technology described above and also includes student workstations and a printer.

For more information on Western's technology classrooms, visit <http://www.wcsu.edu/technology> and select "Classrooms/Labs" under Western IT Essentials.

## **Information Technology Policies**

To learn more about information technology policies go to <http://www.wcsu.edu/technology/students> and you can see the policies in effect at Western. They are as follows:

Policies & Guidelines for Computer Use

CSU Network Policy

Electronic Monitoring Notice

Computer Center Usage Rules & Policies

CSUS Email Policy

Wireless Policy

Information Security Policy

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

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# **ANCELL SCHOOL OF BUSINESS**

## **OVERVIEW**

### **DEGREE PROGRAMS**

MBA Business Administration

MHA Health Administration

MSJA Justice Administration

### **COURSES**

Accounting

Finance

Justice & Law Administration

Management

Management Information Systems

Marketing

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# ANCELL SCHOOL OF BUSINESS

*Allen D. Morton, Dean, WS 376*

*Jim Donegan, Assistant Dean, WS 139*

*Catherine Cote, Administrative Assistant*

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## Departments

*Accounting*                      *Richard Proctor, Chair, WS386, (203) 837-8744*

*Faculty*                              J. Donegan; M. Ganon; S. Mcgregor; T. Monks; D. Moser; R. Proctor; G Skiba.

*Finance*                              *Annie Wong, Co-Chair, WS141, (203) 837-8577*

*Joel Goldstein, Co-Chair, WS384, (203) 837-9341*

*Faculty*                              C. Huang; B. Collins; J. Goldstein; A. Wong.

*Management*                      *Stan Bazan, Chair WS202, (203) 837-9238*

*Faculty*                              S. Bazan; E. Buccini; M. Chuang; J. Coleman; L.Forbes;M. Dugal; F. Maidment; F. Tesch; P. O'Connor (M.H.A. Coordinator).

*Management*                      *Richard Montague, Chair, WS204 (203) 837-9343*

*Information Systems*

*Faculty*                              E. Collar; J. Flynn; L Immohr; R. Montague; M. Wright; T. Lindblom.

*Marketing*                              *Ronald Drozdenko, Chair, WS301, (203) 837-8776*

*Faculty*                              J. Cronin; R. Drozdenko; K. Koza (MBA Coordinator); B Oulmil.

## Division of Justice & Law

*Justice and Law Administration • Charles Mullaney, Chair, WS402, (203) 837-8524*

*Faculty:* T. Dwyer; M. Foley; K. C. Jordan; G. Kain (M.S. Coordinator); A. Markert; C. Mullaney; P. Morris; F. Muska.

## Mission and Objectives

The Ancell School of Business provides high quality, affordable undergraduate and graduate education for 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.L

## Learning Goals:

- ABS graduates will be able to integrate knowledge from a variety of business disciplines in order to better understand markets, organizations, and individuals.
- ASB graduates will have an understanding of various ethical, corporate, social responsibility, and sustainability perspectives and how they apply to their actions and decisions.
- ASB graduates will have an understanding of the opportunities and challenges of operating in a global business environment.
- ASB graduates will be able to demonstrate effective communication skills.
- ASB graduates will be able to address complex business problems in novel ways and demonstrate the ability to reason and think analytically.
- ASB graduates will be able to demonstrate effective leadership and team-building skills necessary to lead organizations in a dynamic environment.

## Graduate Programs



Business Administration

Master of Business Administration

Health Administration

Master of Health Administration

Justice 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 Division of Graduate Studies at (203) 837-8244.

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# MASTER OF BUSINESS ADMINISTRATION

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TBA, MBA Program Secretary

Phone: (203) 837-

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## M.B.A. Program Overview

Western's Master of Business Administration (M.B.A.) program is designed with the working professional in mind. Students are able to continue working while taking one to three courses each fall, spring, and summer semester. Graduate classes meet Monday-Thursday evenings each week at 5:25 or 8:00 p.m. One or two courses may be scheduled on Saturdays. Small classes, usually fewer than 25 students, encourage interaction and collegiality among the students.

Western's MBA program focuses on preparing students for managerial positions in today's competitive environments and organizations. Students gain a fundamental knowledge of business and organizational functions and activities, as well as an exposure to strategic thinking and management.

## M.B.A. Program Learning Goals

### *Content Skills – Working knowledge of External/Internal Environment on Organizations*

**LEARNING GOAL 1:** ASB graduates will be able to integrate knowledge from a variety of business disciplines in order to better understand markets, organizations and individuals.

**LEARNING GOAL 2:** ASB graduates will have an understanding of various ethical/sustainability perspectives and how they apply to business.

**LEARNING GOAL 3:** ASB graduates will have an understanding of the opportunities and challenges of operating in a global business environment.

### *Essential Skills – Development of skills necessary to contribute to the organization*

**LEARNING GOAL 4:** ASB graduates will be able to demonstrate effective communication skills.

**LEARNING GOAL 5:** ASB graduates will be proficient in information acquisition and information usage.

**LEARNING GOAL 6:** ASB graduates will be able to address complex business problems in novel ways, including the ability to reason and think analytically.

**LEARNING GOAL 7:** ASB graduates will be able to demonstrate effective leadership and team building skills.

## M.B.A. Admission Requirements

Applicants to the M.B.A. program must submit the following materials:

- A completed application for graduate study.
- An official transcript from each college or university previously attended, including all undergraduate and graduate courses, grades and degrees.
- An official copy of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) revised general test scores. GMAT/GRE scores must be from no more than five years prior to the date of enrollment.
- The test of English as a Foreign Language (TOEFL) may be required for non-native English speakers with limited exposure to English.
- Two letters of recommendation, preferably from employers or former professors.
- Recommended – a current resume or curriculum vita and a statement why the applicant desires to pursue an M.B.A.

Admission to the M.B.A. program is based on the information in the above items; no admission decision can be made until all of them are in the applicant's file in the Office of Graduate Studies. Previous academic achievements, GMAT/GRE revised general test scores, recommendations, and work experience are important factors.

## Admission Formula

In general, admission to the MBA will be determined using the following MBA Admission Formula Score: (Undergraduate GPA x 200) + GMAT score  $\geq$  1050

## Exam Waivers

If you have significant (10+ years) 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 3.3, you may be eligible for an alternative application process, and your exam requirement may be waived. Contact MBA 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 54 graduate credits (minus waived and transferred credits) with a cumulative grade point average of 3.0 “B” or better.
- Completed the program within an eight-year period.
- Filed the application for the degree with the Office of Graduate Studies by:
  - December 1 for the May commencement
  - February 1 for an August conferral
  - 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 core/prerequisite cluster courses (a maximum of 24 semester hours). These waivers are based on the applicant's undergraduate business degree transcript, or 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, corequisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## MASTER OF BUSINESS ADMINISTRATION

<b><i>Core/Prerequisite Cluster – (courses may be waived)</i></b>		<b>24 SH</b>
ACC 504	Financial Accounting Concepts	3 SH
FIN 502	Economic Analysis for Managers	3 SH
FIN 505	Managerial Finance	3 SH
FIN 545	Statistics for Managerial Decision Making	3 SH
JLA 511	The Legal Environment of Business	3 SH
MGT 501	Organizational Behavior	3 SH
MGT 510	Management of Operations	3 SH
MKT 509	Fundamentals of Marketing Management	3 SH
 <b><i>Required M.B.A. Courses (courses cannot be waived)</i></b>		 <b>21 SH</b>
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
MIS 516	Information Analysis	3 SH
MKT 534	Strategic Marketing Management	3 SH
MKT 539	Effective Managerial Communication	3 SH

*Electives*

*(chosen in consultation with M.B.A. coordinator) 9 SH*

*Total Semester Hours for M.B.A. Program: 54 SH*

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# MASTER OF HEALTH ADMINISTRATION

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*OconnorP@wcsu.edu*

*Lorraine DiLeo, Dept. Secretary*

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## **M.H.A. Program Overview**

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 Mission, Goals and Objectives**

- blends the practitioner and academic perspectives into a managerial emphasis;
- examines the managing of health care organizations, and;
- provides its students the opportunity, through the elective courses, to focus on their career needs.

## **M.H.A. Admission Requirements**

Admission to the M.H.A. program requires submission of the following materials:

- A completed application for graduate study
- Official transcripts of all undergraduate and graduate courses and degrees
- An entrance examination score from one of the following:
  - Graduate Record Examination
  - Graduate Management Admission Test - Miller Analogies Test (MAT)
- Two letters of recommendation
- Optional – current resume or curriculum vita

Once the application process is under way, the applicant meets 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
- 35 percentile or higher score on an entrance test (see below)

Previous academic achievements, entrance test scores (i.e., Miller Analogies Test, Graduate Management Admissions Test or Graduate Record Examination), letters of recommendation, and work experience are all important factors. For example, a record of appropriate employment at increasing levels of responsibility, or significant contributions to the community might be considered.

Applicants are encouraged to be computer literate (i.e., word processing, spread sheet) and competent with fundamental quantitative and statistical tools. While these are not admission criteria, students will gain more from the program if they have these capabilities.

Applicants who do not meet the admission criteria may take two courses selected from MGT 501, MGT 580 and MGT 582. If a grade of "A" is earned in each of these two courses, the student's application for the M.H.A. program will be reevaluated.

## **Degree Requirements**

Students have six years to complete all M.H.A. degree requirements.

## **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, corequisites and other restrictions for all courses, please consult the Course Description

section of this catalog.

## **MASTER OF HEALTH ADMINISTRATION**

The M.H.A. program consists of 12 graduate courses (36 semester hours) arranged in three groupings:

### ***Management Core:***

Two courses (6 SH) focusing on fundamental managerial ideas needed in all organizations.

MGT 501 Organizational Behavior

MGT 547 Human Resource Management

### ***Health Services Core:***

Six courses (18 SH) presenting management practice applied to healthcare settings, especially managerial and strategic perspectives.

MGT 580 Health Delivery Systems

MGT 581 Health Services Financial Management

MGT 582 Managing Health Services Organizations

MGT 585 Health Services Quality Management

MGT 591 Introduction to Health Policy

MGT 595 Strategic Managing for Health Services

### ***Elective Courses:***

Student may choose 12 or more semester hours of elective credit. Electives are offered by the management department (see below), but courses from other Ancell School departments (e.g., marketing) or from departments in the School of Arts and Sciences or the School of Professional Studies may be considered after they have been approved by the M.H.A. program coordinator.

*Note:* M.H.A. students may not take more than three M.B.A. courses as electives.

### ***Management Department Electives:***

MGT 584 Long Term Care Administration

MGT 586 Health Services Marketing

MGT 587 Health Services Law

MGT 530 Leadership

MGT 544 Negotiations and Conflict Resolution

MGT 550 Selected Topics in Management

MGT 599 Student Developed Study

*Total Semester Hours for M.H.A. Program: 36 SH*

**\*The M.H.A. does not provide preparation for careers in business.**

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# MASTER OF SCIENCE IN JUSTICE ADMINISTRATION

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Charlene Reid, Dept. Secretary Phone: (203) 837-8340

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## **M.S. in Justice Administration Overview**

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.

## **Program Mission, Goals, and Objectives**

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

- provides pre-service 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.

## **M.S. in Justice Administration 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.

## MASTER OF SCIENCE IN JUSTICE ADMINISTRATION

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
FIN 510	Quantitative Methods 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 selected with approval of faculty adviser:

_____	3 SH
_____	3 SH
_____	3 SH

Research project or comprehensive examination

*Total Semester Hours for:*

*M.S. in Justice Administration Program: 39 SH*

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.

### 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.**



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# ACCOUNTING

## **ACC 504 Financial Accounting Concepts:**

### **Preparing and Analyzing Financial Reports 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 505 Selected Topics in Accounting 1-3 SH**

This elective course provides an examination of an issue, problem, field, or other subject in accounting and taxation. The specific topic and number of credits will be announced at the time of the offering. *Prerequisite:* ACC 504.

### **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 504.

### **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. May be utilized more than one time. *Prerequisite:* Written permission of the faculty sponsor and department. Registration through the Division of Graduate Studies office is required.

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# FINANCE

## **FIN 502 Economic Analysis for Managers 3 SH**

This course will examine the concepts of economic theory and methods in the context of business decision making. Mathematical and analytical tools will be used to study the behavior of economic agents such as consumers, investors and the firm. Both theory and applications are presented. The tools of economic analysis that are examined include supply and demand analysis, consumer theory, the theory of the firm and production, market structure analysis, pricing strategies, risk management, government economic and regulatory policy, and international trade and commerce. The course links traditional economic analysis with decision sciences to develop the essential tools required to make effective management decisions, and for the firm to develop an appropriate competitive market strategy. *Prerequisite:* FIN 545.

## **FIN 505 Managerial Finance 3 SH**

This course examines the concepts and techniques used by financial managers/analysts to maximize the value of the firm. Students will become conversant in a broad range of areas including financial planning and control, working capital management, capital budgeting and introductory portfolio management. *Prerequisite:* FIN 502 or FIN 545.

## **FIN 510 Quantitative Methods in Public Administration 3 SH**

This course examines data analytic and quantitative techniques used in public administration. Explores methods for identifying patterns and structure within and between sets of data. Considers criteria for optimal choice in uncertain and sequential decision-making situations. Analyzes regression and correlation models. Investigates time series analysis and forecasting techniques.

## **FIN 545 Statistics for Managerial Decision-Making 3 SH**

This accelerated course in the use of statistical methods provides managers with the foundation for making consistently effective business decisions. Data analytic techniques are used to diagnose potential managerial problems, as well as to identify entrepreneurial opportunities. Descriptive and inferential statistics, and regression and correlation analysis are explored from a managerial perspective. Statistical software will be used as a basis for data analysis.

## **FIN 557 International Finance 3 SH**

This course offers a study of financing overseas operations, trade, exchange rates, banking, IMF problems, policies and decisions.

## **FIN 560 Analysis of Financial & 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, 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 505.

## **FIN 561 Investments and Security Analysis 3 SH**

This course will acquaint students with the basic characteristics of securities and securities markets. Theories will be introduced and examined which attempt to value both individual securities and aggregate securities markets. These concepts will be integrated into a study of portfolio theory and actual industry practices as they apply to institutional investors. *Prerequisite:* FIN 505.

## **FIN 565 Business Forecasting for Managers 3 SH**

This course provides the student with an understanding of commonly used forecasting models. Topics include moving averages and exponential smoothing, linear and nonlinear regression, classical time-series decomposition, Box-Jenkins models, bootstrapping techniques and methods of combining forecasts. Emphasis is placed on managerial applications and the use of a computer-based forecasting package. *Prerequisite:* FIN 545 or equivalent, or permission of the instructor.

## **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. May be utilized more than once. *Prerequisite:* Written permission of the faculty sponsor and department. Registration through the Division of Graduate Studies is required.

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# JUSTICE & 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 are 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**

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. May be utilized more than once. *Prerequisite*: Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies is required.

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## 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 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:* All other required M.B.A. courses.

### **MGT 510 Management of Operations 3 SH**

The course presents the concepts, principles, and knowledge necessary to manage the operations function of an organization. The topics covered include the planning, controlling, directing and organizing of people, facilities, and materials involved in the operations of quality, inventory, scheduling, costs, methods and productivity. *Prerequisite:* FIN 545.

### **MGT 521 Strategic Integration of Operations 3 SH**

Organizations thrive in this age of strong and increasingly international and national competition only if top management understands how to strategically plan and control the operations function of its business. Without exception, when the operation function fails to significantly contribute to the creation of sustainable competitive advantage, the success of the overall organization is severely handicapped. This course is intended to integrate operational concerns of quality, internal scheduling, external logistics and technology, into a competitive system linked with the strategies of marketing and finance. Accomplishing this also requires integrating policies and procedures of human resources, information systems and accounting functions. The emphasis then is on strategic and ethical operating plans that both align operations with the remainder of the organization and support the long-term success of the organization in the international arena. *Prerequisite:* All core/prerequisite cluster courses.

### **MGT 525 Managing Public Organizations 3 SH**

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

### **MGT 526 Public Financial Management 3 SH**

This course is 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.

### **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. *Prerequisite:* MGT 501.

### **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. *Prerequisite:* MGT 501.

### **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**

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. Addressed through a study of concepts, tools and techniques. *Prerequisite:* MGT 580.

### **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-term 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 as victims are emphasized. *Corequisite:* PSY/GRS 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. *Prerequisite:* MGT 580 and MGT 582.

### **MGT 585 Health Services Quality Management 3 SH**

This course focuses on models of current procedures in health services evaluation and review, professional associations' standards and evaluation and evaluation by state and federal agencies. Topics include administration and clinical evaluations, peer review organizations and accreditation. *Prerequisite:* MGT 580 and 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. *Prerequisite:* MGT 580 and 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.

### **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 policymaking are explored, including the role of interest group politics, coalition building and lobbying. *Prerequisite:* MGT 580.

### **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 non-empirical project and submits a final report to be archived by the Ansell School of Business. Completion of this course fulfills the non-thesis requirement for the M.H.A. degree. *Prerequisite:* 24 graduate credits, MGT 580,

MGT 581, MGT 582, MGT 585 and a "B" average.

### **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. May be utilized more than one time. *Prerequisite:* Written permission of faculty

sponsor and department. Registration through the Division of Graduate Studies is required.

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# MANAGEMENT INFORMATION SYSTEMS (MIS)

## **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 260 or equivalent.

## **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 is vehicle 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. May be utilized more than once. *Prerequisite:* Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies is required.

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# MARKETING

## **MKT 509 Fundamentals of Marketing Management 3 SH**

This is a basic marketing course for M.B.A. students with non-business 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:* MKT 509.

## **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. *Prerequisite:* Graduate matriculation.

## **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 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. May be utilized more than one time. *Prerequisite:* Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies is required.



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# **SCHOOL OF ARTS & SCIENCES**

## **OVERVIEW**

### **DEGREE PROGRAMS**

#### **MASTER OF ARTS**

Biological and Environmental Sciences  
Earth & Planetary Sciences  
English  
History  
Mathematics

#### **MASTER OF FINE ARTS**

Professional Writing

### **COURSES**

Astronomy  
Biology  
Chemistry  
Communication  
Earth Science  
English  
History  
Mathematics  
Meteorology  
Physics  
Psychology

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# SCHOOL OF ARTS & SCIENCES

*Missy Alexander, Dean, Warner Hall 300*

*Cigdem Usekes, Assistant Dean, Warner Hall 300*

*Martha Palanzo, Administrative Assistant*

*Phone: (203) 837-9401*

*Bob Albert, Secretary*

*Phone: (203) 837-9402*

*Fax: (203) 837-8525*

## **Departments**

*Biological & Environmental Sciences • Patrice Boily, Chair, SB243, (203) 837-8569*

*Faculty: P. Boily; N. Connaly; F. Dye; R. Gyure(Graduate Coordinator); S. Maskel; M. Monette;*

*T. Philbrick; T. Pinou; R. Prunier; S. Wagener; E. Wong.*

*Chemistry • Russell Selzer, Chair, SB334, (203) 837-8448 Paula Secondo, Associate Chair, SB339, (203) 837-8795*

*Faculty: N. Greco; P. Hines; Y. Mei-Ratliff; M. Rajabzadeh; A. Roberts; P. Secondo;*

*R. Selzer; Y. Yu-Fong.*

*Communication and Media Arts • Kathryn Wiss, Chair, BR213A, (203) 837-8260*

*Faculty: J.C. Barone; J. Brower; J. Eckstein; T. Keys; K. Lever-Mazzuto; W. Petkanas; K.. Saunders; D. L. Stephenson; K. Wiss.*

*Computer Science • Gancho Ganchev, Chair, WS114, (203) 837-9349*

*Rona Gurkewitz, Associate Chair, WS109, (203) 837-9354*

*Faculty: G. Ganchev; R. Gurkewitz; T. Ivanov; W. Joel.*

*English • Michael Chappell, Co-Chair, B210D, (203) 837-9366*

*English • Donald Gagnon, Co-Chair; B223 (203) 837-9062*

*Faculty: M. Chappell; D. Gagnon; A. Govardhan; H. Levy; M. Murray; I. Pruss; S. Qi (Graduate Coordinator); M. Sullivan; C. Usekes.*

*History & Non-Western Cultures • Wynn Gadkar-Wilcox, Chair, WA218, (203) 837-8565*

*History & Non-Western Cultures • Jennifer Duffy, Associate Chair, WA202, (203) 837-3283*

*Faculty: K. Allocco; S. Davies; J. Duffy; W. Gadkar-Wilcox; K. Gutzman (Graduate Coordinator); L. Lindenauer; M. May; M. Nolan; J. Rosenthal; A. Saad.*

*Mathematics • David Burns, Chair, H102F, (203) 837-9346*

*Faculty: D. Burns; S. Christofi; B. Hall; J. Hamer (Graduate Coordinator); S. Hayes; S. Lightwood; A. Lubell; P. Maida; B. Mittag; L. Novozhilova; C. Rocca; X. Wang.*

*Philosophy & Humanistic Studies • Stuart Dalton, Chair, WH021A, (203) 837-3282*

*Faculty: K. Aronson; S. Dalton.*

*Physics, Astronomy & Meteorology • Dennis Dawson, Chair, SB278, (203) 837-8671*

*Robert Eisenson, Associate Chair, SB277, (203) 837-8989*

*Faculty: J. Boyle; A. Chance; D. Dawson (Graduate Coordinator); R. Eisenson; A. Owino.*

*Psychology • Shane Murphy, Chair, WA311, (203) 837-9398*

*Faculty:* M. Aloni; D. Barrett; R. Flanagan; N. Gallucci; B. Gee; R. Khoo; T. Kuther; S. Murphy; M. Nelson; P. O'Neill; D. Sheskin.

*Social Sciences • Oluwole Owoye, Chair, WE204, (203) 837-8456*

*Averell Manes, Associate Chair, WA203, (203) 837-8452*

*Faculty:* C. Bandhauer; M. Dabros; C. Hegel-Cantarella; C. Kukk; A. Manes; O. Owoye; Z. Pan; S. Skinner; S. Ward; L. Weinstein; R. Whittemore.

*World Languages & Literatures • GalAlba Skar, Chair, BR215A, (203) 837-8485*

*Faculty:* G. Bakhtiarova; L. Bonilla; S. Skar.

*Writing, Linguistics and Creative Process • Oscar De Los Santos, Chair, HI205, (203) 837-9044*

*Faculty:* B. Clements (Coordinator, M.F.A. in Creative and Professional Writing);

O. De Los Santos; E. Hagan; C. Rudkin (Graduate Coordinator); P. Ryan.

## **MASTER OF ARTS & MASTER OF FINE ARTS DEGREE PROGRAMS**

### **Mission and Objectives**

The School of Arts and Sciences offers Master of Arts degrees in biological and environmental sciences, earth and planetary sciences, English (three options: literature, writing, and TESOL), history and mathematics. 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 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 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 WestConn are designed to provide opportunities for the pursuit of advanced study in the fields of biological and environmental sciences, earth and planetary sciences, English, 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:

- Earth & Planetary Sciences
- English
- History
- Mathematics

Master of Fine Arts in Creative and Professional Writing

### **Admissions**

Applicants who wish to be admitted to a Master of Arts program must submit the following material to the Division of Graduate Studies:

1. Application for admission to the Division of Graduate Studies with a \$50 application fee.
2. Official transcript, including all earned grades and degrees, mailed (not hand-delivered) to the Division of Graduate Studies from each college or university previously attended. (For initial non-matriculated, one-semester enrollment, a transcript indicating a 2.5 undergraduate grade point average or higher and the baccalaureate degree will suffice.)
3. If an applicant's cumulative undergraduate grade point average (GPA) is below 2.5, the applicant must fulfill one of the following:
  - a. Present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:

Undergraduate GPA	MAT Score Required
2.5 or higher	MAT not required
2.4 to 2.49	35th Percentile
2.3 to 2.39	45th Percentile
2.2 to 2.29	50th Percentile
Below 2.2	60th Percentile
  - b. Provide transcripts indicating successful previous graduate study at an accredited institution.
4. Supporting documents, such as letters of reference, as required for a particular program.
5. Evidence of successful completion of any required prerequisite courses as established for a particular program.

After the above materials have been submitted, the applicant should call (203) 837-8243 to make an appointment for an admission interview in the Division of Graduate Studies.

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# MASTER OF ARTS IN BIOLOGICAL & ENVIRONMENTAL SCIENCES

*Dr. Ruth Gyure, Graduate Coordinator*

(203) 837-8796

*GyureR@wcsu.edu*

*Lisa Taylor, Dept. Secretary*

(203) 837-8791

*Fax: (203) 837-8769*

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

## **Biological and Environmental Sciences Overview**

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: (1) pursue industrial, public service, or technical careers in the biological and environmental sciences; (2) upgrade their knowledge in support of secondary school teaching; (3) prepare for further studies leading to the Ph.D. in biology.

## **Program Mission, Goals, and Objectives**

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

- a. Demonstrate an understanding of the scientific process and be able to apply it to designing and analyzing biological experiments.
- b. Demonstrate an in-depth understanding of the factual and theoretical bases of one or more areas of biology.
- c. Be able to communicate effectively in both oral and written presentations.
- d. Acquire the specific knowledge and understanding needed to further his or her professional career.
- e. 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:

1. 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.
2. A narrative statement describing the student's career goals and an explanation as to why they 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 comprise 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 24-30 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 – 27 SH to be chosen from the following list:
  - BIO 504 Limnology
  - BIO 510 Current Topics in Biology

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

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 non-thesis option. Students will choose from the following:

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 director of university admissions. Thesis students will be required to present their research in a department seminar.

2. *Non-Thesis*. 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. Non-thesis 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.

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# MASTER OF ARTS IN EARTH AND PLANETARY SCIENCES

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*Nancy Diana, Dept. Secretary* Phone: (203) 837-8669  
Fax: (203) 837-8595

## Earth and Planetary Sciences Overview

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 meteorology/climatology or astronomy/astrophysics.

## Program Mission, Goals and Objectives

The missions of the M.A. in Earth & Planetary Sciences program is to provide students with the scientific knowledge and technical skills to: (1) pursue careers in meteorology, astronomy, oceanography or geology either in the private sector or in government; (2) enhance knowledge in support of a career in secondary education, or; (3) allow students to continue with additional studies leading to a Ph.D. in atmospheric science, astronomy, oceanography or geology.

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. A minimum of 45 semester hours in the sciences and mathematics, including 6 – 8 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;
- b. students must receive written permission from the physics, astronomy and meteorological 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:

- a. Cumulative GPA or 3.0 or better, and;
- b. a minimum of 24 semester hours of course work, and;
- c. Capstone experience:
  - i. Six semester hours of independent thesis research. The thesis must be approved by the graduate committee and the graduate program coordinator and the director of university admissions.  
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 of the Secondary School
- ED 532 Computer Literacy in Education
- ED 556 Curriculum Development using the Internet

## MASTER OF ARTS IN EARTH AND PLANETARY SCIENCES

<i>I. Earth and Planetary Science Core Requirements</i>	<i>12 SH</i>
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 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.

<i>II. Earth and Planetary Sciences Courses</i>	<i>12 SH</i>
EPS 510* Physical Oceanography	3 SH
EPS 521* Meteorology & 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 by the graduate committee.

<i>III. Thesis or Education Course Requirements</i>	<i>6 SH</i>
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 Course Sequence for the Meteorology/Climatology Concentration**

<i>I. Physics Core Courses</i>	<i>12 SH</i>
PHY 510 Thermodynamics	3 SH
PHY 520 Scientific Methods	3 SH
PHY 550 Special Topics in Earth & Planetary Sciences	3 SH
PHY 590 Seminar in Earth and Planetary Sciences	
<i>Suggested Topics</i>	
Air Pollution & Boundary Layer Meteorology	
or	3 SH
Climate, Atmospheric Radiation & the Earth's Energy Balance	
or	
Earth Dynamics: Air-Sea-Land Interaction	
PHY 590 Seminar in Earth and Planetary Sciences	3 SH

<i>II. Earth and Planetary Sciences Courses</i>	<i>12 SH</i>
EPS 510 Physical Oceanography	3 SH
EPS 521 Meteorology & Weather Systems	3 SH
EPS 530 Planetary Physics	3 SH



PHY 599 Student Independent Study: Meteorology 3 SH

*III. Thesis or Education Course Requirements* 6 SH

EPS 592 Independent Thesis Research: Meteorology 6 SH

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# MASTER OF ARTS IN ENGLISH

*Shouhua Qi, Graduate Coordinator, Literature*

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*Professor Casey Rudkin, Graduate Coordinator, Writing and TESOL* *Phone: (203) 837-3943*

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*Sharon Foster, Dept. Secretary*

*Phone: (203) 837-9041*

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## English Overview

The Master of Arts (M.A.) in English at Western has three options: Literature Option, Writing Option, and Teaching English as a Second Language (TESOL) Option. The program is housed in the English Department, which coordinates the Literature Option, whereas the Department of Writing, Linguistics and Creative Process coordinates the Writing and TESOL Options.

## Program Mission, Goals and Objectives

The M.A. in English offers courses of study that students can apply toward advanced degrees or toward careers as writers or as teachers on the primary and secondary levels. All students graduating with the M.A. in English are expected to have developed an advanced knowledge of authors, literary genres and literary periods, also an advanced ability to analyze texts, contexts and important literary issues, using current critical approaches. Research, critical thinking and writing skills are integral components of all course work.

## Admission Requirements

Applicants for 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:

1. A 500-word statement of purpose explaining why they want to pursue graduate studies in English
2. 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, an essay, 1,250 words minimum, typed, double-spaced, printed on 8 1/2" by 11" white bond paper. The department welcome business reports, conference papers and articles on non-academic 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 Division of Graduate Studies.

## Degree Requirements

Students in the Literature and TESOL Option 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 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 and final drafts. 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.

## **MASTER OF ARTS IN ENGLISH – LITERATURE OPTION (30 SH)**

Completion of the following:

ENG 502 Critical Theory	3 SH
ENG 506 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 MA program	3 SH
ENG 592: Independent Thesis Research in English	6 SH

Path B: Comprehensive Exam

Three more literature courses in the MA program	9 SH
Completion of the Comprehensive Exam	

Electives

Any other two courses in the MA program	6 SH
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## **MASTER OF ARTS IN ENGLISH – 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 MA program	3 SH

Completion of Thesis

ENG 592: Independent Thesis Research in English	6 SH
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## **MASTER OF ARTS IN ENGLISH – TESOL OPTION (30 SH)**

### **\*CURRENTLY NOT OFFERING PROGRAM**

Completion of TESOL Requirements:

ENG 506 History of the Language & Linguistics	3 SH
ENG 515 TESOL Testing	3 SH
ENG 516 TESOL Methodology	3 SH
ENG 517 English Grammars	3 SH

Completion of the Following:

One course in English literature (ENG 509, 513, 532, 534, or 541)	3 SH
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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 MA program 3 SH  
ENG 592: Independent Thesis Research in English 6 SH

Path B: Comprehensive Exam

Three more courses in the MA program 9 SH  
Completion of the Comprehensive Exam

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# MASTER OF ARTS IN HISTORY

Kevin Gutzman, Graduate Coordinator Phone: (203) 837-8455

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Dept. Secretary

Phone: (203) 837-8484

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## Program Mission, Goals, and Objectives

The Master of Arts (M.A.) in History degree program is designed for students who wish to develop their skills in analyzing and interpreting historical events and interrelational developments in diverse areas of the world. Students may be secondary school teachers, college graduates preparing for a career in college teaching, or professionals from outside the academic world who value the intellectual challenge afforded by the serious study of history.

## Admission Requirements

August 1 is the fall deadline to apply to the M.A. in History program. Application for the spring semester is January 1. Late applications may be considered at the discretion of the Department of History and Non-Western Cultures.

### 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 GPA below 3.0 may submit Graduate Record Examination (GRE) general test scores and an explanation of relevant circumstances to support their application.
- The following materials must be submitted to the Division of Graduate Studies:
  - 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 (2) letters of recommendation from individuals who can effectively assess the applicant's general academic potential.
  - Acceptance by the Department of History and Non-Western Cultures.

## Degree Requirements

A minimum of thirty (30) semester hour credits is required for the M.A. in History. The standard course requirements are:

1. History 490 (Undergraduate Senior Seminar) three (3) semester hours
2. Twelve (12) semester hours, or four courses in the student's major theme (see below)
3. Six (6) semester hours, or two courses in the student's minor theme (see below)
4. Nine (9) semester hours, or three elective courses in any theme.

### Acceptable Variations:

1. If the student can demonstrate completion of a substantial undergraduate history research paper (minimum 20 pages of text, excluding endnotes), the history 490 requirement will be waived. Another elective class must be taken in its place.
2. Students choosing to do a master's thesis must complete the six (6) semester-hour thesis course (HIS 592) instead of two elective courses.

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 education) or in 400-level history courses.

# MASTER OF ARTS IN HISTORY

The student will concentrate on one theme, completing a minimum of twelve (12) semester hours. All candidates for the M.A. in History degree are required to take a written comprehensive examination in the major theme. To be eligible to take the comprehensive examination, all course work must be completed prior to or within the semester in which the comprehensive is taken. The average must be "B" or better. Students should contact the graduate coordinator to schedule the comprehensive examination.

Students must complete a minimum of six (6) semester hours in a theme other than their major theme. Courses offered include, but are not limited to, the following:

**Theme I: Revolution**

HIS 510	Fascism: Revolution of Counter Revolution	3 SH
HIS 511	The Communist Revolution and the Soviet Union	3 SH
HIS 515	The French Revolution	3 SH
HIS 516	The American Revolution	3 SH
HIS 541	Conflict in the Modern Middle East	3 SH

**Theme II: International Relations**

HIS 520	Origins of World War I, or	3 SH
HIS 521	Origins of World War II	3 SH
HIS 528	World War II	3 SH
HIS 534	Islam in International Affairs	3 SH
HIS 541	Conflict in the Modern Middle East	3 SH

**Theme III: American History**

HIS 505	New York City: Its History and Culture	3 SH
HIS 506	Readings in American History to 1877	3 SH
HIS 507	Readings in American History Since 1877	3 SH
HIS 516	The American Revolution	3 SH
HIS 535	African-American History & Culture	3 SH
HIS 537	America in the Sixties	3 SH
HIS 539	America in the 1950s	3 SH
HIS 556	Colonial North America	3 SH
HIS 557	The Early American Republic	3 SH
HIS 558	History of the American South	3 SH

**Theme IV: European History**

HIS 501	Development of Western Thought	3 SH
HIS 508	Readings in European History to 1500	3 SH
HIS 509	Readings in European History since 1500	3 SH
HIS 510	Fascism: Revolution or Counterrevolution	3 SH
HIS 515	The French Revolution	3 SH
HIS 520	Origins of World War I	3 SH
HIS 521	Origins of World War II	3 SH

**Theme V: Non-Western History**

HIS 534	Islam in International Affairs	3 SH
HIS 540	Islamic Intellectual History	3 SH
HIS 541	Conflict in the Modern Middle East	3 SH
HIS 570	Chinese Thought and Religion	3 SH
HIS 571	China in the Twentieth Century	3 SH

Consult the graduate program coordinator for appropriate course selections.

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# MASTER OF ARTS IN MATHEMATICS

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## Mathematics Overview

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 towards a Ph.D. in Mathematics, as a means of increasing their knowledge of mathematics to support their teaching, or as a tool to enhance their skills and knowledge for careers in such diverse fields as actuarial science, statistics, cryptography, engineering and computer science.

## Program Mission, Goals and Objectives

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. The goals of the program are to increase:

- depth and breadth in mathematics content;
- independence as a learner of mathematics;
- mathematical problem-solving ability; and
- communication skills in a mathematical context.

## Admission Requirements

A student who wishes to earn the degree must have received the bachelor's degree from an accredited college or university with a major in mathematics or a related field, and have demonstrated competence in undergraduate mathematics.

## Degree Requirements

Requirements for the degree of M.A. in Mathematics include:

1. A minimum of 30 semester hours of coursework as described below, and
2. A culminating experience, which may be a thesis or a comprehensive examination.

# MASTER OF ARTS IN MATHEMATICS

The M.A. in Mathematics requires a minimum of 9 SH credits from Group I; an additional 15 credits from Groups I and II; and an additional six credits from Groups I, II or III. The degree requires a minimum of 30 credits. Group X items may be used for any of Group I, II or III, with permission of the graduate coordinator. Courses are offered in 3-year rotation.

### Group I Courses

MAT 505 Logic	3 SH
MAT 507 Applied Statistics I	3 SH
MAT 526 Numerical Analysis I	3 SH
MAT 529 Historical Development of Mathematics	3 SH
MAT 704 Matrix Theory and Methods	3 SH

### Group II Courses

MAT 508 Applied Statistics II	3 SH
MAT 512-513 Modern Algebra I, II	6 SH
MAT 514-515 Real Analysis I, II	6 SH
MAT 522 Topics in Advanced Geometry	3 SH
MAT 527 Numerical Analysis II	3 SH
MAT 528 Number Theory	3 SH
MAT 540 Topics in Mathematics	3 SH
MAT 708 Applied Mathematics	3 SH

### *Group III Courses*

MAD 511 Topics in Elementary School Mathematics Education 3 SH

MAD 512 Topics in Middle School Mathematics Education 3 SH

MAD 513 Topics in Secondary School Mathematics Education 3 SH

### *Group X Courses*

MAT 400-level senior mathematics course 0-6 SH

MAT 592 Thesis Research 0-6 SH

### *Thesis Option:*

MAT 592 Independent Thesis Research in Mathematics 0-6 SH

### *400-Level Courses*

With the approval of the graduate coordinator, students may use a maximum of six (6) semester hours of 400-level courses in mathematics in their program

### *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;
2. A third hour on any other one-year, six-credit MAT course, or two half-hours, each on one-semester courses in the student's program

All coursework must be completed prior to the semester in which students take the comprehensive examination. The total grade point average must be 3.0 or better. Credit is not awarded for the comprehensive examination.

The written examination is given twice a year: the first Saturday in December and the first Saturday in May. It is the responsibility of students choosing to take the examination to notify their adviser by November 1st for the December examination and by April 1st for the May examination. 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 (0 to 6 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.



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# MASTER OF FINE ARTS IN CREATIVE AND PROFESSIONAL WRITING

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## **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 non-traditional students who have decided to return to school after a short or long hiatus due to family, career, or other commitments.

## **Program Mission, Goals, and Objectives**

This program trains career writers by:

1. Exemplifying, through its faculty, that career writers are usually writers who have mastered multiple genres.
2. Offering students the opportunity to master one creative and one practical genre.
3. Teaching the process of learning to write in a new genre.
4. Teaching the mechanisms of production in various genres.
5. Providing students with time and a structure within which to write.
6. Showing how learning to write in a new genre can enrich one's ability in another.
7. Providing students with hands-on educational experience in internships and practica.

Graduates of the program will have produced publishable work in a creative genre and in a practical genre. Graduates will be prepared to enter professional careers as writers, writing teachers and editors.

## **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 include two writing samples: a twenty- to fifty-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.

## **Degree Requirements**

The student will select one creative genre (such as fiction, poetry, creative non-fiction, 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 2-, 3-, or 4-year plan for completion of the degree. In the 3- and 4-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 ART 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 non-profit literary center, working as a contract writer, or learning a foreign language.

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# 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. *Pre/Corequisite*: 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. *Pre/Corequisite*: PHY 510 or written permission of the instructor.

## **EPS 592 Independent Thesis Research in Earth & 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. *Pre/Corequisite*: PHY 510, PHY 520 and PHY 590, or written permission from the research thesis adviser and Graduate Program Committee.

## **EPS 521 Meteorology & 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.

## **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: (1) Instrumentation and data acquisition, (2) Numerical modeling and (3) 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 & 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: via 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. May be utilized more than one time. *Prerequisite:* Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies is required.

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# BIOLOGICAL AND ENVIRONMENTAL SCIENCES

## **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 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. 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. *Prerequisite:* 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 which 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-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 Prokaryotes 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. 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. May be utilized more than once. *Prerequisite*: Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies is required.

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# 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. May be utilized more than once. *Prerequisite:* Written permission of the faculty sponsor and department. Registration through the Division of Graduate Studies is required.



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# COMMUNICATION

## **COM 502 Workshop in Communication 3 SH**

This course focuses on the study and application of the principles of effective presentations, both prepared and impromptu, with emphasis on conversational delivery and audience analysis and adaptation. Speaking projects include platform speeches and oral readings.

## **COM 598 Faculty Developed Course**

This is an experimental course offered by the 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. May be utilized more than once. *Prerequisite:* Written permission of the faculty sponsor and department. Registration through the Division of Graduate Studies is required.

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## **EARTH & PLANETARY SCIENCES**

### **EPS 592 Independent Thesis Research in Earth & 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.

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# ENGLISH

## **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, Spenser, 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 provide a comprehensive foundation in teaching English as a second language (TESOL) testing and assessment. Contact the Division of Graduate Studies 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 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 Non-fiction Writing 3 SH**

This course offers workshops in different kinds of non-fiction writing. Topics might include autobiography, advanced exposition, technical writing, journalism (with various sub-headings).

## **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 poet(s), movements, or genre 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 An 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 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 Independent 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. 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 Division of Graduate Studies is required.

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# HISTORY & NON-WESTERN CULTURES

## **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 510 Fascism: Revolution or Counter Revolution 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 spreads 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 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, and 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 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 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 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 are the Marshall Court, the War of 1812, US-Muslim relations, Hamiltonianism, territorial expansion and 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 inter-faith dialogue, or simply, for making sense of Chinese religious thought and practices on Western terms.

### **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. May be utilized more than once. *Prerequisite:* Written permission of the faculty sponsor and department. Registration through the Division of Graduate Studies is required.

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# MATHEMATICS

## **MAD 502 Foundations of K-6 Mathematics I 3 SH**

This course is a foundational study of mathematics in the elementary school curriculum. Emphasis will be on generating a teacher's perspective of mathematics content and pedagogy. Content standards of the National Council of Teachers of Mathematics are stressed. *Prerequisite:* Admissions to the Master of Arts in Teaching Program (particularly a passing score on the PRAXIS I exam and the completion of at least two undergraduate general education level mathematics courses with a grade of "B" or higher) or permission of both the chair of the education and educational psychology department and the chair of the mathematics department.

## **Mad 503 Foundations of K-6 Mathematics II 3 SH**

A foundational study of mathematics in the elementary school curriculum. Emphasis will be on generating a teacher's perspective of mathematics content and pedagogy. Content standards of the National Council of Teachers of Mathematics are stressed. *Prerequisite:* Admission to the Master of Arts in Teaching program (particularly a passing score on the PRAXIS I exam and the completion of at least two undergraduate general education level mathematics courses with a grade of B or higher) or permission of both the chair of the education and educational psychology department and the chair of the mathematics department.

## **MAD 511 Topics in Elementary 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 elementary 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. May be repeated for credit with different topics. *Prerequisite:* Must hold valid teaching certificate.

## **MAD 512 Topics in Middle 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 middle 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. May be repeated for credit with different topics. *Prerequisite:* Must hold valid teaching certificate.

## **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. 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, they 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**

This course provides a study of the statement and predicate calculus, validity and truth, examples of first-order theories, completeness and proof schemes. *Prerequisite:* One year of calculus.

## **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 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. *Prerequisite*: Introduction to Abstract Algebra and Introduction to Linear Algebra.

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

This course analyzes the construction of real numbers by Dedekind cuts, continuity, series and functions of several variables. Also, Riemann-Stieltjes integrals, Heine-Borel and Bolzano-Weierstrass theorems, and Lebesgue integration and measure are discussed. *Prerequisite*: Calculus III or equivalent.

### **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, 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: 1) independent research into a topic which has interfaces with several branches of mathematics; and 2) 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*: 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. May be utilized more than once. *Prerequisite:* Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies 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.

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# PSYCHOLOGY

## **PSY 580 Gerontology and Normative Aging 3 SH**

This course provides an overview of normative development and aging. Specific attention is focused on the demographics of aging; theories of aging; the psychological impact of retirement, disease, chronic illness, bereavement and impending death; and the cognitive, psychological and psychosocial changes that occur with aging.

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# SCHOOL OF PROFESSIONAL STUDIES

## OVERVIEW

### DEGREE PROGRAMS

#### **Education and Educational Psychology**

Ed.D. in Instructional Leadership

Master of Arts in Teaching

Master of Science in Education

*Options:*

Curriculum

English

Instructional Technology

Mathematics

Reading (non-certification)

Special Education

Master of Science in Counselor Education

*Options:*

Community Counseling

School Counseling

Applied Behavioral Analysis Graduate Study Certificate

#### **Nursing**

Ed.D. in Nursing Education

Master of Science in Nursing

Clinical Specialist

Adult Nurse Practitioner

Post-Master's Certificate in Adult Nurse Practitioner

### COURSES

Education

Educational Psychology

Health Promotion & Exercise Sciences

Music Education

Nursing

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# SCHOOL OF PROFESSIONAL STUDIES

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## Departments

*Education & Educational Psychology • Adeline Merrill, Chair, WS250, (203) 837-3267*

*Faculty:* J. Burke; K. Burke; K. Campbell (Graduate Coordinator, School Counseling); T. Canada; J. Caruso; M. Daria; M. Delcourt (Ed.D. Coordinator); J. Gangi; M. Gilles (Graduate Coordinator, Clinical Mental Health Counseling); N. Heilbronner; R. James; G. Lomas; B. Rabe (M.A.T. Coordinator); D. Shaw; L. Stambler; M. Wilson (M.S. Ed Coordinator).

*Health Promotion & Exercise Sciences • J. Rajcula and Robyn Housemann, Co-Chairs, B230a/B230b, (203) 837-8688/8882*

*Faculty:* R. Housemann; J. Rajcula; J. Schlicht; E. Stevens; V. Verhoff.

*Nursing • Catherine Rice, Chair, WH107a, (203) 837-8639*

*Faculty:* E. Abate; C. Avery; D. Brown; K. Crouse; M. Doherty; E. Campbell; N. Carlson; E. Geraci; R. Goodrich (Undergraduate Coordinator); L. Halloran (MS Coordinator & EDD Coordinator); J. Lupinacci; T. Palladino; B. Piscopo (RN-BS Coordinator); M.A. Riley; M. Sousa; K. Thelian; L. Warren.

*Social Work • Robert Veneziano, Chair, WH123A, (203) 837-8678*

*Faculty:* D. Harris; K. Hinga; P. Ivry; M. Steinberg; R. Veneziano.

## Mission and Objectives

The mission of the School of Professional Studies is to prepare students to be highly competent professionals in careers of education, health and human services, who are also culturally competent advocates and professional leaders. The objective of the school is to provide students with a foundation of knowledge in the liberal arts, as well as professional coursework and community-based experiential learning opportunities, which values open communication, respect for others, and fosters creative and critical inquiry.

The school recognizes the critical role that technology will continue to play in preparing students for education, health and human service careers. Faculty is committed to a curriculum that reflects the important role technology will have on these professions. The fields of education, health and human service must be uniquely positioned in the 21st century. As society becomes more complex and more technologically oriented, these professions will become more critical to the world at large.

The School of Professional Studies recognizes that traditional approaches to the delivery of instruction must change. Limited funding for higher education, significant changes in career patterns (e.g. greater numbers of non-traditional and second career students), and changing demographics in the state are likely to impact the ways in which students learn.

The faculty within the school will continue to actively contribute to the body of knowledge of the education, health, and human service fields. Through applied research and scholarly activities, the faculty will continue to challenge students in scientific inquiry and performance-based practice. By offering continuing education for alumni and practicing professionals, they remain committed to life-long learning in response to changes in the education, health and human service professions.

Departments in the School of Professional Studies must be responsive, as well as creative in providing best practice teaching methods in each of their disciplines. They must include evidence-based experimental learning practices, and interdisciplinary and collaborative efforts with other units within the university and the professional communities. With this as its goal, the School of Professional Studies foresees becoming the leading education center for Western Connecticut in the disciplines of education, health and human services.

Given its evolution from a normal school to a university, given the success and recognition these programs have achieved to date, it is not difficult to envision these departments housing an innovative Center for Excellence. Further, since the school is defined

by the education, health and human service fields, it is not unreasonable to consider enlarging the number of programs to include additional education, health and human service professionals. This is in keeping with the projected need for education, health care and human service professionals throughout the nation.

## **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 — Mathematics

Secondary Education — Spanish

### **Master of Science in Education**

Options:

Curriculum

Instructional Technology (non-certification)

Reading (non-certification)

Special Education (non-certification)

### **Master of Science in Counselor Education**

Options:

Clinical Mental Health Counseling

School Counseling

Certificate

BCBA Certificate

### ***Nursing***

Master of Science in Nursing

Clinical Specialist

Adult Nurse Practitioner

Ed.D Nursing

### **Professional Certification-Only Programs**

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 Division of Graduate Studies at (203) 837-8244.

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# DOCTOR OF EDUCATION IN INSTRUCTIONAL LEADERSHIP

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## **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 Department of Higher Education (DHE) and the Connecticut State Department of Education (CSDE). 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 Connecticut DHE, 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. Graduates of this program will be able to apply advanced curricular systems and strategies in classrooms and schools. The program will prepare educators to be instructional leaders within their districts so they will be able to assist with many decisions related to academics and assessment. Students admitted to the Ed.D. in Instructional Leadership program also may apply for admission to the certificate program in Intermediate Administration and Supervision (Endorsement #092). This certificate program is a collaboration between Western (WCSU) and Central Connecticut State University (CCSU).

## **092 Certificate Description**

The Certificate for 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.

Western's state-approved program is offered in collaboration with CCSU and is ONLY available for graduate students enrolled in Western's Ed.D. in Instructional Leadership program. Please note: The terms "Certificate for Intermediate Administration and Supervision" and "Supervision and 092 Certificate" shall be used interchangeably.

## **Program Mission and Objectives**

In addition to fulfilling the mission of the education and educational psychology (E & EP) department, candidates for the Ed.D. in Instructional Leadership degree must meet objectives that 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:

1. Assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies.
2. Conduct meaningful site-based inquiry pertaining to student achievement, program assessment and other measures of educational success.
3. Develop and implement innovative curricula that focus on excellence and equity in education.
4. Implement school-wide professional development activities utilizing applied research, instructional technology and best practices in PK-12 schools.
5. Implement school-wide professional development activities consistent with emerging national standards as articulated by relevant professional specialty associations.

Western'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 for the Ed.D. in Instructional Leadership Program**

### *Application Checklist:*

For additional information, please contact the Office of Graduate Studies at (203) 837-8244.

All program materials are available at [www.wcsu.edu/EdD-Leadership](http://www.wcsu.edu/EdD-Leadership)

### **Please submit:**

- \_\_\_ 1. A completed application form.
- \_\_\_ 2. A copy of your master's degree diploma (in education or a related field).
- \_\_\_ 3. Evidence of five years of full-time educational experience in a PK-12 setting:
  - a. a copy of your educator certificate(s).
  - and;
  - b. a letter from an administrator working at an accredited institution.
- \_\_\_ 4. A one- to two-page resumé.
- \_\_\_ 5. A \$100 nonrefundable fee.

### **Please arrange for the following to be sent directly to the Office of Graduate Studies at WCSU:**

- \_\_\_ 6. Official transcripts from all colleges and universities you have attended; a minimum cumulative GPA of 3.0 for all previous graduate course work is required.
- \_\_\_ 7. An official score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. In addition, the Test of English as a Foreign Language (TOEFL) is required for all international students.
- \_\_\_ 8. 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.
- \_\_\_ 9. A completed immunization form.

### **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 20-25 candidates.
- e. Review of application materials begins March 1. All admission requirements must be received by the Office of Graduate Studies 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 (Fall 2009, Fall 2011, etc.).

## **Admission Requirements to the Certificate for Intermediate Administration and Supervision (Endorsement #092)**

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 (3 credits) of a special education course.

For Western'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. This rubric incorporates knowledge, skills and dispositions targeted throughout the program and on the employer survey.
- 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 6-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 in the Ed.D. in Instructional Leadership program may apply to the 092 certificate program during their second semester of dissertation seminars or two years later. Earlier application can only be made by consent of the coordinator for the Ed.D. in Instructional Leadership program and the coordinator of the 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.

#### *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 (SH) is required for the Ed.D. degree, including the requirement for a dissertation.

<i>Core Courses in Theory and Foundation</i>	<i>18 SH</i>
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 in Education	3 SH
	<i>18 SH</i>
<i>Areas of Specialization</i>	
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
	<i>24 SH</i>
<i>Inquiry Strategies and Dissertation Sequence</i>	
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 Designs	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 Doctor of Education in Instructional Leadership degree, including the requirements for a dissertation.

<i>Institution</i>	<i>Courses</i>	<i>24 SH</i>
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

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# MASTER OF ARTS IN TEACHING

## Offering Options in Secondary Education (Biology, Mathematics, or Spanish)

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### Accreditation

The Master of Arts in Teaching (M.A.T.) degree program is approved by the Connecticut State Department of Education (CSDE) and the Department of Higher Education.

### Program Overview

WestConn's M.A.T. 13-month program is designed for students who hold a bachelor of arts or bachelor of science degree, and who meet WestConn graduate school entry requirements, who wish to work toward simultaneously qualifying for a Master of Arts in Education and teaching certification. This program is structured to appeal to career-changers and other candidates with a concentration in the field who desire teaching certification. Classes will be held in the evening and/or hybrid online with the exception of the student teaching semester, a 15-week experience in a public school setting.

### Program Mission Statement and Objectives

The objectives of the M.A.T. program link with the unit's program objectives in reflecting the unit's conceptual framework.

### Master of Arts in Teaching Program Objectives

1. Demonstrate the connection of content with pedagogy in developmentally appropriate lesson design for elementary and secondary levels.
2. Demonstrate leadership in the conceptualization, initiation, assessment and redesign of curricular and educational initiatives.
3. Demonstrate the innovative use of web-based instructional and information technology in the classroom.
4. Demonstrate differentiated instruction in effectively working with a range of students of varying backgrounds and abilities.
5. Demonstrate knowledge of the education and development of exceptional, gifted, talented and disabled students in a regular classroom.
6. Accurately assess and analyze student learning, reflecting on the adjustments needed for both instruction and assessment.
7. Demonstrate the ability to be both a consumer and a producer of educational research through the use of inquiry, critical analysis, and synthesis in the investigation and implementation of action-based research.
8. Demonstrate the construction of meaning in the collaborative cohort setting.

### Admission Requirements

1. A non-refundable \$75 transcript evaluation fee.
2. Official transcripts from all colleges/universities attended must be mailed to the Division of Graduate Studies.
3. Combined Undergraduate GPA of at least 3.0 from all completed coursework
4. 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:

#### *Undergraduate Miller Analogies Test Required Scores:*

3.0 or higher — M.A.T. not required  
2.57 to 2.99 35th percentile  
2.47 to 2.56 45th percentile  
2.37 to 2.46 50th percentile  
Below 2.37 60th percentile

5. Completion of at least two undergraduate general education mathematics courses with a grade of "B" or higher in each, as well as all content area courses to be determined by transcript evaluation.
6. Passing score on Praxis I Pre-Professional Skills Tests or waiver from the CSDE.
7. Passing score on content area Praxis II Subject Assessment(s).
8. For Spanish candidates: Passing score on ACTFL; oral and written proficiency exams.

9. Completed graduate application, mini-portfolio, three references and a non-refundable \$50 application fee.
10. Immunization Records if born after Dec. 31, 1956.
11. A review of the application will be completed by the M.A.T. program admissions review committee.
12. Qualified applicants will then be invited to interview.

### **Program Entry Interviews and Academic Planning**

Each candidate must meet with the M.A.T. coordinator and department chair or representative. This is a 13- month cohort model providing the required coursework leading to teacher certification in the selected area and a master's degree. Candidates are expected to take all courses in a specified sequence totaling 42 semester hours.

### **Program Completion and Eligibility for State Teacher's Certification**

Passing score or waiver on PRAXIS I examination, the appropriate passing scores on Praxis II, and ACTFL exams of oral and written proficiency are required for Connecticut state teacher certification. Once a student has completed all his/her teacher certification requirements, the university's teacher certification officer will file with the Connecticut State Department of Education (CSDE) the necessary documents for the student's receipt of CSDE teacher certification.

### **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. Non-professional 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.

#### *Core Curriculum for Secondary Cohorts*

ED 500 Contemporary Educational Issues	3 SH
ED 502 Secondary Student Teaching (Grades 6-12) for the M.A.T. Program	6 SH
ED 503 Educational Psychology	3 SH
ED 514 Teaching Reading in the Content Areas	3 SH
ED 530 Curriculum Leadership in the Secondary School	3 SH
ED 532 Computer Literacy in Education	3 SH

ED 546 Inquiry in the Classroom	3 SH
ED 571 Urban Education Experience	3 SH
ED 592 Capstone Project in Education	3 SH
ED 593 Standards, Mandates, and Legal Issues in Teaching	3 SH
EPY 509 Exceptional Learners: Children & Adolescents	3 SH

*Secondary Education, Mathematics Option Content Courses*

MAD 513 Topics in Secondary School Mathematics Education	3 SH
MAD 549 Teaching Mathematics in Secondary Schools	3 SH

*Secondary Education, Science (Biology) Option Content Courses*

ED/BIO 566 Teaching Science in Secondary Schools	3 SH
ED/BIO 605 Applied Research Techniques in Biology	3 SH

*Secondary Education, World Language (Spanish) Option Content Courses*

ED/SPA 567 Applied Linguistics in Spanish	3 SH
ED/SPA 568 Teaching Spanish in Secondary Schools: Content and Pedagogy	3 SH

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# MASTER OF SCIENCE IN EDUCATION

## Offering Options for Certified Teachers in Elementary and Secondary Education

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### Accreditation

The Master of Science (M.S.) in Education degree program is approved by the Connecticut Department of Higher Education.

### Program Overview

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. Candidates in our teacher education program must achieve the following objectives:

1. Demonstrate academic competence in their selected option;
2. Complete a general program of studies in education in addition to a recommended content option;
3. Value and infuse cultural diversity;
4. Demonstrate a proficiency in and working knowledge of the national and state standards;
5. Demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner, and;
6. Demonstrate the ability to appropriately incorporate the use of technology in instructional practices.

### Program Mission Statement and Objectives

The mission of the Masters of Science in Education program is to provide for certified teachers the knowledge, skills and dispositions appropriate for the advanced professional in education. In addition to fulfilling the mission of the educational and educational psychology department, candidates for the M.S. in Education degree must meet the following program specific objectives:

1. Investigate curriculum theory and associated research as these apply to classroom practices directed toward the improvement of instruction (option in curriculum).
2. Expand his or her professional knowledge base regarding the use of instructional and information technology in the classroom (option in instructional technology).
3. Develop skills to implement directed classroom reading activities at the elementary and secondary level (option in reading).
4. Expand his or her professional knowledge base regarding the education and development of exceptional, gifted, talented, and disabled students in a regular classroom (option in special education).
5. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment.
6. Demonstrate the ability to be both a consumer of information and a producer of educational research through the use of inquiry, critical analysis, and synthesis in 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 Division of Graduate Studies office:

1. Application for admission to the Division of Graduate Studies and a \$50 application fee.
2. One official transcript mailed (not hand-delivered) to the Division of Graduate Studies office from each college or university previously attended, including all earned grades and degree. (For initial non-matriculating enrollment, an unofficial transcript indicating a 2.8 undergraduate grade point average or higher and the baccalaureate degree will suffice.)
3. If an applicant's cumulative undergraduate grade point average (GPA) is below 2.8, the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:

UNDERGRADUATE GPA MAT SCORE REQUIRED

2.8 or higher MAT not required

- 2.57 to 2.79 35th percentile
- 2.47 to 2.56 45th percentile
- 2.37 to 2.46 50th percentile
- Below 2.37 60th percentile

4. A copy of a valid teaching certificate in elementary and/or secondary education.
5. Supporting documents such as letters of reference required for particular concentrations or options.
6. Evidence of successful completion of any required prerequisite courses for a particular concentration.
7. Evidence of an earned baccalaureate degree from an accredited institution of higher education.

After all of the materials indicated above have been submitted, the applicant should call (203) 837-8244 to make an appointment for an admissions interview in the Office of the Division of Graduate Studies.

Graduate students in the M.S. programs must complete the requirements for the degree within the six (6) year period immediately preceding the awarding of the degree.

New York State certified teachers must check with the N.Y. State Education Department to determine if a Western Connecticut State University graduate program meets NY 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.

### **Degree Requirements: Option in Curriculum Leadership (non-certification)**

A student who wishes to obtain an M.S. degree with an option in curriculum leadership must hold an earned bachelor's degree from an accredited institution of higher education (minimum undergraduate GPA of 2.8) and a valid teaching certificate. This concentration is for teachers who are interested in exploring curriculum issues. The main objective is to investigate curriculum theory and associated research as these apply to classroom practices directed toward the improvement of instruction.

A minimum of thirty 30 semester hours (SH) is required for the M.S. in Education degree. All courses included in the MS in Education degree must be at the Graduate level (500 or above). Culmination of the program includes completion of a three-semester hour capstone project (ED 592).

## **MASTER OF SCIENCE IN EDUCATION: OPTION IN CURRICULUM LEADERSHIP**

### **A. Specialization: Curriculum for the Classroom Teacher(30 S.H.)**

<i>Professional Education Core Requirements</i>	<i>15 SH</i>
ED 515 Curriculum Leadership in the Elementary School	3 SH
ED 530 Curriculum Leadership in the Secondary School	3 SH
EPY 505 Measurement & Evaluation	3 SH
ED 546 Inquiry in the Classroom	3 SH
ED 556 Curriculum Development Using Instructional Technology	3 SH
ED 592 Capstone Project in Education	3 SH
<i>Approved Electives – Select 15 SH</i>	
ED 500 Contemporary Educational Issues	3 SH
ED 525 Teaching Children with Learning Disabilities	3 SH
ED 527 Differentiating Instruction	3 SH
ED 559 Educational Computer Simulations	3 SH
ED 571 Urban Education Experiences	3 SH
ED 576 Learning, Coaching, and Reflective Practice	3 SH
ED 593 Standards, Mandates, and Legal Issues in Education	3 SH

## **MASTER OF SCIENCE IN EDUCATION: OPTION IN CURRICULUM LEADERSHIP**

### **B. Specialization: Curriculum in the Content Area(30 S.H.)**

<i>Professional Education Core Requirements</i>	<i>15 SH</i>
ED 515 Curriculum Leadership in the Elementary School	3 SH

OR

ED 530 Curriculum Leadership in the Secondary School	3 SH
EPY 505 Measurement & Evaluation	3 SH
ED 546 Inquiry in the Classroom	3 SH
ED 556 Curriculum Development Using Instructional Technology	3 SH
ED 592 Capstone Project in Education	3 SH

*Content Area Requirements – Select 12 SH*

*Approved by Content Area Department Chair*

*Approved Electives – Select 15 SH*

ED 500 Contemporary Educational Issues	3 SH
ED 525 Teaching Children with Learning Disabilities	3 SH
ED 527 Differentiating Instruction	3 SH
ED 559 Educational Computer Simulations	3 SH
ED 571 Urban Education Experiences	3 SH
ED 576 Learning, Coaching, and Reflective Practice	3 SH
ED 593 Standards, Mandates, and Legal Issues in Education	3 SH

## **MASTER OF SCIENCE IN EDUCATION: OPTION IN CURRICULUM LEADERSHIP**

### **C. Specialization: Teacher Leader(33 S.H.)**

*Professional Education Core Requirements* 15 SH

ED 515 Curriculum Leadership in the Elementary School	3 SH
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OR

ED 530 Curriculum Leadership in the Secondary School	3 SH
EPY 505 Measurement & Evaluation	3 SH
ED 546 Inquiry in the Classroom	3 SH
ED 556 Curriculum Development Using Instructional Technology	3 SH
ED 592 Capstone Project in Education	3 SH

*Teacher Leader Requirements* 6 SH

ED 576 Learning, Coaching, and Reflective Practice	3 SH
ED 593 Standards, Mandates, and Legal Issues in Education	3 SH

*Content Area Requirements – Select 12 SH*

*Approved by Content Area Department Chair (Math or Science)*

### **Degree Requirements: Option in Instructional Technology (Non-Certification)**

A student who wishes to obtain the Master of Science degree with an option in instructional technology must hold an earned bachelor's degree from an accredited institution of higher education (minimum undergraduate GPA of 2.8) and a valid teaching certificate. This program does not currently lead to certification in technology.

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 (SH) is required for the M.S. in Education degree, including the requirements for the non-thesis or thesis approach. The culmination of the program includes completion of a three-semester hour capstone project (ED 592).

## **MASTER OF SCIENCE IN EDUCATION: OPTION IN INSTRUCTIONAL TECHNOLOGY (NON-CERTIFICATION)**

*Professional Education Requirements* 12 SH

ED 500 Contemporary Educational Issues	3 SH
EPY 505 Measurement & Evaluation	3 SH



ED 546 Inquiry in the Classroom	3 SH
ED 592 Capstone Project in Education	3 SH

<i>Option Courses Select</i>	<i>12 SH</i>
ED 532 Computer Literacy in Education	
ED 538 Electronic Portfolio Development for Educators	
ED 539 Virtual Cultural Diversity Field Trips	
ED 556 Curriculum Development Using Instructional Technology	
ED 557 Computers in Special Education	3 SH
ED 558 Computers in Distance Learning	3 SH
ED 559 Educational Computer Simulations	3 SH
<i>Electives</i>	<i>6 SH</i>

Up to 3 SH of elective graduate credits may be taken outside of the E&EP dept.

Intersession courses (ED 733) should only apply as graduate electives.

*Total Semester Hours: Minimum of 30 SH*

#### **Degree Requirements: Option in Reading (Non-Certification)**

A student who wishes to obtain the Master of Science degree with an option in reading must hold an earned bachelor's degree from an accredited institution of higher education (minimum undergraduate GPA of 2.8) and a valid teaching certificate.

The major objective of this program is to develop outstanding and purposefully directed classroom reading teachers at the elementary school level. Teachers at the middle or secondary levels who focus on reading may also be interested in this option. This program does not fulfill requirements for state certification in reading.

## **MASTER OF SCIENCE IN EDUCATION: OPTION IN READING (NON-CERTIFICATION)**

A minimum of 30 semester hours (SH) is required for the M.S. degree in education with an option in reading, including the requirements for the non-thesis or thesis approach. A maximum of three semester hours from courses bearing a 400-level number may be included for credit in a degree program. Culmination of the program includes completion of a three-semester hour capstone project (ED 592).

<i>Professional Education Requirements</i>	<i>12 SH</i>
ED 500 Contemporary Educational Issues	3 SH
ED 505 Measurement & Evaluation	3 SH
ED 546 Inquiry in the Classroom	3 SH
ED 592 Capstone Project in Education	3 SH

<i>Option Courses Select</i>	<i>12 SH</i>
ED 514 Teaching Reading in the Content Areas	3 SH
ED 517 Developmental Reading in the Elementary School	3 SH
ED 535 Developmental Reading in Secondary School	3 SH
ED 548 Analysis of Reading Difficulties	3 SH
ED 594 Community Reading Practicum	3 SH
<i>Electives</i>	<i>6 SH</i>

Up to 3 SH of elective graduate credits may be taken outside of the E&EP dept.

*Total Semester Hours: Minimum of 30 SH.*

#### **Degree Requirements: Option in Special Education (Non-Certification)**

A student who wishes to obtain the Master of Science degree in education with an option in special education must hold an earned bachelor's degree from an accredited institution of higher education (minimum undergraduate GPA of 2.8) and a valid teaching certificate.

The objective of the special education option is to expand the professional knowledge base of teachers regarding the education

and development of special education and gifted and talented students. This program does not fulfill requirements for state certification in special education.

A minimum of 30 semester hours (SH) is required for the M.S. degree in education with an option in special education, including the requirements for the non-thesis or thesis approach. Culmination of the program includes completion of a three-semester hour capstone project (ED 592).

## **MASTER OF SCIENCE IN EDUCATION: OPTION IN SPECIAL EDUCATION (NON-CERTIFICATION)**

### **Concentration: Special Education for the Classroom Teacher**

*Professional Education Requirements* 12 SH

ED 500 Contemporary Educational Issues 3 SH

EPY 505 Measurement & Evaluation 3 SH

ED 546 Inquiry in the Classroom 3 SH

ED 592 Capstone Project in Education 3 SH

### *Option Courses Select*

12 SH

ED 525 Teaching Children with Learning Disabilities

3 SH

ED 545 Teaching Children with Emotional and Behavioral Disturbances

3 SH

ED 557 Computers in Special Education

3 SH

ED 578 Teaching the Gifted and Talented

3 SH

ED 726 Child and Adolescent Development

3 SH

EPY 509 Introduction to Exceptionalities (in the catalog this is "Exceptional Learners: Children and Adolescents") 3 SH

*Electives*

6 SH

Up to three SH of elective graduate credits may be taken outside of the E&EP dept.

*Total Semester Hours: Minimum of 30 SH*

## **MASTER OF SCIENCE IN EDUCATION: OPTION IN SPECIAL EDUCATION (NON-CERTIFICATION)**

### **Concentration: Autism Spectrum**

*Professional Education Requirements* 12 SH

ED 500 Contemporary Educational Issues 3 SH

EPY 505 Measurement & Evaluation 3 SH

ED 546 Inquiry in the Classroom 3 SH

ED 592 Capstone Project in Education 3 SH

### *Option Courses Select*

12 SH

ED 525 Teaching Children with Learning Disabilities

3 SH

ED 545 Teaching Children with Emotional and Behavioral Disturbances

3 SH

ED 557 Computers in Special Education

3 SH

ED 578 Teaching the Gifted and Talented

3 SH

ED 726 Child and Adolescent Development

3 SH

EPY 509 Introduction to Exceptionalities (in the catalog this is "Exceptional Learners: Children and Adolescents") 3 SH

*Electives*

6 SH

Up to three SH of elective graduate credits may be taken outside of the E&EP dept.

*Total Semester Hours: Minimum of 30 SH*

Students who have already obtained a master's degree may opt to take ED 591 or ED 690 in lieu of ED 592 with permission of the graduate coordinator.

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# MASTER OF SCIENCE IN COUNSELOR EDUCATION

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## 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 '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 continuation in the program.

## Program Mission, Goals and Objectives

We are committed to standards of excellence in the counseling profession. The graduate program in counselor education acknowledges a commitment to the students who will pursue professional preparation as community and school counselors, and to the larger public served by these graduates. We believe in the inherent worth, the respect and dignity of each person. Our preparation program incorporates the need to develop throughout the life-span a greater sense of self-realization with a commitment to serve a diverse society. We are committed to the service of others for the prevention and remediation of life's problems. We seek to meet the larger goals of Western Connecticut State University which serves as an accessible, responsive and creative intellectual resource for the people and the institutions of Connecticut. We strive to meet the needs of a diversified student body through instruction, scholarship and public service.

1. Students will be exposed to a wide range of theoretical perspectives with an appreciation of students' own belief systems.
2. Students will be prepared to understand human developmental issues from cognitive, affective, behavioral and contextual perspectives.
3. Students will be educated to view human issues from a multicultural perspective.
4. Students will demonstrate the ability to facilitate inter- and intra-personal growth in both individual and group process.
5. Students will be educated to a life-span developmental model for viewing human behavior, including career development.
6. Students will be educated in methods of contextual evaluation, appraisal and goal setting.
7. Students will demonstrate their ability to research and develop interventions for counseling issues.
8. Students will be encouraged to develop a strong identity with the counseling profession, including an understanding of its history and philosophy, and its present manifestations, through the American Counseling Association.
9. Students will be educated to the ethical and legal parameters of the counseling profession.
10. Students will be encouraged to view professional development as a career-long process that includes continuing education and involvement with professional organizations beyond the attainment of the master's degree.
11. Students will attain the knowledge and skills necessary to be successful entry-level counselors within their specific majors.

## Admission Requirements

Students may not take more than two courses in the program unless they have met the following entrance requirements:

- a. Achieve a minimum of 2.8 QPR for all undergraduate courses.
- b. If an applicant's cumulative undergraduate grade point average (GPA) is below 2.8, the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:

### UNDERGRADUATE GPA MAT SCORE REQUIRED

2.8 or higher MAT not required

2.57 to 2.79 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 which 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.

e. Submit three letters of recommendation from individuals able to testify to the student's suitability as a prospective counselor.

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 community counseling program) or six semester hours of psychology, including introduction to psychology and a human development courses, and a three-semester hour introductory course in special education (if applying for the school counseling program).

### **Additional School Counseling Requirements:**

Students planning to enter the school counseling program must meet the following additional requirements established by the State of Connecticut and the university:

Pass the state-mandated skills examination (PPST) in mathematics, reading, and writing; or present a combined score of 1000 on the SAT with at least a score of 400 on both the verbal and the mathematics sections respectively from any test administration prior to March 31, 1995; or present a combined score of 1100 on the SAT with at least a score of 450 on both the verbal and the mathematics sections respectively from any test administered on or after April 1, 1995; or present a composite score of 24 or more on the American College Testing Program Assessment (ACT), with no less than 22 on the English subtest and no less than 19 on the math subtest from test administration on or after October 1989. Educators already certified by the State of Connecticut who apply for admission to this master's program are exempt from these requirements.

## **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 3 SH

*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

*Electives* 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 45 SH*

ED 587 Counseling Diverse Populations	3 SH
EPY 600 Assessment for Counselors	3 SH
EPY 601 Fundamentals of Statistics & Research Design	3 SH
EPY 602 Interviewing & Consultation Across the Life-Span: Principles & Techniques	3 SH
EPY 603 Group Work Foundation: Theory & Practice	3 SH
EPY 605 Clinical Mental Health Counseling Skills	3 SH
EPY 606 Advanced Group Work: Theory & Practice	3 SH
EPY 608 Clinical Mental Health Counseling: Mgmt, 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 620 Marriage and Family Counseling	3 SH
EPY 621 Drug and Alcohol Counseling	3 SH
EPY 630 Introduction to Psychopathology	3 SH
EPY 619 Crisis Counseling in the Community and School	3 SH
<i>Two Faculty-approved Electives</i>	<i>6 SH</i>

*Total Semester Hours: 60 SH*

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# APPLIED BEHAVIOR ANALYSIS GRADUATE STUDY CERTIFICATE

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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 12-credit, three-course sequence is designed for people who have completed an accredited bachelor's degree. Completion of the three course sequence and completion of 1000 hours of Supervised Independent Fieldwork in behavior analysis makes the student eligible to take the BCaBA certification examination sponsored by the BACB®. Visit <http://bacb.com> for more information.

### *Board Certified Behavior Analyst (BCBA) Certificate*

This 15-credit, four-course sequence is designed for people who have completed an accredited graduate degree. Completion of the four course sequence and completion of 1500 hours of Supervised Independent Fieldwork in behavior analysis makes 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 was 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

**Coursework:** The applicant must complete 225 classroom hours of graduate level instruction (see Acceptable Coursework below) in the following content areas and for the number of hours specified:

- a. Ethical considerations -15 hours
- b. Definition & characteristics and Principles, processes & concepts - 45 hours
- c. Behavioral assessment and Selecting intervention outcomes & strategies - 35 hours
- d. Experimental evaluation of interventions - 20 hours
- e. Measurement of behavior and Displaying & interpreting behavioral data - 20 hours
- f. Behavioral change procedures and Systems support - 45 hours
- g. Discretionary - 45 hours

Acceptable Coursework: 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.

#### **Registration / Application**

To apply to the program complete the online application [www.wcsu.edu/graduate/aba-application.asp](http://www.wcsu.edu/graduate/aba-application.asp).

**Copies of transcripts need to be forwarded to the Division of Graduate Studies. Fax (203) 837-8326 or mail WCSU, 181 White Street, Danbury CT 06810 attention: Division of Graduate Studies.**

**Transcripts are required for registration.**

## **Courses**

- EPY 631 Applied Behavior Analysis (ABA) I 4 SH  
EPY 632 Applied Behavior Analysis (ABA) II 4 SH  
EPY 633 Applied Behavior Analysis III 4 SH  
EPY 634 Applied Behavior Analysis IV 3 SH

Courses can only be taken one at a time and in this sequence.

## **Course Descriptions**

### **EPY 631**

EPY 631 Applied Behavior Analysis (ABA) I - 4 Semester Hours. This course explores the history of applied behavioral analysis, ethical considerations, definitions and characteristics, principles, processes, and concepts of ABA. This course is a prerequisite for the three subsequent courses offered in the ABA sequence. Students will learn behavioral assessment, and selecting intervention outcomes and strategies. The course covers single subject designs, procedures for measuring behavior as well as the graphic display of data and data interpretation.

### **EPY 632**

EPY 632 Applied Behavior Analysis (ABA) II - 4 Semester Hours. This course is a prerequisite for the two subsequent courses offered in the ABA sequence. This course covers the principles of positive and negative reinforcement and punishment, the antecedent variables of stimulus control and motivating variables, and exploration of ways to develop new behavior using imitation, modeling, shaping, and chaining. An examination

### **EPY 633**

EPY 633 Applied Behavior Analysis III - 4 Semester Hours. This course covers principles, processes, concepts, behavior change procedures, behavioral assessment and ethics with the topics: extinction, differential reinforcement, antecedent interventions, functional behavior assessment, verbal behavior, contingency contracting, token economy, group contingencies, self-management, generalization, maintenance of behavior change and ethical considerations for Applied Behavior Analysts. *Prerequisite EPY 632*

### **EPY 634**

EPY 634 Applied Behavior Analysis IV - 3 Semester Hours. This course will cover advanced topics in behavior analysis. It will discuss current research in applied behavior analysis. Topics will change to reflect current laws, emerging areas of behavioral analysis, measurement, school applications, teaching methodology, interventions and ethics. A mock BCBA certification exam will be provided. Prerequisite EPY 633.

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# DOCTOR OF EDUCATION IN NURSING EDUCATION

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[www.wcsu.edu/nursing/Edd.htm](http://www.wcsu.edu/nursing/Edd.htm)

## Accreditation

All university and associated programs are accredited through the New England Association of Schools and Colleges (NEASC).

## Program Overview

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.

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 approval by the NEASC is pending.

## Program Mission and Objectives

The Ed.D program objective are consistent with WCSU's and SCSU's mission to educate students within a diverse, caring, and scholarly learning community dedicated to excellence.

Admission Criteria are as follows:

- Graduate School application for the Ed.D. in Nursing Education program
- 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 forms are located on the Nursing EdD website.
- Current RN licence.
- GRE or MAT scores (Must be within the past 5 years) waived if Masters GPA is over 3.5



- Current Resume/CV highlighting professional experience, scholarship, and service activities
- Personal statement describing the following
  - a. reasons for seeking admission to the Ed.D program
  - b. professional goals
  - c. research interests related to the scholarship of teaching and learning
  - d. 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 statements are to be sent to the Division of Graduate Studies, Western Connecticut State University, 181 White Street, Danbury CT 06810

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.

### **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 Science of Nursing Education Research

NUR 810 Quantitative Methods in Nursing Education Research

NUR 811 Qualitative Method 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 coursework. 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. in Nursing Education.

**Degree Completion 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 coursework provided the credits represent equivalent courses described in the program of study, pending approval by the program coordinator.

**Academic Planning**

Each candidate must meet 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.

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# MASTER OF SCIENCE IN NURSING

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*Kathy Barber, Dept. Secretary*

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## **Program Overview**

The Master of Science (M.S.) in Nursing program prepares nurses for leadership positions in the nursing practice. The program requires completion of 36 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; and,
- a role support component that provides a concentrated practicum experience in the selected role.

Students may prepare for either the adult nurse practitioner or 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 a thesis or research-based thesis 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 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 Mission, 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 Nurse Practitioner or 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 practica 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 masters-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. All students are required to complete a clinical research thesis or project.

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 Nurse Practitioner. Blended roles combine elements of the direct care and a mediated role approach, as with the 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 masters 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.

#### **Admission Requirements**

Applications for admission to the M.S. in Nursing program are made through the Division of Graduate Studies. 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 QPA of less than 3.00); and hold a current RN license. At the time of application, candidates must provide a resume and one letter of recommendation. As part of the admission process, the candidate must meet with the MS program coordinator to develop a plan of study.

Prior to enrollment in NUR 575, Advanced Health Assessment, students will be required to present evidence that they have either 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.

**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 MS program. The bridge is designed to fill the gaps in the nursing educational experiences that would ordinarily be addressed in a BS 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. Interested applicants must make a formal application to the MS program and meet requirements for the MS program as detailed above. Upon receipt of a completed application, applicants will be contacted by the Graduate Coordinator. Admission to the Bridge courses is competitive, by approval of the graduate coordinator, and on a space available basis.

#### **Degree Requirements**

Students are required to complete the requisite coursework, the clinical component and a thesis 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 Nursing Research (Prereq: 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 Nursing Management of the Acutely Ill Adult	2 SH
NUR 585 Nursing Management of the Chronically Ill Adult	2 SH

#### *Clinical Practice: Nurse Practitioner*

NUR 582 The Adult Nurse Practitioner and the Acutely Ill Adult Practicum 4 SH  
NUR 588 The Adult Nurse Practitioner and the Chronically Ill Adult Practicum 4 SH

Or

*Clinical Practice: Clinical Nurse Specialist*

NUR 583 The Clinical Nurse Specialist and the Acutely Ill Adult Practicum 4 SH  
NUR 587 The Clinical Nurse Specialist and the Chronically Ill Adult Practicum 4 SH

*Capstone course for all students*

NUR 590 Professional Role Enactment 4 SH

*Total Semester Hours: 36 SH*

**Required of all students**

All M.S. in Nursing students must complete a thesis or research project. Thesis work begins in NUR 504, then continues under the direction of a thesis adviser. Students should register for GRA 799 in order to receive continued thesis advisement after completing NUR 504.

**Post-Master's Study: Adult Nurse Practitioner**

The department of nursing also offers post-master's course work that prepares adult nurse practitioners to be eligible to take the adult nurse practitioner certificate exam. Admission to the program requires the following:

- M.S. in Nursing with a significant clinical component
- NUR 570, Advanced Clinical Pharmacology, or equivalent; or licensure as an advanced practice registered nurse in either Connecticut or New York
- 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 Nursing Management of the Acutely Ill Adult	2 SH
NUR 582 The Adult Nurse Practitioner and the Acutely Ill Adult Practicum	4 SH
NUR 585 Nursing Management of the Chronically Ill Adult	2 SH
NUR 588 The Adult Nurse Practitioner and the Chronically Ill Adult Practicum	4 SH
NUR 590 Professional Role Enactment	4 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 above 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

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# EDUCATION & EDUCATIONAL PSYCHOLOGY

## **ED 500 Contemporary Educational Issues 3 SH**

This course focuses attention upon significant contemporary developments in the American and world communities. Philosophies and functions of educational institutions in our current society may be examined. Students should take this course within the first nine semester hours of study. Due to the nature of the content of this course, students who do not complete their M.S. degree within five years may be required to retake this course before graduation.

## **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; examine aspects of education significant to the students' educational practice. *Prerequisite:* A total of 18 graduate semester hours, including ED 500, and specific department requirements.

## **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 assessment of 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 Dept. of Ed. & Ed. Psych. 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 Dept. of Ed. & Ed. Psych. Students are urged not to be employed during the student teaching program.

## **ED 514 Teaching Reading in the Content Areas 3 SH**

This course is designed to help teachers better understand the relationships between content and process by focusing on the skills that children need to comprehend content in various curriculum areas and teaching strategies.

## **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:* MS 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 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 towards responsive teaching. *Prerequisites:* MS 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:* MS 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. Basic computer competency and internet skills required.

### **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 & 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 student's 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 1) understanding the rationale and procedures for using selected individual diagnostic instruments; 2) administering a variety of such instruments; 3) interpreting the results; and 4) 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, ie: 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 medial 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 are required.

### **ED/BIO 561 Teaching Science in the Elementary School: Content and Pedagogy 3 SH**

This course provides scientific content and pedagogical applications in the disciplines of biology, earth science, chemistry and physics at the elementary level. *Prerequisite:* Admission to the Master of Arts in Teaching program or permission of the chair of the Dept. of Ed. & Ed. Psych. or science department.

### **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 Dept. of Ed. & Ed. Psych. 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. Students will design research questions, articulate testable hypotheses, design, set-up and conduct experiments, including analysis of data under the supervision of a faculty member that may be used in school settings. *Prerequisites:* Admittance to the MAT Biology or MA 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, 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 Dept. of Ed. & Ed. Psych. 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 Dept. of Ed. & Ed. Psych. and Dept. of World Languages and Literature.

### **ED 569 Teaching the English Language Arts in the Elementary School: Content and Pedagogy 3 SH**

This content-based literacy course prepares teachers to integrate the skills of reading, writing, speaking, listening, viewing and technology into the English curriculum at the elementary level. In addition to gaining process-based literacy competencies in the area of English, teachers will be required to demonstrate proficiency in the diagnosis of student learning problems, differentiated instruction, and development of application projects, final assessment and reflection. The course will include utilization of literature appropriate for use in the K-6 curriculum. *Prerequisite:* Admission to the Master of Arts in Teaching program or permission of the chair of the Dept. of Ed. & Ed. Psych.

### **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:* MS in Education and M.A.T. Candidates or Department Chair permission.

### **ED 572 Career Education and Development 3 SH**



This course provides an 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. *Prerequisites:* MS 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 Dept. of Ed. & Ed. Psych.

### **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 Dept. of Ed. & Ed. Psych.

### **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. *Prerequisite:* ED 585 and ED 586.

### **ED 588 Elementary Student Teaching (Grades K-6) for the M.A.T. Program 6 SH**

This course is designed to support candidates in the Master of Arts in Teaching Program and provides experience in planning, conducting instructional activities and assessment of student performance in an elementary school under the guidance of a trained cooperating teacher. Includes a weekly seminar. *Prerequisite:* Admission to the Master of Arts in Teaching program or permission of the chair of the Dept. of Ed. & Ed. Psych. Full-time for one semester.

### **ED 589 Teaching Social Studies in the Elementary School: Content and Pedagogy 3 SH**

This course provides an interdisciplinary approach to social studies that will link history, geography, economics and civic education through the use of instructional technology. *Prerequisite:* Admission to the Master of Arts in Teaching program or permission of the chair of the Dept. of Ed. & Ed. Psych.

### **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 students to complete an instructor-approved professional practices capstone project in a PK-12 educational setting. *Prerequisite:* Completion of ED 501. Grading: Pass/fail.

### **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 Dept. of Ed. & Ed. Psych.

### **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 Dept. of Ed. & Ed. Psych. 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. May be utilized more than once. *Prerequisite:* Written permission of the faculty sponsor and chair of the Dept. of Ed. & Ed. Psych. Registration through the Division of Graduate Studies 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 Dept. of Ed. & Ed. Psych. 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 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. *Prerequisite:* 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 II 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/Western'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/Western'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 ELCC 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. *Prerequisite:* 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 to develop 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.  
*Prerequisite:* 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 & 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. *Prerequisite:* 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. *Prerequisite:* 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. *Prerequisite:* 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. *Prerequisite:* 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. *Prerequisite:* 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. *Prerequisite:* 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. *Prerequisite:* 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. *Prerequisite:* Acceptance into the Doctor of Education in Instructional Leadership Program. Written permission of the primary adviser and program coordinator. Registration through the Office of Graduate Studies is required.

**ED898 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.

**ED899 Student Independent 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. Written permission of the faculty sponsor and program coordinator. Registration through the Office of Graduate Studies is required.

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# EDUCATIONAL PSYCHOLOGY

## **EPY 505 Measurement and Evaluation 3 SH**

This basic course in educational measurement includes consideration of such measures as reliability, validity, 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 these problems in the regular classroom. 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 Dept. of Ed. & Ed. Psych.

## **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: 1) theoretical and practical consideration of experimental and non-experimental research designs, hypothesis testing, sampling methods and observation and measurement principles; 2) practical aspects of research implementation in applied and/or laboratory settings; and 3) statistical treatment of data. Research studies are analyzed and interpreted with regard to these criteria. *Prerequisite:* 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. *Prerequisite:* 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, 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 the Accreditation of Counseling and Education Related Program, 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 Dept. of Ed. & Ed. Psych.

## **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 & 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 the Accreditation of Counseling and Education Related Program, 2009 CACREP standards for professional practice. *Prerequisite:* Admittance into the Counselor Education Program – Option in CMHC or permission of the chair of the Dept. of Ed. & Ed. Psych.

### **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 the Accreditation of Counseling and Education Related Program, 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, EPY 630, or permission of the chair of the Dept. of Ed. & Ed. Psych.

### **EPY 612/613 Internship in School Counseling 6 SH**

Student 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 non-teaching 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 the Accreditation of Counseling and Education Related Program, 2009 CACREP standards for professional practice. *Prerequisite:* Students must have successfully completed their practicum in CMHC or permission of the chair of the Dept. of Ed. & Ed. Psych.

### **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 The Council for the Accreditation of Counseling and Education Related Program, 2009 CACREP standards for professional practice. *Prerequisite:* Admittance into the counselor education program – Option in CMHC or permission of the chair of the Dept. of Ed. & Ed. Psych.

### **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, also to demonstrate the ability to use procedures for assessing and managing suicide risk. *Prerequisite:* Admittance into the Counselor Education Program – School Counseling or CMHC Options, completion of EPY 640/EPY 605 or permission of the chair of the Dept. of Ed. & Ed. Psych.

### **EPY 620 Marriage and Family Counseling 3 SH**

This course examines the 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 working with family issues. This course also will review legal and ethical issues within a wide range of development (pre-school 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. *Prerequisite:* M.S. in Counseling, enrollment in the counselor education program or permission of the instructor.



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# HEALTH PROMOTION & EXERCISE SCIENCES

## **HPX 598 Faculty Developed Course 1-4 SH**

This is an experimental course offered by the health promotion & 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. 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.

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# MUSIC & 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 20th 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 non-musical (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. Ever 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 the discussion of representative compositions from the Ars Nova to the late 16th 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 20th 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 non-thesis requirements for the M.S. in Music Education degree. Culminating seminar including 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. May be utilized more than one time. *Prerequisite:* Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies is required. Any semester.

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# 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. 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. 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 Nursing Research 3 SH**

This is an overview of the research process as applied to problems in clinical nursing practice. Identification of researchable problems. Analysis, synthesis and evaluation of extant research for application in practice, with an emphasis on practice outcomes. *Prerequisite:* undergraduate statistics and research courses. 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. 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, mechanism 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, to note pathophysiologic changes and psychosocial variations in adult clients. *Prerequisite:* NUR 501, NUR 504, NUR 511; 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 Advanced Nursing Practice: The Acutely Ill Adult 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. *Prerequisite:* NUR 501, NUR 504, NUR 511, NUR 515; NUR 570; NUR 575; Approved thesis proposal on file. *Corequisite:* NUR 582 or NUR 583.

## **NUR 582 The Adult Nurse Practitioner: Management of the Acutely Ill Adult 4 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. *Prerequisite:* NUR 501, NUR 504, NUR 511, NUR 515; NUR 570; NUR 575; Approved thesis proposal on file. *Corequisite:* NUR 580.

## **NUR 583 The Clinical Nurse Specialist and the Acutely Ill Adult Practicum 4 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 specialist, which include patient/client, nurses and nursing practice and organization/system. *Prerequisite:* NUR 501, NUR 504, NUR 515, NUR 570, NUR 575.

Approved thesis proposal on file in Nursing Office. *Corequisite*: NUR 580.

#### **NUR 585 Advanced Nursing Practice: The Chronically Ill Adult 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; Approved thesis proposal on file. *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 Clinical Nurse Specialist: Management of the Chronically Ill Adult 4 SH**

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. *Prerequisite*: NUR 501, NUR 504, NUR 511, NUR 515; NUR 570; NUR 575, NUR 580. Approved thesis proposal on file with nursing department. *Corequisite*: NUR 585.

#### **NUR 588 Adult Nurse Practitioner: Management of the Chronically Ill Adult 4 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; Approved thesis proposal on file. *Corequisite*: NUR 585.

#### **NUR 590 Professional Role Enactment 4 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. Any semester.

#### **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. May be utilized more than once. *Prerequisite*: Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies is required. Any semester.

#### **NUR 799 Nursing Graduate Thesis Advisement 0 SH**

This course is required of all nursing graduate students who have completed the required thesis coursework but are still working on a thesis or thesis project. Students enroll in fall or spring semesters until all degree requirements are completed. Requires permission of the MS. in Nursing graduate coordinator. *Prerequisite*: NUR 504.

#### **NUR 800 – Ethical/Legal, Political and Social Issues Affecting Higher Education 3 SH**

Examines traditional values that shaped the academy and are changing in response to societal, legal, and ethical concerns. 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**

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**

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**

Builds upon the learners' professional experience as educators, best practices in classroom and 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 about teaching and ways of knowing will be analyzed.

### **NUR 810 – Quantitative Methods in Nursing Education Research 3 SH**

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 Method 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 IRB approval, and 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.

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# SCHOOL OF VISUAL & PERFORMING ARTS

OVERVIEW

## DEGREE PROGRAMS

**Master of Fine Arts**

Visual Arts

**Master of Science**

Music Education

## COURSES

Art

Music



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# SCHOOL OF VISUAL & PERFORMING ARTS

Daniel Goble, Dean, Higgins Annex 105

Linda D'Aurio, Administrative Assistant (203) 837-3222

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www.wcsu.edu/svp

## Departments

### Art

Terry Wells, Chair, WH320, (203) 837-8407

*Faculty:* M. Grimes (Graduate Coordinator); M. Portnow; D. Skora; T. Wells.

### Music

Jamie Begian, Chair, WH126, (203) 837-8637

*Faculty:* M. Astrup; W. Ball; A. Beals; J. Begian; M. Callaghan; J. D'Angelo; R. Hirshfield; K. Isaacs (Graduate Coordinator & Assoc. Chair); L.F. Jimenez; E. Lewis; A. Rogers; D. Smith; K. Walker.

### Theatre Arts

Sal Trapani, Co-Chair, BR136, (203) 837-8258; P. McDaniel, Co-Chair, BR 135 (203) 837-8422

*Faculty:* F. Herbert; P. McDaniel; E. Popiel; E. Tonner; S. Trapani.

## MASTER OF FINE ARTS & MASTER OF SCIENCE IN MUSIC EDUCATION DEGREE PROGRAMS

### 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).

### Admissions

Applicants for admission to a degree program at the graduate level must submit the following material to the Office of Graduate Studies:

1. Application for admission to the Division of Graduate Studies with a \$50 application fee.
2. Official transcript, including all earned grades and degrees, mailed (not hand-delivered) to the Office of Graduate Studies from each college or university previously attended. For initial non-matriculated, one-semester enrollment, a transcript indicating a 2.5 or higher undergraduate grade point average (2.8 for music education) and the baccalaureate degree is required.
3. If an applicant's cumulative undergraduate grade point average (GPA) is below 2.5 (2.8 for music education) the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test.

4. Supporting documents, such as letters of reference, as required for a particular program.
5. Evidence of successful completion of prerequisite courses required for a particular program.
6. Evidence of meeting any special program requirements, such as portfolio review for art or an audition for music education.

**For information about special requirements, applicants should consult the sections of this catalog that describe each program.**

After the above materials have been submitted, the applicant should call the Office of Graduate Studies at (203) 837-8243 to make an appointment for an admission interview.

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# MASTER OF FINE ARTS IN VISUAL ARTS (PAINTING AND ILLUSTRATION)

Darby Cardonsky, Graduate Coordinator Phone: (203) 837-8881

cardonskyd@wcsu.edu

Fax: (203) 837-8945

[www.wcsu.edu/art/mfa](http://www.wcsu.edu/art/mfa)

## Overview

The M.F.A. in Visual Arts was the first terminal degree offered at WCSU, and remains its only full-time, residential graduate program. The only graduate degree program of its kind within the Connecticut State University System, it provides artists within the state and region an attractive option for the attainment of artistic excellence at the relatively low cost of a state university. The M.F.A. degree is the recognized terminal degree in the visual arts and is the recommended degree for college level teachers of art, also becoming increasingly encouraged for secondary school teachers.

The program is structured around supervision and applied studio instruction by faculty mentors according to the student's area of specialization, combined with instruction and critique by visiting artists and guest artists. The M.F.A. in Visual Arts is enhanced by its highly successful visiting artist series, which brings artists of national and international reputation to the University. Visiting artists bring to WCSU a diversity of ideas that enhance the educational experience for students in the M.F.A. and undergraduate degree options.

The core of the program is the student's individual progress in the studio. The program is built on a series of individual applied studio researches of escalating intensity, interspersed with regular assessments (critiques), which allow students to develop artistically at a pace that is agreed upon between the student and the faculty mentor, leading to a professional level of mastery. Each student presents a capstone project, which may include both exhibition and publication, as a final step prior to receiving the M.F.A. degree.

Graduates of the WCSU M.F.A. in Visual Arts degree program have been successful art educators, practicing visual artists, and entrepreneurs. WCSU graduates have been selected to present at juried exhibitions at numerous New York City galleries, including the Prince Street Gallery, the Bowery Gallery, and The First Street Gallery, as well as in regional galleries such as the Warwick Museum of Art (Rhode Island), Gallery One (Old Saybrook, CT), and the Nashawannuck Gallery (Easthampton, MA).

**Because of the nature of the program, full-time attendance is mandatory.**

**M.F.A. degrees are available in painting and in illustration.**

## 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 Goals

1. to deepen and broaden the development of individual artistic character;
2. to establish a mentoring relationship through a network of lifetime contacts;
3. to give greater standing to the creative field of art;
4. to contribute to the ever-expanding cultural base of the state and to regional economic and educational development and welfare;
5. to be responsive to area needs; and
6. to educate students to serve the public interest.

## Outcomes

The recipient of the M.F.A. in Visual Arts degree will attain a certifiable level of technical proficiency and the ability to create artistic works within their specific area of discipline. However, earning the degree does not necessarily guarantee an ability to teach this proficiency to others, nor does it guarantee personal success in the competitive field of the visual arts. When work toward the M.F.A. in Visual Arts has been concentrated in a particular medium, an assessable level of competency in that medium should be acquired. The generalist whose preparation has been broader and less specialized, must still meet the critical demands of the profession by convincingly demonstrating expertise and knowledge in a number of areas. Specifically, students in the M.F.A. in Visual Arts degree program will acquire:

1. Advanced professional competence in either painting or illustration as exemplified by a considerable depth of knowledge and achievement demonstrated by a significant body of work;

2. A breadth of understanding in art and related disciplines;
3. The ability to think independently, to integrate, and to synthesize information associated with practice in the areas of painting or illustration;
4. Awareness of current issues and developments that are influencing painting or illustration, and the basic ability and clear potential to contribute to the expansion and evolution of these fields;
5. Writing and speaking skills to communicate clearly and effectively to the art and/or design communities, the public, and in formal and informal teaching situations;
6. Advancement capabilities with technologies utilized in the creation, dissemination, documentation, and preservation of work in painting or illustration; and
7. A basic knowledge of bibliographical or information resources associated with work and analysis in painting and/or illustration.

**Assessment**

Ongoing critique conducted by Department of Art faculty members, and visiting artists is an essential part of the evaluation process in the M.F.A. in Visual Arts degree program at WCSU. It is customary for these critiques to periodically include the perspective of graduate students enrolled in the program. A review of students' progress will take place prior to the admission to their final semester. Since the visual arts profession demands that M.F.A. degree recipients acquire the ability to create artistic works, a faculty, institutional, and public review of the final product is necessary. As a final step prior to receiving the degree each M.F.A. candidate is required to mount a substantial exhibition of his/her work.

**Admission Requirements**

In addition to the graduate admissions policies of the Division of Graduate Studies, students may be admitted to the M.F.A. in Visual Arts degree program if they meet the following criteria:

1. Completed a B.A. or B.F.A. in Art, OR
2. Completed a B.A. or B.F.A. in a related field and show demonstrable competency in art; AND
3. Submission and successful review of portfolio by WCSU Department of Art faculty,
4. Successful completion of an interview with Department of Art Faculty, either on-campus or through electronic media, AND
5. Provide 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 prior to applying to the Division of Graduate Studies.

**Degree Program Requirements**

Degree candidates will select an area of emphasis (Painting or Illustration) and complete four semesters of ART 510: Art Colloquium, plus 56 credits of independent study in their area of emphasis under the guidance of his or her mentor/advisor, and with approval of the program coordinator.

Note: Independent studio courses may be taken in small increments over several semesters with approval from the program coordinator.

## **MASTER OF FINE ARTS IN VISUAL ARTS**

Required Courses:

ART 510	Art Colloquium	4 SH
ART 511	Advanced Independent 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

(In all studio courses, each course hour requires three hours of applied studio work per week.)

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# MASTER OF SCIENCE IN MUSIC EDUCATION

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## Program Overview

The Master of Science (M.S.) in Music Education program at Western is designed to further develop the student's cultural, musical and professional growth and to provide graduate coursework necessary for permanent teaching certification. Western Connecticut State University is an accredited institutional member of the National Association of Schools of Music (NASM).

## Credit hour

A credit hour is an amount of work represented in intended learning outcomes 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 fifteen 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 academic work leading to the award of credit hours.

The above definitions do not restrict a department from requiring more student work per credit than prescribed, nor do they dictate the ratio of classroom to out-of-classroom work required for successful completion.

## Program Mission, Goals, and Objectives

The Department of Music at Western Connecticut State University is a friendly, vibrant, student-oriented unit committed to fulfilling the university and department mission to:

- I. Prepare students for careers in music education.
- II. Prepare students to be lifelong advocates for music and the arts.
- III. Encourage development of the creative, intuitive, and intellectual capabilities of students, faculty, and audience.
- IV. Provide for the cultural enrichment of the individual, the unit, the university, the community, the region, and the state.
- V. Provide services to the individual, the unit, the university, the community, the region, and the state. The department of music believes the earnest pursuit of this mission will have a positive effect in promoting the arts and cultivating culture in our community and will greatly enhance Western Connecticut State University's influence throughout the region and state.

The goals of our mission statement are attainable through the following objectives:

- I. Prepare students for careers in music education.
  - Help students understand the development of structures and organization of music throughout history and to enhance their appreciation and performance of diverse musical styles.
- II. Prepare students who desire further study with the necessary musical skills to pursue advanced degrees.
  - Insure students gain the necessary and fundamental musical skills to enter the music teaching profession.
  - Provide a comprehensive music education curriculum that prepares the student for the changeable climate of teaching profession.
  - Give graduate students in music the training and experiences to expand their musical skills and professional opportunities, especially in teaching.
- III. Prepare students to be lifelong advocates for music and the arts.
  - Offer a musical environment where students can hear, see, and experience musical events performed by their peers, faculty, and guest artists.
  - Instill in all music education students the importance of being both an advocate for and an expert in their field and to represent proudly their discipline to their teaching peers, to their administration, and to their students' families.
- IV. Encourage development of the creative, intuitive, and intellectual capabilities of students, faculty, and audience.
  - Train students in the fine art of musical performance through applied study with instructors who are both teachers and

mentors.

- Allow students numerous opportunities to practice their skills of musical performance through the large ensembles, chamber groups, and student recitals offered by the department.
- Offer a musical environment where students can hear, see, and experience musical events performed by their peers, faculty, and guest artists.
- Create an environment where the faculty is encouraged to participate in projects that will continue their creative and professional development and provide a model for students.

V. Provide for the cultural enrichment of the individual, the unit, the university, the community, the region, and the state.

- Help students, families, community members, and university colleagues learn to appreciate the value of the arts in their lives.
- Promote and encourage faculty development and cultural exchange through artistic and scholarly endeavors.
- Be a musical and cultural outlet for the university, community, and regional populations, through concerts, recitals, master classes, and lectures.

VI. Provide services to the individual, the unit, the university, the community, the region, and the state.

- Serve as a regional resource center for the promotion and production of the arts.
- Serve as a regional resource center for elementary and secondary music education programs and educators.
- Offer the services and scholarship of the music faculty, staff, and students to the populations that are served by the university.
- Help students to develop skills in self-discipline, problem-solving, and interpersonal communication through caring and personalized guidance and academic advising.

### **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 Division of Graduate Studies, 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 non-thesis 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 Non-Thesis Requirements	3-6 SH
MUS 590 Music Department Seminar	3 SH

OR

MUS 591 Independent Thesis Research in Music

6 SH

<b><i>Music History and Literature</i></b>		<b>6 SH</b>
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 & Romantic Eras	3 SH
MUS 544	Music in the Twentieth Century	3 SH
MUS 545	Topics in Music Literature	3 SH
<b><i>Music Structure and Organization</i></b>		<b>3 SH</b>
MUS 520	Form and Analysis	3 SH
MUS 522	Twentieth Century Compositional Techniques	3 SH
MUS 527	The Structure of Music	3 SH
<b><i>Music Education</i></b>		<b>9 SH</b>
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
<b><i>Applied Music</i></b>		<b>0-3 SH</b>
MUS 509	Performing Organizations	
MUS 510	Applied Music	
<b><i>Free music electives -- music course(s) from above 3 SH</i></b>		
<b><i>Total Semester Hours</i></b>		<b>30 SH</b>

### **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 6-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 non-thesis approach.

Graduate music majors who elect a non-thesis approach must register for MUS 590, Music Department Seminar, a 3-semester hour requirement. In addition, all non-thesis candidates must pass a comprehensive examination that is scheduled by the music department each spring.

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# ART

## **ART 510 Art Colloquium 4 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 Advanced Independent Studies in Art History 9 SH**

This course offers a working knowledge of art history that is an invaluable resource for a practicing artist. Research in a chosen area of art history will enhance every student's artistic vocabulary. Students will select a topic or topics, and under the guidance of a mentor, will do individual research culminating in a paper or papers. To be taken incrementally over first three semesters.

## **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. 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 towards a professional level of artistic maturation. Production of a significant body of work is mandatory. 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. 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. 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 student's work and in their relationships with others. A secondary area of emphasis will increase the student's artistic resources. Each student will be required to investigate a studio area parallel to their area of concentration. 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. 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. 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.

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# MUSIC & 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 20th 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 non-musical (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. Ever 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 the discussion of representative compositions from the Ars Nova to the late 16th 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 20th 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 non-thesis requirements for the M.S. in Music Education degree. Culminating seminar including 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. May be utilized more than one time. *Prerequisite:* Written permission of faculty sponsor and department. Registration through the Division of Graduate Studies is required. Any semester.

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## ADMINISTRATION

James W. Schmotter	President
Jane Gates	Provost/Vice President For Academic Affairs
Ann J. Atkinson	Associate Vice President for Academic Affairs
Walter B. Bernstein	Vice President for Student Affairs
Paul J. Reis	Vice President for Finance and Administration
Charles P. Spiridon	Associate Vice President for Human Resources
Paul Steinmetz	Interim Associate Vice President for University Relations
Thomas DeChiaro	Chief Information Officer, University Computing
Jay Murray	Enrollment Management Officer, University Admissions
Carolyn D. Lanier	Executive Assistant to the President/Chief Diversity Officer
Walter E. Cramer	Dean, Student Affairs
Missy Alexander	Dean, School of Arts and Sciences
Daniel Goble	Dean, School of Visual and Performing Arts
Jess House	Dean, School of Professional Studies
Allen D. Morton	Dean, Ansell School of Business
Charles Alexander	Director of Judicial Affairs
Scott Ames	Associate Director of Athletics
Thomas W. Badura	Programmer Specialist/Web Developer
Mary Baker	Assistant Degree Auditor
Patricia Bartolo	Payroll Services Associate
Nancy B. Barton	Director of Student Financial Services and Veteran's Affairs
Tammie L. Battista	Assistant Director – Accounts Payable
Sarah Baywood	Payroll Coordinator
Helen Bechard	Coordinator of University Events
Robert D. Billings	Telecommunications Analyst
Esther Boriss	Associate Director of Administrative Services
Lynn Bricker	Budget Analyst
Lisa Carrozza	Associate Director of Career Planning and Placement
Isabel Carvalho	Director of Advisement Center
Mark Case	Director of Administrative Services
Maureen Casey-Gernert	Director of Career Development Center
Amanda Castro	Upward Bound Site Adviser
Michael R. Chisholm	Assistant Director of Facilities Scheduling and Promotions
Anthony Ciarleglio	Director of Cooperative Education
Deanna Cibery-Schaab	Director of Access Control & One-Card Services
Susan A. Cizek	Director of Health Services
Rafael D. Cordwell	Assistant to the Director of Housing/RD
Richard Corzo	Programmer Specialist/Web Developer
Frederic Cratty	Director of Employee Relations
Lourdes Cruz	Registrar
Nancy Daubenspeck	Database Administrator
Jane S. Davis	Assistant to the Director of Fiscal Affairs
Jason Davis	Director of University Publications and Design
Marlene Davis	Technical Support Analyst
Mary-Ann V. Dease	Director of Financial Planning and Budgets
Daryle Dennis	Assistant Dean of Student Affairs
Rebecca Devine	Debit Card Program Manager
Ismael Diaz	Director of Pre-collegiate and Access Services
Samantha DiFalco	Assistant to the Director of Housing/RD

Rebecca Ann Diot	Technical Support Analyst
Irene Duffy	Assistant Director of Academic Advisement
Jason Esposito	Information Center Manager
Edward Farrington	Director of Intercollegiate Athletics
Amanda Favale	Assistant Director of Student Financial Services
Thomas Fuchs	Programmer Specialist
Mary Gallagher	Assistant Director Health Services
Margaret Galtieri	PC Maintenance Technician
Maureen A. Gamache	Assistant Registrar, Records and Registration
Mark Gegeny	Interim Director of Operations/Student Center Operations Assistant
Allyson Greenwood	Assistant Director of Admissions
Maribeth Griffin	Director of Housing and Residence Life for Programs and Staff
Sharon Guck	Coordinator of Substance Abuse Programs
Nancy Haensch	Advanced Practice Registered Nurse
David Halek	Director of Advancement Services
Yaniv Havusha	Assistant to the Director of Housing/RD
Sherri Hill	Writer/Editor
Katharine Ierace	Science Technical Specialist
Gabrielle E. Jazwiecki	Director of Grant Programs
Julianne Johnson	Programmer Specialist
Brian Kennison	Library Systems Assistant
Deborah Kinnane	Assistant Director of Planning and Engineering
Kevin Koschel	Property Control and Mail Services Manager
Pano Koukopoulos	Associate Director of Environmental and Facilities Services
Nicole Kulberg	Assistant Director of Admissions
Christine Laedke	Assistant to the Director of Facilities Scheduling and Promotions
Vincent Lagano	Computer Support Center Assistant
Thomas D. LaPorta	Assistant Degree Auditor
Lynne LeBarron	Assistant Director of Annual Giving
Carlton Lee	Associate Director of Admissions
Michael Leonard	Assistant to the Director of Facilities Scheduling and Promotions
Gary Lessor	Assistant Director of Meteorological Studies and Weather Center
Dennis P. Leszko	Associate Director for Student Life/Student Activities
Derek Ljongquist	PC Maintenance Technician
Sean C. Loughran	Controller/Director of Fiscal Affairs
Kenneth S. Lynch	Access Control/Security Technician
Michael F. Lynch	Telecommunications Manager
Luigi Marcone	Director of Facilities Operations & Environmental Health Services Programs
Ronald Mason	Director of Housing and Residence Life
Mary Mazza	Assistant Director of Fiscal Affairs — Fixed Assets
Elizabeth McDonough	Presidential Assistant
Shaun Mcdonough	Assistant to the Director of Housing/RD
Tammy McInerney	Director of Alumni Relations
Todd McInerney	Systems Manager
Betty Meehan	Assistant to the Bursar
Richard Molinelli	Chemistry Technical Specialist
Edward Mulvihill	Assistant Director of Housing and Residence Life for Operations
John Murphy	Director of Facilities Scheduling and Promotions
Richard Myers	Assistant Director of Admissions
Ellen Myhill	Assistant Director of University Publications and Design
Carla J. Netto	Associate Registrar, Degree Auditing and Graduation
Raymond O'Brien III	Customer Service Support Supervisor

Edward J. O'Hara	Director of Library Services
Janet Ohles	Associate Director of Library Services
Patricia O'Neill	Server Specialist
Michael Palica	Assistant to the Director of Fiscal Affairs
Dawn Panasy	Advanced Practice Registered Nurse
Paula Paolino	Bursar
Richard Parmalee	Director of Network and Telecommunications
Lisa Peck	Assistant Director of Advising
Caitlin Pereira	Assistant Director of Advising
Laura Piechota	Musical Arts Assistant
Mark Pisano	Server Specialist
Jeffrey M. Postolowski	Server Administrator
Robert A. Pote, Jr.	Assistant Director of ConnCAP, Upward Bound and Excel Programs
Paul P. Prisco, Jr	ERP/Academic Application Manager
AnnMarie Puleo	Assistant Director of Graduate Admissions
Ethaline D. Rollins	Network Specialist
Peter Rosa III	Associate Controller
Melissa E. Sanders	Assistant to the Director of Housing/RD
Michael Schwarzchild	Interim Director of Counseling Center
Christopher Shankle	Associate Director of Graduate Studies
Amy Shanks	Assistant Director of Student Life/Student Activities
Jeff Shpunt	Web Content Specialist
Cory Silver	Assistant to the Director of Facilities Scheduling and Promotions
Paul M. Simon	Director of Campus & Student Centers
Joseph Sousa	Technical Support Analyst
Michael L. Spremulli	Associate Director of Facilities
Juan C. Stein-Obreros	User Support Specialist
Melissa Stephens	Associate Director of Student Financial Services
Peggy Stewart	Graphic Designer/Photographer
Francesca Testa	Assistant Director of Admissions
Albert Trimpert	Athletic Equipment Manager
Stephen P. Veillette	Project Manager
Peter J. Visentin	Director of Facilities Planning and Engineering
Scott Volpe	Coordinator of Engineering Support
Sarah Jane von Trapp	Director of Development
Elisabeth Werling	Coordinator of AccessAbility Services
Jerome Wilcox	Director of Institutional Research and Assessment
Rebecca Woodward	Director of Media Services
Jennifer Zdziarski	Associate Registrar, Scheduling Officer

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## FACULTY & STAFF

### **Schmotter, James W.**

President; B.A., Muskingum College; M.A., Ph.D., Northwestern University.

### **Abate, Ellen**

Interim Assistant Dean; Associate Professor, Nursing; B.S., Mt. St. Mary College of Nursing; M.A., New York University; Ed.D., Columbia University.

### **Alexander, Charles**

Director of Judicial Affairs; B.S., M.S., Iona College.

### **Alexander, Missy**

Dean, School of Arts & Sciences; B.A., M.A., Hunter College; Ph.D., New York University.

### **Algarin, Peter**

Associate Athletic Trainer, Intercollegiate Athletics; B.S., Southern Connecticut State University; M.H.A., Western Connecticut State University.

### **Allen, Mark**

Head Trainer, Intercollegiate Athletics; B.S., Westfield State College; M.S., Southern Connecticut State University.

### **Allocco, Katherine**

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Lund, Patricia Ph.D.	Professor, Nursing
Lyman, Jane, B., M.F.A.	Professor, English
Lyons, Peter, Ph.D.	Professor, English
Machell, David., Ph.D.	Professor, Justice & Law Administration
Mahoney, Kathleen	CSU Administrative Assistant, Finance & Administration
Main, Jean, M.P.A.	Director, Office of Communication
Manochi, Ena	CSU Administrative Assistant, Academic Affairs
McCarney, Hugh, Ph.D.	Professor, Communications
McMahon, Rita, Ph.D.	Professor, Biology & Environmental Sciences
McNelis, Barbara, Ph.D.	Professor, Education
Mennone, Michael, M.M.	Professor, Music
Merrer, Robert, Ph.D.	CSU Professor, Chemistry
Moryl, Richard H., M.A.	Professor, Music
Munz, James, Ph.D.	Professor, Philosophy & Humanistic Studies
Myhill, Carl S., M.S.	Professor, Mathematics
Nemzer, Beatrice, M.S.W.	Professor, Social Work
Nicholson, Junis	CSU Administrative Assistant, Institutional Advancement
O'Connor, Andrea, Ed.D.	Professor, Nursing

Olson, Elizabeth, Ed.D.	Professor, Nursing
Paine, Frederica	Assistant Director, Univ. Publications and Design
Pegolotti, James, Ph.D.	Librarian, Library Services
Posner, Jeanne, Ph.D.	Professor, Communications & Theatre Arts
Quinnell, William, M.F.A.	Professor, Media Services
Reimold, Richard, M.A.	Professor, Communications & Theatre Arts
Roach, James R., Ph.D.	President
Rosenberg, Edwin A., M.B.A	Professor, Mathematics
Rosenberg, Ellen M., Ph.D.	Professor, Anthropology
Rosenthal, Bernard, Ph.D.	Professor, Psychology
Ross, Phyllis, Ph.D.	Associate Professor, Social Work
Rudner, M. Jack, Ed.D.	Dean, Graduate Studies & Extension Services
Russock, Howard, Ph.D.	Professor, Biology
Schramm, Harold B., Ph.D.	J.D. Professor, Justice & Law Administration
Scrimgeour, James, Ph.D.	Professor, Writing, Linguistics & Creative Process
Sergi, Mary, A.S.	Admin. Asst., 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 & Design
Shibuya, Ruth, Ph.D.	Professor, Health Education
Skorina, Violet, Ph.D.	Associate Professor, English
Steinberg, Marjorie	Associate Professor, Social Work
Stevens, Helen	Assistant Professor, Education
Stewart, Albert, Ph.D.	Associate Professor, Marketing
Sullivan, Richard, M.S.	Vice President, Finance & Administration
Tax, Harriette, Ph.D.	Professor, Nursing
Tedesco, Jeannette, Ph.D.	Professor, Health Education
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
Uricheck, Michael, Ph.D.	Professor, Chemistry
Vacha, Kathryn, Ed.D.	Professor, Education & Educational Psychology
Veneziano, Robert, Ph.D.	Social Work
Wagner, Neil E., M.S.	Dean, Continuing Education
Wallace, John, M.A.	Director, Housing & Auxiliary Activities
Walther, Robert	Associate Director, Institutional Services
Walton, William, M.F.A.	Professor, Communications and Theatre Arts
Wells, Joanne, Ph.D.	Director, Counseling Center
Westfried, Alex, Ph.D.	Social Sciences
Wilds, Constance, M.S.	Dean, Student Affairs
Williams, Howard C., Ed.M.	Professor, Music & Music Education
Wohlever, James Ph.D.	Professor, Mathematics
Woodcock, Robert, M.A., M.S.N.	Associate Professor, Nursing
Yake, Edith, M.A.	Associate Professor, Social Sciences
Yocum, Doris, Ph.D.	Professor, Philosophy
Young, Kenneth, Ph.D.	Professor, History

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## **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 (Dino) Macricostas Doctor of Humane Letters  
2004 L. Eudora Pettigrew Doctor of Humane Letters