

# Graduate Catalog: 2016-2017

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## **CONNECTICUT STATE UNIVERSITY SYSTEM**

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

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

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

## **BOARD OF REGENTS FOR CONNECTICUT STATE UNIVERSITY SYSTEM**

Nicholas M. Donofrio, Chair, Ridgefield

Richard J. Balducci, Deep River

Namoi K. Cohen, Bloomfield

Lawrence DeNardis, Hamden

Matt Fleury, Hartford

Merle W. Harris, West Hartford

David R. Jimenez, Hartford

### **EX OFFICIO MEMBERS**

Stephen Adair, Bloomfield

Scott Jackson, Wethersfield

Raul Pino, Hartford

William J. McGurk, Somers

Yvette Melendez, Vice Chair, Hartford

Holly M. Palmer, Charter Oak Student

Gordon Plouffe, MCC

Joann H. Price, West Hartford

Elese E. Wright, Hartford

Barbara Richards, New Haven

Catherine H. Smith, Hartford

Diane R. Wentzell, Hartford

## **ADMINISTRATIVE OFFICERS – CONNECTICUT STATE UNIVERSITY SYSTEM**

Mark E. Ojakian, President

Elsa Nunez, Vice President for State Universities

David Levinson, Vice President for Community Colleges

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

Erika H. Steiner, Chief Financial Officer

Steven Weinberger, Interim Vice President for Human Resources

Joseph Tolisano, Chief Information Officer

Erin Fitzgerald, Associate Director, Office of Board Affairs

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

## Message From The President

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

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

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

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

With warmest wishes,

Dr. John B. Clark  
President

## Graduate Administration

President	John B. Clark
Interim Provost/Vice President, Academic Affairs	Missy Alexander
Associate Vice President, Finance and Administration	Sean Loughran
Chief Facilities Officer & Associate Vice President for Campus Planning	Luigi Marcone
Associate Vice President, Academic Affairs	Ann J. Atkinson
Dean, Ansell School of Business	David Martin
Interim Dean, Macricostas School of Arts and Sciences	Josephine S. Hamer
Interim Dean, School of Professional Studies	Patricia Ivry
Dean, School of Visual and Performing Arts	Brian Vernon

## GRADUATE PROGRAMS

### Certificate Programs

Applied Behavioral Analysis	Certificate
Post-Master's Certificate in Adult Nurse Practitioner	Certificate
Intermediate Administration and Supervision (#092)	Certificate

### Master's Degree

Applied Behavioral Analysis	M.S.
Biological and Environmental Sciences	M.A.
Business Administration	M.B.A.

Counselor Education

Options:

Clinical Mental Health Counseling M.S.

School Counseling M.S.

Earth and Planetary Sciences M.A.

Education

Options:

Curriculum Leadership M.S.

Instructional Technology M.S.

Reading (non-certification) M.S.

Special Education M.S.

English M.A.

Health Administration M.H.A.

History M.A.

Justice Administration M.S.J.A.

Mathematics M.A.

Music Education M.S.

Nursing M.S.

Adult-Gerontology Clinical Specialist M.S.

Adult-Gerontology Nurse Practitioner M.S.

Teaching (Biology, Mathematics, or Spanish) M.A.

### Master of Fine Arts

Visual Arts (Painting, Illustration, or Interdisciplinary) M.F.A.

Creative and Professional Writing M.F.A.

### Doctoral Programs

Instructional Leadership Ed.D.

Nursing Education Ed.D.

## Accreditation

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 should be directed to the administrative staff of the institution. Individuals may also contact the Commission on Institutions 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

The National Council for Accreditation of Teacher Education

## Academic Year 2016-2017

### *Fall Semester 2016*

August 22	Academic Year Begins
August TBD	Orientation Sessions
August 29	First Day of Classes
September 5	Labor Day, <i>No Classes</i>
November 23-27	Thanksgiving Recess, <i>No Classes</i>
December TBD	Make-up/Reading Days
December 10-16	Final Exams
December 18	Semester Ends

### *Winter Intersession 2016*

December 19, 2016	Intersession Begins
December 26	Christmas, <i>No Classes</i>
January 2, 2017	New Years Day, <i>No Classes</i>
January 13	Intersession Ends

### *Spring Semester 2017*

January 13	Semester Begins
January 16	Martin Luther King Holiday, <i>University Closed</i>
January 17	First Day of Classes
February 17-20	President's Holiday, <i>No Classes, University Closed</i>
March 13-19	Spring Break, <i>No Classes</i>
April 14	Day of Reflection, <i>No Classes, University Closed</i>
May 4-5	Make-up/Reading Days
May 6-12	Final Exams
May 21	Graduate Commencement
May 21	Undergraduate Commencement
May 31	Semester Ends

### *Summer Session 2017*

May 22	Summer Session I Begins
May 29	Memorial Day, <i>No Classes, University Closed</i>
June 23	Summer Session I Ends
June 26	Summer Session II Begins
July 4	Independence Day, <i>No Classes, University Closed</i>
July 28	Summer Session II Ends
July 31	Summer Session III Begins
August 18	Summer Session III Ends

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## General Information

### University History

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

### Mission Statement

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

1. Offer undergraduate and graduate programs that weave together liberal arts and professional education and instill a desire for life-long learning.
2. Sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events, and service to the community.
3. Attract student-centered faculty who are passionate teachers and accomplished scholars.
4. Establish partnerships that create opportunities for internships, research, and experiential learning.

### Values

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

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

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

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

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

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

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

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

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## GRADUATE STUDIES

### Mission, Role, and Scope of Graduate Programs

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

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

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

### **Associate Vice President for Academic Affairs**

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

### **Graduate Council**

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

### **Graduate Program Coordinators**

Each graduate program has a qualified faculty member who serves as graduate coordinator.

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

### **Graduate Faculty**

All faculty members who participate in graduate programs must have earned terminal degrees appropriate to their disciplines and to the graduate courses they teach or have significant and highly recognized accomplishments in the field relevant to the graduate courses they teach. Faculty members who participate in graduate programs at WCSU are active scholars who present and publish regularly in their relevant field of study, some having received national and international distinction.

### **Alumni Association**

The Alumni Association of Western Connecticut State University, founded in 1919, promotes the general welfare of the university. The board of directors is composed of 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 provides alumni with discounts at many businesses, both local and nationwide. All alumni receive the *Cupola* magazine, alumni e-newsletter, insurance and special affinity program discount offers, special access to career services, and invitations to special alumni programs and events.

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

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

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## **Statements, Policies, and Reports**

### **Rights Reserved Statement**

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

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

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

Western Connecticut State University accords all the rights under the law to students. No one outside the university shall have access to, nor will the university disclose any information from, a student's educational records without his/her written consent except to personnel within the university, to officials of other institutions in which the student seeks to enroll, to persons or organizations providing students financial aid, to accreditation groups, to persons in compliance with a judicial order, to persons in an emergency in order to protect the health or safety of students or other persons, or to parents of a student who is officially documented as their dependent for income tax purposes. All these exceptions are permitted under the Family Educational Rights and Privacy Act. The university will maintain a record of all requests for and/or disclosure of information from a student's educational records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student.

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

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

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

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

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

In the event a student's request, either to have access to a record or to amend information in a file, has been denied, the student may ask for a formal hearing. The student must submit a written request for the hearing to the vice president for academic affairs. The hearing panel will consist of the Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, and the academic dean of his/her school. Decisions of the hearing panel are final. Any alteration to the student's record will be in accordance with the decision of the hearing panel and will become a permanent part of that record. The student has a right to add a statement to a challenged record if the panel's decision is not to amend the record in accordance with the student's request.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the act may request, in writing, assistance from the vice president for student affairs of the university to aid them in filing complaints with the Family Education Rights and Privacy Act (FERPA), U.S. Department of Education, Washington, D.C. 20202.

## **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 Daryle Dennis, Interim Executive Assistant to the President/Chief Diversity Officer, in University Hall, Room 217, 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*

Daryle Dennis, Interim Executive Assistant to the President/Chief Diversity Officer, 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 Mr. Dennis in University Hall 217 or by telephone 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.

## **Sexual Misconduct Reporting, Support Services and Processes Policy**

### *Statement of Policy*

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

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

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

### **Options for Reporting an Incident**

Western's Campus Resource Team (CaRT), is available to assist and support any student who has experienced sexual assault, sexual harassment, stalking and intimate partner violence on or off campus. Students' confidentiality will be strictly protected in accordance with the law.

#### **1. Formal Reporting: Contacting University Police**

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

#### **Protective and/or Restraining Orders**

- A protective and/or restraining order may be requested by the courts related to any of the above incidents.
- A court issued protective and/or restraining order prohibits someone from communicating with an alleged victim, from entering the victim's residence, workplace, school, or property and any place the victim may frequent.
- When informed that a protective and/or restraining order has been issued, Western will take immediate steps to enforce the order as it relates to activities on the campus. It is important that students alert Western Police that such an order has been issued (providing the Police with a copy of the order is strongly encouraged). For more information about protective and/or restraining orders students may contact the University Police at (203)837-9300.

#### **Criminal Complaint**

Students may make criminal complaints with Western's University Police Department. The Police will inform the students of their rights and options.

University Police will conduct a confidential investigation and will keep the student apprised about any decision to prosecute. The police will review all cases with the State's Attorney's Office. The State's Attorney will make the final decision to prosecute under state law. If you wish, the police will contact the Women's Center and an advocate will meet you at the police station.

#### **2. University Disciplinary Action:**

Students may wish to contact the University Office of Judicial Affairs after a sexual assault, sexual harassment, stalking and intimate partner violence to pursue university disciplinary action. A complete and detailed description of the judicial process may be found in the Student Code

of Conduct, [http://www.wcsu.edu/stuaffairs/PDFDOCS/Student\\_Code\\_of\\_Conduct.pdf](http://www.wcsu.edu/stuaffairs/PDFDOCS/Student_Code_of_Conduct.pdf).

### **Judicial/Disciplinary Options**

- External: If you wish to have the assailant prosecuted, the police and district attorney's office will handle the legal proceedings without expense to you. You do not need to hire an attorney.
- Internal: If the perpetrator is a member of the Western community, you also have the option to file a complaint through the university's disciplinary system (see Student Handbook). In either instance, a university representative will be available to assist you through the process.

**Students also have the additional option of filing, simultaneously, a criminal complaint by reporting an assault to the University Police.**

### **3. Anonymous Reporting**

Any individual has the right to complete an Anonymous Interpersonal Violence Form which can be found on <http://www.wcsu.edu/stuaffairs/CaRT.asp>.

This form does not include any personal identifying information (e.g., name, age, address). The purpose of this form is for statistical data collection, as well as to determine possible patterns that may exist. Even with anonymous reporting, the university may investigate an incident to determine if the community is in potential danger.

*\* Note: University employees are required to complete an Anonymous Interpersonal Report Form when made aware of an incident related to sexual assault, sexual harassment, stalking and intimate partner violence.*

### **Assistance in Changing Living Arrangements, Class Schedules, or On-campus Work Schedules**

The university recognizes that students may want to change their on-campus living arrangements, class schedules, and on-campus work arrangements. Students requesting these changes should contact the Director of Housing (203-837-8736) and/or the Dean of Students (203 837-9700).

**Students should not hesitate to make these requests, which will be addressed in a timely manner.**

### **Smoking Policy**

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

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

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

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

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

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

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

### **Annual Security Report**

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

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

The Annual Fire Safety Report, also required by law, is available at [wcsu.edu/efs/firereport](http://wcsu.edu/efs/firereport).

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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 (AH) – An 8,434-square foot building that houses a lecture hall, administrative offices, and the WCSU Child Care Center.
- BERKSHIRE HALL (BR), HIGGINS HALL (HI), and WHITE HALL (WH) – These classroom buildings house many specialized education facilities, such as the Academic Advisement Center, an art gallery, Ives Concert Hall, Berkshire Theatre, Bill Williams Gymnasium, Math Emporium, 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 (OM) – The original building of the Danbury State Normal School dating back to 1904, Old Main houses the Admissions Office for undergraduate students, the Office of Graduate Admissions for graduate students, and one-stop student services that include the Financial Aid Office, Registrar's Office, Cashier's Office, and 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 audiovisual items.
- SCIENCE BUILDING (SB) – Opened in fall 2005, this award-winning building houses the university's biology, chemistry, physics, astronomy, and meteorology programs and science laboratories.
- STUDENT CENTER (SC) – The student center houses campus dining facilities, the university bookstore, mail offices, student government offices, campus ministries, meeting rooms, Echo Office (student newspaper), WXCI (student FM radio station), Student Technology Training Center, Career Development Center, Student Life/Student Activities, Student Center Operations Office, and Counseling Center.
- UNIVERSITY HALL (UH) – A four-level office building, University Hall houses administrative offices.
- WARNER HALL (WA) – This 34,078-square foot 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 AND PARKING STRUCTURE – This 417-bed dormitory-style residence hall with parking garage complements the apartment-style residence halls at Westside.
- CLASSROOM BUILDING (WS) – The Westside Classroom Building houses undergraduate and graduate programs in business and many graduate programs in education. It features the Robert S. Young Library, the Learning Commons, many microcomputer labs, classrooms, and faculty offices.
- ELLA GRASSO HALL – An apartment-style residence hall, this building was designed to house 261 students.
- PINNEY HALL – Pinney Hall is 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.
- VISUAL AND PERFORMING ARTS CENTER – This 134,000 square foot state-of-the-art building opened in Spring 2014. It is dedicated to instruction in music, music education, theatre, visual arts, and musical theatre. The building houses a concert hall, a proscenium arch theatre, a black box theatre, an art gallery, art studios, practice rooms, classrooms, and faculty and administrative offices.
- WESTSIDE CAMPUS CENTER (CC) – This 49,000-square foot 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-inch Ritchey Chretien Telescope, the largest of its kind in Connecticut.
- WILLIAM A. O'NEILL ATHLETIC AND CONVOCATION CENTER (ON) – The center contains a 4,000-seat arena, indoor tennis,

basketball and volleyball courts, a weight- training facility, a swimming pool, and the Athletic Department offices.

### **Western at Waterbury**

Western Connecticut State University at Waterbury is located on the Naugatuck Valley Community College campus, 750 Chase Parkway, Waterbury. In addition to offering bachelor degree-completion programs in nursing and management, Western at Waterbury offers selected general education classes. For more information on these programs, contact Western at Waterbury, Ekstrom Hall, Room 627, (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 Department. Parking Office on the Westside campus, Westside Classroom Building, Room 247D. Hours of operation are Monday – Thursday, 9 a.m. to 5 p.m., and Friday, 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 Department 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 unauthorized area, please read and obey the signs. All persons parking on state property are obligated to know and obey the university parking regulations, which are available at the University Police Department Parking Office on the Westside campus, the University Police Department on Roberts Avenue, or on-line at the police department's homepage, [wcsu.edu/police](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 9-1-1 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 University 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 available online at [www.wcsu.edu/shuttle](http://www.wcsu.edu/shuttle).

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## **STUDENT SERVICES**

### **Division of Student Affairs**

The Division of Student Affairs cultivates personal development through positive guidance and interaction with students so that they may make informed choices throughout their lives. The Division consists of Accessibility Services; Alumni Relations; Athletics; Bookstore; Box Office; Campus & Student Centers; Campus Ministries; Career Services; Center for Student Involvement; Civic Engagement; Club Sports; Commuters; Counseling Center; Food Services; Greek Life; Health Services; Housing & Residence Life; Intramurals; Judicial Affairs; Misc. Auxiliaries; Multicultural Programs; Parent Services; Pre-Collegiate & Access Programs; Recreation; Research & Assessment; SGA/Student Organizations; Shuttle Services; Student Success (Orientation/SCT); Substance Abuse and Prevention Programs (CHOICES); Testing Services; University Police Department; and Veterans Affairs Programming.

## **Counseling Center**

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

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

## **Career Services**

The Office of Career Services provides a wide range of services to graduate students, undergraduate students, and alumni. Students may seek assistance with job searches and utilize the online system to post resumes and/or review job opportunities. They may also participate in the 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 career information resources through the career library which offers a wide range of literature on career fields, job search, company profiles, and graduate and professional school information. Career Services also has online career information accessible through the website: [wcsu.edu/careerservices](http://wcsu.edu/careerservices). For more information on career-related services, contact the office, located in the Student Center, Room 207, or call (203) 837-8263.

## **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 admission are required to indicate their ability to finance their education. WCSU is unable to offer financial assistance to any student who does not hold 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 Graduate Admissions at (203) 837-8243 for graduate admission information.

All new students planning to enter the university in the fall semester must submit all application materials before March 1. Students desiring to enroll in the spring semester must submit all completed materials before October 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 University Assistant for International Services, Donna Warner, at (203) 837-3270. You may also email her at [warnerd@wcsu.edu](mailto:warnerd@wcsu.edu).

## **Testing Center**

The Campus and Student Centers' Testing Center administers the College Level Examination (CLEP) for students wishing to earn undergraduate credit by examination and the Miller Analogies Test (MAT), an entrance exam for many graduate programs. Distance learning examinations 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 ensure educational equity for students with documented disabilities by providing reasonable and appropriate accommodations and services. The primary goal of AccessAbility Services is to ensure equal access to programs and activities at Western Connecticut State University. AccessAbility Services calls upon the entire community to facilitate and advocate for the best university environment possible for individuals with disabilities. The AccessAbility Services staff work collaboratively with the university community to accomplish this mission.

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

For additional information, contact Elisabeth W. Morel, Director of AccessAbility Services. AccessAbility Services is located in Higgins Annex, Room 017, and can be reached at (203) 837-8225 (voice), (203) 837-3235 (TTY), or by email at [aas@wcsu.edu](mailto:aas@wcsu.edu). Students are encouraged to contact the Office of AccessAbility Services with questions or concerns. Additional information on AccessAbility Services is available at [www.wcsu.edu/accessability](http://www.wcsu.edu/accessability).

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

### **WESTCONNect Cards (Student IDs)**

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

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

### **Insurance Requirements**

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

*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 billed for this sickness insurance plan and enrolled if they do not 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 that may, however, be based at considerable distances from the campus. This factor 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% 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 or PPO plan. Students are required to notify Health Service of their insurance coverage and whether or not the plan includes prescription coverage.

Actively registered and matriculating part-time students are eligible to enroll in the WCSU Accident and Sickness Policy during open enrollment periods. Coverage is identical to that for full-time students. Part-time students should direct inquiries about this coverage to Aetna Student Health at [www.aetnastudenthealth.com/wcsu](http://www.aetnastudenthealth.com/wcsu). The WCSU Accident and Sickness policy provides excellent benefits for many medical, surgical, or mental health problems.

### **Health Service**

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

All full-time students are eligible for care at Health Service. There is no charge to be seen in Health Service. The costs for radiology, laboratory, diagnostic tests, and/or prescription medicine dispensed at the office are the student's responsibility. If a written prescription is dispensed,

students may use an in-network pharmacy to fill the order. If our medical staff refers a student to a specialist or the local emergency department at Danbury Hospital, the student's health insurance plan would apply, including all applicable co-pays and co-insurances. WCSU Health Service cannot guarantee benefits and eligibility at the time services are rendered.

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

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

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

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

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

### **Substance Abuse Prevention Program (CHOICES)**

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

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

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

### **Campus Ministries**

Western's campus ministries offer students a variety of activities and programs.

The Catholic Campus Ministry invites students, faculty and staff alike to consider its Newman Center, located across the street from Newbury Hall on the Midtown campus, a home away from home. Their hours are: Monday-Friday, 10 a.m. to 5 p.m. and closed Saturday and Sunday. This hospitable Center is the heart of the Catholic Campus Ministry, which brings a range of worship, fellowship, outreach and educational opportunities to University life. Come in for information, inspiration – or just for coffee and talk. The welcome mat is out for all!

The Western Christian Ministry, located in the Student Center at Midtown, is a community where students find opportunities to ask questions, to grow, to serve and to belong. Congeniality and a spirit of focused involvement are key here. Members come together to catch up on what's happening on campus and in life during activities such as lunch bunch. Wednesday night fellowship invites spiritual sharing and celebration. Praxis (which offers learning through service in the community) and Alternative Spring Break (when students travel to Mexico to work with Habitat for Humanity) are programs specifically geared to empower the spark of volunteerism in students. Reel Faith, as the name implies, meets for movie reviews and lively discussions on the impact of film on our lives.

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

## Computer Services

### Western is Wireless

Western is 100% wireless, including residence halls and wireless printing. To use the wireless network, your laptop or other mobile device must be equipped with a wireless network adapter. 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 [wcsu.edu/technology](http://wcsu.edu/technology) and click on "Wireless" under WestConn IT Essentials.

### Computer Centers

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

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

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

To learn more, visit [wcsu.edu/technology](http://wcsu.edu/technology) and select "Computer Centers" under WestConn IT Essentials.

### Student Technology Training Center

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

The roles and goals of the facility are

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

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

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

### 24-Hour Labs

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

To learn more, visit [wcsu.edu/technology](http://wcsu.edu/technology) and select "Computer Center" under WestConn IT Essentials.

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

## Student Accounts and Resources

All Western students are eligible for the following accounts:

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

**File Share** – Information Technology and Innovation 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 [wcsu.edu/technology](http://wcsu.edu/technology) and select "Fileshares" under WestConn IT Essentials.

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

To get to WestConduit, visit [conduit.wcsu.edu](http://conduit.wcsu.edu).

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

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

To access your Connect365 account for the first time, visit [connect.wcsu.edu](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 Connect365, visit [wcsu.edu/technology](http://wcsu.edu/technology) and select "Connect Suite" under WestConn IT Essentials.

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

For more information, please visit [wcsu.edu/technology](http://wcsu.edu/technology) and select "ConnectPrint" under WestConn IT Essentials.

**WestConn Mobile** – Western has a mobile website for quick on-the-go access to important information and services, including news, announcements, email, weather, phone numbers and much more. Point your mobile device to [m.wcsu.edu](http://m.wcsu.edu). Western Mobile is accessible anytime, anywhere!

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

## Computers in the Residence Halls (ResNet)

Any student who owns a computer with Built-in Ethernet or wireless capability can connect to ResNet, our residence hall network. Once connected, students will be required to log in using their Windows account credentials, install Cisco Clean Access, install a supported antivirus program, and install Windows critical updates. Splitters and cables can be obtained at any of our staffed computer centers. For more information, please visit [wcsu.edu/resnet](http://wcsu.edu/resnet).

## Technology Classrooms

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

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

## Your Technology Fee at Work

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

## Information Technology Policies

Learn about Western's information technology policies at [wcsu.edu/technology/students](http://wcsu.edu/technology/students):

- \* Policies and Guidelines for Computer Use
- \* CSU Network Policy
- \* Electronic Monitoring Notice
- \* Computer Center Usage Rules and Policies
- \* CSUS Email Policy
- \* Wireless Policy
- \* Information Security Policy

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

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## Campus Life

### DEPARTMENT OF HOUSING AND RESIDENCE LIFE

#### *On-Campus Housing*

The Department of Housing and Residence Life offers apartment-style accommodations to graduate students matriculated into one of our many graduate programs. Generally, housing is offered to any full-time matriculated students who pay their yearly housing deposit by May 1, provide proof of having a meningitis vaccine, and complete a housing application.

Housing is offered on a limited basis to married couples. Married couples must both be full-time students in order to live on campus.

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

#### *Off-Campus Housing*

To assist graduate students who require off-campus accommodations, the Housing Office provides a listing service of off-campus facilities via its website ([www.wcsu.edu/housing](http://www.wcsu.edu/housing)). The information contained on this website 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.

### THE CENTER FOR STUDENT INVOLVEMENT

Dennis Leszko, Director of the Center for Student Involvement (CSI)      Phone: (203) 837-8214  
Amy Shanks, Assistant Director of the Center for Student Involvement (CSI) Phone: (203) 837-8609  
studentlife@wcsu.edu  
wcsu.edu/studentlife

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

#### Recreation, Intramurals, and Club Sports

Amy Shanks, Assistant Director of the Center for Student Involvement (CSI) Phone: (203) 837-8609

Berkshire Hall, Room 136  
wcsu.edu/recreation

#### *Recreation*

The recreation department at Western is dedicated to providing the campus community with a multitude of recreational activities to encourage physical fitness and promote a positive well-being. All students are invited to engage in one of the many recreation, intramural and club sports activities taking place on campus. The WesternREC offices and information desk are located in Berkshire Hall next to the Colonial Fitness Zone. For up-to-date information, please visit our website, [wcsu.edu/recreation](http://wcsu.edu/recreation).

#### *Intramurals*

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

For a current listing of intramural leagues and seasons, please visit [wcsu.edu/recreation](http://wcsu.edu/recreation).

#### *Club Sports*

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

#### **Clubs and Organizations**

**Student Government Association (SGA)** Phone: (203) 837-8711

Student Center, Room 215  
[sga.wcsu.edu](http://sga.wcsu.edu)

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, Room 212  
[echo.wcsu.edu](http://echo.wcsu.edu)

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

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

Student Center, Room 217  
[sga.wcsu.edu/greekcouncil](http://sga.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 IRHA 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, Room 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 Monday at 4 p.m. in the Student Center.

**Campus and Student Centers 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 (SVO)** Student Center, Room 208

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

**WXCI Campus Radio** Phone: (203) 837-8387  
Student Center, Room 213  
wxci.wcsu.edu

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

#### *Other Student Organizations*

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

#### **Other Student Organizations**

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

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

#### **Governance**

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) 837-8243.

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

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## **Judicial Affairs**

The Office of Judicial Affairs administers the student discipline process and serves as a liaison to all university departments regarding matters pertaining to student conduct. All Western students are expected to adhere to the policies and procedures outlined in the Student Code of Conduct 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.

## Student Code of Conduct

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

### *Preamble*

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

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

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

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

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

## Admission to Graduate Programs

### Application Requirements

Criteria for admission to graduate study at Western Connecticut State University 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 Western'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 nonmatriculated (non-degree-seeking) basis. All students registering for graduate classes must hold a baccalaureate degree or its equivalent and must demonstrate ability to pursue graduate studies.

Prior to registration, prospective students must apply to the Office of Graduate Admissions. Applicants must provide:

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

Application materials may be requested from the Office of Graduate Admissions, Old Main, Room 101, by calling (203) 837-8243. Or, prospective students may visit the website at [www.wcsu.edu/graduate](http://www.wcsu.edu/graduate) and apply online.

Prospective students are encouraged to read the relevant sections of this catalog, including the portions that describe the degree program in which they are interested. General questions should be addressed to the Office of Graduate Admissions; program-specific questions should be directed to the graduate coordinator identified in this catalog.

### International Applicants

Currently the only graduate program at WCSU that is able to accept students holding the F-1 visa is the M.F.A. in Fine Arts (Painting, Illustration, or Interdisciplinary).

Students who have an earned undergraduate degree in a country other than the United States must have their transcripts assessed by an appropriate educational service for a comprehensive course-by-course evaluation. This report will determine if the student completed the equivalent of a U.S. bachelor's degree, which is the minimum requirement for acceptance into any of WCSU's graduate programs.

Prospective international applicants should contact the Office of Graduate Admissions for general questions and the coordinator of the M.F.A. in Fine Arts for program-specific questions.

For questions with regards to appropriate visa documents (I-20 for F-1 visa; DS-2019 for a J-1 visa), please contact

Ms. Donna Warner, UA/International Services

University Hall

181 White Street

Danbury, CT 06810.

Phone: 302-837-3270 Email: [warnerd@wcsu.edu](mailto:warnerd@wcsu.edu)

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

### Application Deadline

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

## **Transfer of Credit**

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

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

- \* The M.B.A. program allows up to 12 transfer credits.

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

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

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

## **Student Status**

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

## **Matriculated Student**

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

## **Nonmatriculated Student**

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

## **International Student**

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

## **Audit Student**

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

## **Special Student**

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

## **Guest Student**

Graduate students matriculated at another institution may register for graduate study at Western on a space-available basis by presenting a letter

of permission from their resident institution to the Office of Graduate Admissions. Students must also provide academic transcripts to demonstrate satisfaction of course or program prerequisites.

The New England Regional Student Program (see description below) provides special opportunities for guest study and exchange.

### **Undergraduate Student**

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

### **In-Service Workshops for Teachers**

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

### **New England Regional Student Program**

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

## TUITION, FEES, AND FINANCIAL AID

### Student Expenses

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

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

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

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

#### Part-Time Doctoral Students

##### Ed.D. Leadership Program:

*In-state: \$810 per semester hour; Out-of-state: \$821 per semester hour includes*

	<i>In-state</i>	<i>Out-of-state</i>
Tuition	\$558 per semester hour	\$569 per semester hour
General Fee:	\$252 per semester hour	\$252 per semester hour

##### Additional Fees:

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

##### Ed.D. Nursing Program:

*In-state, Out-of-state, New England Regional Student Program: \$1,097 per semester hour includes*

Tuition:	\$747 per semester hour
General Fee:	\$350 per semester hour

##### Additional Fees:

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

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

*In-state: \$542 per semester hour; Out-of-state: \$550 per semester hour includes*

	<i>In-state</i>	<i>Out-of-state</i>
Tuition:	\$360 per semester hour	\$368 per semester hour
General Fee:	\$182 per semester hour	\$182 per semester hour

##### Additional Fees:

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

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

State University Fee:	\$432.50
Tuition:*	\$3,248.50
General Student Fee:	\$1,868.50
Student Activity Fee:	\$99.50
Mandatory Health Insurance:	\$1,154
Total:	\$6,803 per semester

\* *Master of Fine Arts (Painting, Illustration, or Interdisciplinary) tuition: \$4,127*

\* *Master of Fine Arts in Professional and Creative Writing tuition: \$3,408.50*

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

State University Fee:	\$1,030
Tuition:*	\$9,051
General Student Fee:	\$1,868.50
Student Activity Fee:	\$99.50
Mandatory Health Insurance:	\$1,154
<b>Total:</b>	<b>\$13,203 per semester</b>

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

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

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

*In-state: \$614 per semester hour; Out-of-state: \$622 per semester hour includes*

	<i>In-state</i>	<i>Out-of-state</i>
Tuition:	\$417	\$425
General Student Fee:	\$197	\$197

***Additional Fees:***

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

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

**Fees for Online CSU**

*In-State: \$557 per semester hour (tuition \$360 per semester hour plus general student fee \$197 per semester hour)*

*Out-of-State: \$596 per semester hour (tuition \$368 per semester hour plus general student fee \$228 per semester hour)*

***Additional Fees:***

Online Registration Fee: \$50 per course, nonrefundable

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

**Auditing a Class**

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

**Refund Policies**

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

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 nonrefundable except when the university cancels a course.**

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

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

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

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

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

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

## **Refund Policy for Courses Three to 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 nonrefundable except when the university cancels a course.**

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

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

- 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 nonrefundable except when the university cancels a course.**

## **Board Fee Refund**

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

## **Procedures for Students Receiving Assistance under Title IV**

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

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# **The Office of Financial Aid and Student Employment**

## **How to Apply for Financial Aid**

In order to receive financial aid, a graduate student must be matriculated and registered for at least six credits per semester. S/he must complete the Federal Application for Financial Aid Form (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). If the Student Aid Report is selected for verification, the student will be required to submit additional documentation as requested. 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 Financial Aid & Student Employment concerning application deadlines for these programs.

## Financial Aid: Satisfactory Academic Progress

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

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

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

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

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

### *Financial Aid Programs Affected by Satisfactory Academic Progress*

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

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal College Work Study
- Federal Perkins Loan Program
- Federal Direct Loan Program
  
- Subsidized Student Loans
- Unsubsidized Student Loans
- Parent Loan for Undergraduate Students (PLUS)
- Federal Direct Graduate PLUS Loan
  
- Alternative/Private Loan Programs-Contact individual lenders to find effects of SAP on borrowing
- CT Governor's Scholarship
- CT GEAR UP Scholarship/Gear Up II Scholarship
- Connecticut State University Grant
- State scholarship and grant programs

### *How is SAP Determined?*

#### *Qualitative Measure*

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

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

*Quantitative Measure*

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

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

For clarification on abbreviations, view WCSU's [grading system](#).

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

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

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

*Maximum Timeframe*

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

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

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

### ***When is SAP calculated?***

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

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

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

### **IF calculations determine the student is not meeting Satisfactory Academic Progress...**

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

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

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

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

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

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

### **Regaining Eligibility**

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

### **...THEN the student may opt to undergo the Appeal Process**

**Effective Spring 2016: SAP Appeals will be accepted within 30 days of the date of SAP status notification, but no later than April 1, whichever comes first.**

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

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

### ***Appeal Outcomes and Academic Plan***

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

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

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

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

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

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

### ***When is a Return of Title IV Funds required?***

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

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

### ***Timeline for a Return of Title IV Funds***

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

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

### ***Post-Withdrawal Disbursement***

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

### ***When is a Return of Title IV Funds Not Required?***

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

## **Student Employment**

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

WCSU employs approximately 800 students during the academic year. The types of positions available are as diverse as the students themselves. A comprehensive list of position announcements can be found on the Financial Aid & Student Employment website.

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

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

## Institutional Payroll.

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

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

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

## Graduate Assistantships

Several graduate assistantships are available to matriculated graduate students. Application forms can be secured in the Office of the Academic Affairs, University Hall, Room 302.

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## Office of Veterans Affairs

The Veterans Affairs Coordinator assists Veterans, members of the Selected Reserve and military-connected families in transitioning to higher education and certifying educational benefits. The Office of Veterans Affairs is located on the Midtown campus in Old Main, Room 206 with office hours Monday through Friday, 8 a.m. to 4 p.m. Any student who would like information about benefits earned through the armed services should report to the Office of Veterans Affairs. Visiting the Office of Veterans Affairs at WCSU should be the first stop for anyone with a military-connection.

The Connecticut Department of Higher Education has approved educational programs offered at WCSU for the training of veterans. Veterans may take advantage of their benefits under Chapters 30: Montgomery GI Bill, 31: Vocational Rehabilitation and Employment, 33: Post 9/11 GI Bill, 35: Dependents' Educational Assistance, 1606: Selected Reserve Educational Assistance and 1607: Reserve Educational Assistance.

Additionally, spouses, widows, and children of veterans seeking to use educational benefits should apply to the Office of Veterans Affairs.

To explore available benefit programs, please visit [www.wcsu.edu/veterans](http://www.wcsu.edu/veterans) and [www.gibill.va.gov/GI\\_Bill\\_Info/benefits.htm](http://www.gibill.va.gov/GI_Bill_Info/benefits.htm).

### *Types of Tuition Waivers Available for Veterans*

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 Waivers*

Members of the Connecticut National Guard who have received a certificate of eligibility from the adjutant general, have been admitted to the university as full-time students, and have registered for classes can submit the certificate to the Veterans Affairs Coordinator, Old Main, Room 206, for a waiver of tuition.

#### *\* Connecticut State Veterans Tuition Waiver*

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 Veterans 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 intersession courses are entitled to a waiver of 50% of the course 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 or 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

Members of the Selected Reserve must have been mobilized in time of war for other than training purposes.

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

1. WCSU Veterans Registration Form and Statement of Understanding
2. Completed Veteran's Tuition Waiver Application
3. Criteria depend on the benefit for which you are applying:
  - a. Ch. 30 Montgomery G.I. Bill: Certificate of Eligibility from VA and DD Form 214 Member 4
  - b. Ch. 31 Vocational Rehabilitation: Approved Form 1905 and DD Form 214 Member 4
  - c. Ch. 33 Post 9/11 GI Bill: Certificate of Eligibility from VA and DD Form 214 Member 4
  - d. Ch. 35 Dependent's Educational Assistance: Certificate of Eligibility from VA and Service Member's DD Form 214 Member 4
  - e. Ch. 1606 Selected Reserve Educational Assistance: Certificate of Eligibility from VA, Notice of Basic Eligibility from Unit and latest DD Form 214 Member 4
  - f. Ch. 1607 Reserve Educational Assistance: Certificate of Eligibility from VA, Notice of Basic Eligibility from Unit and latest DD Form 214 Member 4

## Academic Information and Policies

### Course Registration

#### Student Responsibility

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

#### General Program Information

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

#### Course Schedules

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

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

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

#### Student Independent Study (SIS)

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

#### Faculty-Developed Course

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

#### Registration Procedures

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

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

\* **Fax:** Students may register by fax, using the registration forms available on the website or at the Office of Graduate Admissions, Old Main, Room 101. The registration fax number is (203) 837-8326. No faxes will be accepted prior to midnight of the first day of registration. Any faxes received prior to that date will be processed at the end of the calendar day.

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

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

#### Credit/Semester Hours

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

for the degree.

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

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

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

Registration for 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 Office of Graduate Admissions.

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

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

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

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

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

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

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## **Completion of Graduate Program**

### **Graduate Degree Requirement**

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

### **Time to Complete Degree Requirements**

With the exception of the Master of Business Administration (M.B.A.) program, all graduate programs must be completed within six years. Students in the M.B.A. program have eight 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 15 weeks,

2. or the equivalent amount of work over a different amount of time,
3. or at least an equivalent amount of work as required in paragraph 1 of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other engaged academic time leading toward the award of credit hours.

### **Maintaining Matriculation \*\***

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

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

### **Grade Point Average (GPA) Required for Graduation**

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

### **Grades**

The GPA is computed using quality points earned for graduate credit at Western Connecticut State University. Grades for courses accepted in transfer are not computed in the GPA. The 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 Office of Graduate Admissions.
- Students who choose to audit a course (AUD) receive no grade and no academic credit for that course.

### **Application for Graduation Deadlines**

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

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

### **Withdrawal/Leave of Absence from University**

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

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## **Academic Policies**

### **Attendance and Examination Policies**

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

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

### **Probation & Suspension**

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

Any graduate student whose cumulative graduate grade point average falls below 3.0 or “B” is automatically placed on academic probation (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 academic dean of the student’s academic discipline 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.

## **ACADEMIC HONESTY POLICY**

### *1. PURPOSE*

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

### *2. POLICY*

#### *2.1 Principles*

##### *2.1.1 Academic Honesty Code*

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

##### *2.1.2 Faculty Responsibility*

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

##### *2.1.3 Student Responsibility*

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

#### *2.2 Academic Honesty Violation*

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

Cheating includes, but is not limited to:

- Submitting material that is not one's own.
- Using information or devices that are not allowed by the faculty member.
- Obtaining and/or using unauthorized material.
- Fabricating information.
- Violating procedures prescribed to protect the integrity of a test, or other evaluation exercise.
- Collaborating with others on assignments without the faculty member's consent (not to be confused with tutoring in the university learning centers).
- Cooperating with or helping another student to cheat.

- Having another person take an examination in the student's place.
- Altering exam answers and requesting that the exam be regraded.
- Communicating with any person during an exam, other than the faculty member or exam proctor.

Plagiarism includes, but is not limited to:

- Directly quoting others without using quotation marks or indented format to identify them.
- Using sources of information (published or unpublished) without identifying them. This can be one's own past work.
- Paraphrasing materials or ideas of others without identifying the sources.

### *2.3 Resolution of Academic Honesty Violations*

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

#### *2.3.1 Action Initiated by the Faculty Member*

If a faculty member believes a student has committed an academic honesty violation, the faculty member should complete the Academic Honesty Report. The faculty member will request a meeting with the student within five university calendar days (excluding Saturdays, Sundays, and holidays) to attempt to resolve the incident. As a result of this meeting, if the faculty member determines a violation has occurred, he or she should give the student a copy of two things: (a) this policy statement, and (b) the completed Academic Honesty Report. The faculty member retains a copy of the Academic Honesty Report of this incident, and forwards a copy of the Academic Honesty Report to the faculty member's department chair, school dean, associate vice president for academic affairs, and dean of students. The faculty member may assign a penalty; see section 2.5 below. If the faculty member is unable to contact the student, or if the student fails to meet with the faculty member, the faculty member may assign the penalty. If a penalty is assigned, the faculty member will send the student a copy of this policy statement and a completed Academic Honesty Report. The faculty member will send these documents by registered mail to the student's current mailing address on file with the university, and provide a copy to the faculty member's department chair, school dean, associate vice president for academic affairs, and dean of students. The final grade for the course will not be recorded in the Registrar's Office until all of the student's rights to appeal have been exhausted.

#### *2.3.2 Appeal Procedures*

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

##### *2.3.2.1 Department Hearing*

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

### *2.3.2.2 Dean's Review*

Within five university calendar days of the department chair's notification to the student that a penalty has been assigned (within an academic long semester, excluding Saturdays, Sundays and holidays), the student or the faculty member may submit a written appeal to the dean of the faculty member's school. This written appeal should ask the dean to review the department chair's decision and explain why the student or faculty member believes that the department chair's decision was wrong. Within ten university calendar days from the time the written appeal is received in the dean's office, the dean will determine if the department chair's action should be upheld or overturned and will communicate his/her decision in writing to the student by registered mail, and inform the faculty member, the department chair, the associate vice president for academic affairs, and the dean of students. Within ten university calendar days of the dean's decision, the student or the faculty member may appeal the dean's decision to the Senate Ad Hoc Committee on Grade Appeals (see page 45 of the 2014-2016 Undergraduate Catalog). If the decision is not appealed, the dean will send a copy of the Academic Honesty Report along with the results of the dean's review of the report to the student, the faculty member, the associate vice president for academic affairs, and the office of the dean of students, where it will be filed for future reference. Students may still be subject to further disciplinary action by the university through the student code of conduct, administered by the dean of students (or his/her designee).

### *2.3.2.3 Senate Ad Hoc Committee on Grade Appeals*

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

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

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

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

### *2.4 Maintenance of Academic Honesty Reports*

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

### *2.5 Penalties*

The penalty for an academic honesty violation on a significant course requirement such as a final copy of a term paper/project or final examination shall be an "F" for the course. The penalty for academic honesty violations in

other coursework will be left to the discretion of the faculty member and may be modified upon appeal. When an academic honesty violation includes flagrant behavior, such as having a substitute take an exam or stealing an exam, the faculty member also shall refer the matter to the Office of the Dean of Students for disciplinary action pursuant to the CSU Student Code of Conduct. The Office of the Dean of Students also may initiate disciplinary action against a student with repeated academic honesty violations.

### 3. *REVIEW AND RESPONSIBILITIES*

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

2-University Senate

3-President

Review: Every three years (and as needed)

President

Policy History

Issue #1: 2006

Issue #2:

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

Administrative Approval: 9/6/06

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

[wcsu.edu/facultystaff/handbook/pages/AH-polreport-stu.asp](http://wcsu.edu/facultystaff/handbook/pages/AH-polreport-stu.asp)

## Ancell School of Business

### [OVERVIEW](#)

#### **DEGREE PROGRAMS**

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[MSJA Justice Administration](#)

#### **COURSES**

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[Management](#)

[Management Information Systems](#)

[Marketing](#)

## ANCELL SCHOOL OF BUSINESS

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Elise Silkowski, Learning Commons Coordinator, WS 409E

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silkowskie@wcsu.edu

### Departments

#### *Accounting*

Richard Proctor, Chair, WS 386, (203) 837-8744

#### *Faculty*

J. Donegan (M.B.A. Coordinator); M. Ganon; T. Monks; G Skiba.

#### *Finance*

Annie Wong, Co-Chair, WS 141, (203) 837-8577

#### *Faculty*

C. Huang; W. Lin; L. Vo.

#### *Management*

Stanley Bazan, Chair WS 202, (203) 837-9238

#### *Faculty*

P. Assenza; E. Buccini; M. Chuang; M. Dugal; L.Forbes.

#### *Management Information Systems*

Richard Montague, Chair, WS 204, (203) 837-9343

#### *Faculty*

E. Collar; J. Flynn; P. Nugent; T. Yoon.

#### *Marketing*

Ronald Drozdenko, Chair, WS 301, (203) 837-8776

#### *Faculty*

J. Cronin; X. Han; K. Koza; B Oumlil.

#### *Division of Justice and Law Administration*

Charles Mullaney, Chair, WS 402, (203) 837-8524

#### *Faculty*

W. DeFeo; T. Dwyer; K. C. Jordan; G. Kain (M.S.J.A. Coordinator); K. Marino; A. Markert; D. Sharma.

### Mission

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

### MBA Learning Goals:

- COMMUNICATION: Students will be able to communicate effectively.
- LEADERSHIP AND TEAMS: Students will demonstrate leadership and team membership behaviors.
- CRITICAL THINKING/ETHICS: MBA graduates will demonstrate strong critical thinking and sensitivity to ethical issues.
- CRITICAL FUNCTION/GLOBAL: Students will demonstrate the ability to integrate knowledge from a variety of business disciplines.

### MHA Learning Goals:

- CRITICAL FUNCTIONAL SKILLS: Demonstrate knowledge of the health care system including delivery, finances, quality, organization effectiveness and clinical and support services.

- **COMMUNICATION:** Demonstrate competencies in communication, interpersonal relations, management and leadership.
- **CRITICAL THINKING:** Apply critical thinking skills to situations they will encounter working in health services organizations.
- **PROFESSIONAL DEVELOPMENT:** Demonstrate strategies for continuing career planning and development.

### **Graduate Programs**

Master of Business Administration

Master of Health Administration

Master of Science in Justice Administration

### **Admissions**

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

## Master of Business Administration

James Donegan, Graduate Coordinator, WS 139 Phone (text or call): (203) 313-1837  
Phone (office): (203) 837-9035  
doneganj@wcsu.edu

Chastity Mercado, Department Secretary, WS 249 Phone: (203) 837-8342  
mercadoc@wcsu.edu  
Fax: (203) 837-8527

NOTE: The MBA program's curriculum is in a period of transition, and during the Fall 2015 semester it is expected to be overhauled. Please contact the Office of Graduate Admissions for current status.

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

### Program Overview and Mission

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 through Thursday evenings each week at 5:25 or 8 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 M.B.A. 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.

### Learning Goals and Objectives

1. COMMUNICATION: Students will be able to communicate effectively.
2. LEADERSHIP AND TEAMS: Students will demonstrate leadership and team membership behaviors.
3. CRITICAL THINKING/ETHICS: MBA graduates will demonstrate strong critical thinking and sensitivity to ethical issues.
4. CRITICAL FUNCTION/GLOBAL: Students will demonstrate the ability to integrate knowledge from a variety of business disciplines.

### Admission Requirements

Applicants to the M.B.A. program must submit the following materials to the Office of Graduate Admissions, Old Main, Rm. 101:

- a completed application for graduate study
- 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) 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

a current resume or curriculum vita

- Recommended is a statement why the applicant desires to pursue an M.B.A. at WCSU.

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 the required materials are in the applicant's file in the Office of Graduate Admissions. Previous academic achievements, GMAT/GRE test scores, recommendations, and work experience are important factors.

### Admission Formula

In general, admission to the M.B.A. will be determined using the following M.B.A. Admission Formula Score: (Undergraduate GPA x 200) + GMAT score  $\geq$  1,050

### GMAT/GRE Exam Waivers

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 cluster of prerequisite course modules (minus waived modules)
- completed 54 graduate credits (minus waived and transferred credits) with a cumulative GPA 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 Admissions by December 1 for the May commencement, February 1 for an August conferral, or October 1 for a January conferral

### Waiver of Courses

The number of courses required for the M.B.A. degree may be reduced by waiver of some or all of the core/prerequisite cluster courses (a maximum of 24 semester hours). These waivers are based on the applicant's undergraduate business degree transcript completed business courses with satisfactory grades of B or better, or relevant graduate courses with satisfactory grades of B or better.

### Transfer of Courses

Up to 12 semester hours of graduate credit may be transferred to the M.B.A. program for equivalent courses completed elsewhere. To be considered for transfer, the courses must have been completed with a grade of B or better in the six years prior to enrollment in Western's M.B.A. program.

### Substitution of Courses

Course substitutions may be allowed within the M.B.A. program to accommodate special considerations. Please see the M.B.A. Coordinator.

### Courses in Residence

A minimum of 18 graduate semester hours in the M.B.A. program must be completed at WCSU.

### Course Restrictions

For a complete list of prerequisites, co-requisites, and other restrictions for all courses, please consult the Course Description section of this catalog or contact the M.B.A. coordinator.

## Master of Business Administration

<i>Core/Prerequisite Cluster</i>	<i>(courses may be waived)</i>	<i>24 SH</i>
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

***Required M.B.A. Courses – (courses cannot be waived) 21 SH***

ACC 507	Strategic Cost Management	3 SH
FIN 560	Analysis of Financial and Investment Decisions	3 SH
MGT 506	Strategic Management	3 SH
MGT 521	Strategic Integration of Operations	3 SH
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*

## Master of Health Administration

Stanley Bazan, Chair of Management Department, WS 202 Phone: (203) 837-9238

bazans@wcsu.edu

Lorraine DiLeo, Department Secretary, WS 249

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dileol@wcsu.edu

*Accounting Faculty*

J. Donegan (M.B.A. Coordinator); M. Ganon; T. Monks; G. Skiba.

*Finance Faculty*

C. Huang; W. Lin; L. Vo; A. Wong.

*Management Faculty*

P. Assenza; S. Bazan; E. Buccini; M. Chuang; M. Dugal; L. Forbes.

*Management Information Systems*

E. Collar; J. Flynn; R. Montague; P. Nugent; T. Yoon.

*Marketing*

J. Cronin; R. Drozdenko; X. Han; K. Koza; B Oumlil.

*Division of Justice and Law  
Administration*

W. DeFeo; T. Dwyer; K. C. Jordan; G. Kain (M.S.J.A. Coordinator); K. Marino; A. Markert; C. Mullaney; D. Sharma.

### Program Overview and Mission

Western's Master of Health Administration (M.H.A.) program prepares students for managerial positions in a range of health services organizations. The program is designed for part-time study; classes are scheduled in the evenings and occasionally on Saturdays.

### Program Learning Outcomes

Students will:

- **CRITICAL FUNCTIONAL SKILLS:** Demonstrate knowledge of the health care system including delivery, finances, quality, organization effectiveness and clinical and support services.
- **COMMUNICATION:** Demonstrate competencies in communication, interpersonal relations, management and leadership.
- **CRITICAL THINKING:** Apply critical thinking skills to situations they will encounter working in health services organizations.
- **PROFESSIONAL DEVELOPMENT:** Demonstrate strategies for continuing career planning and development.

### Admission Requirements

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

- a completed application for graduate study
- submit official transcripts of all undergraduate and graduate courses and degrees
- if your undergraduate grade point average (GPA) is less than 3.0, complete and pass (> 35th percentile) an entrance examination score from one of the following:
  - Miller Analogies Test (MAT)
  - Graduate Record Examination (GRE)
  - Graduate Management Admission Test (GMAT)
- submit two letters of recommendation
- submit a current resume or curriculum vita

Once the application has been submitted, the applicant will meet with the program coordinator to complete the application process, to review the program requirements, and to design a course of study.

Criteria for admission to the program include the following:

2.50 or higher (on a 4.0 scale) undergraduate grade point average

- if required, and entrance test score at or above the 35th percentile
- an undergraduate or graduate statistics course (3 or 4 credits) with a grade of C or better
- at least two years of full-time, post-bachelor degree work experience

Previous academic achievements, entrance test score, letters of recommendation, and work experience are all important factors. For example, a record of appropriate employment at increasing levels of responsibility and supervision or significant involvement in community organizations might be considered.

### **Degree Requirements**

The M.H.A. degree will be conferred upon the matriculated M.H.A. graduate student who has

- completed the required 36 semester hours from the three groupings
- completed the program within an six-year period
- a cumulative GPA of 3.0 (B) or better

### **Waiver of Courses**

A maximum of nine graduate credits may be waived (with substitution) based on undergraduate course work. The total number of waived and transferred course credits may not exceed 15 semester hours.

### **Transfer of Courses**

A maximum of nine graduate credits from other institutions may be transferred to the M.H.A. program. To be considered for transfer, the courses (at least a grade of B) must have been completed in the six years prior to enrollment at Western.

### **Course Restrictions**

For a complete list of prerequisites, co-requisites and other restrictions for all courses, please consult the Course Description section of this catalog.

## **Master of Health Administration**

### **Management Core: (6 SH)**

MGT 530 Leadership 3 SH

MGT 547 Human Resource Management 3 SH

### **Health Services Core: (18 SH)**

MGT 580 Health Delivery Systems 3 SH

MGT 581 Health Services Financial Management 3 SH

MGT 582 Managing Health Services Organizations 3 SH

MGT 585 Health Services Quality Tools 1.5 SH

MGT 589 Health Services Tech and Innovation 1.5 SH

MGT 591 Introduction to Health Policy 3 SH

MGT 595 Strategic Managing for Health Services 3 SH

### **Elective Courses: (12 SH)**

Electives 12 SH

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

**Management Department Electives:**

MGT 550 Selected Topics in Management	3 SH
MGT 544 Negotiations and Conflict Resolution	3 SH
MGT 548 Organizational Excellence	3 SH
MGT 588 Healthcare Administrative Residency	3-6 SH
MGT 584 Long Term Care Administration	3 SH
MGT 586 Health Services Marketing	3 SH
MGT 587 Health Services Law	3 SH
MGT 598 Faculty-Developed Study	3 SH
MGT 599 Student-Developed Study	3 SH

With the approval of the MHA Coordinator, you may also choose non-MHA electives from the graduate course offerings of

- the Management Department,
- other Ansell School of Business departments (e.g., marketing, finance), or
- departments outside the Ansell School (e.g., nursing, psychology, communications).

Choosing electives permits you to tailor the MHA program to your needs and objectives. Please present your non-MHA choices and rationale to the Coordinator for prior approval. Please see the current Graduate Catalog for course descriptions and other relevant information.

## Master of Science in Justice Administration

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kaing@wcsu.edu

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reidc@wcsu.edu

*The Master of Science in Justice Administration program is currently not accepting any students into the program. Those students who are in the program now will continue to pursue the current M.S.J.A. program. MSJA courses will be scheduled as usual to accommodate these students. This suspension of admissions will permit the revision of the M.S.J.A. program.*

*Accounting Faculty* J. Donegan (M.B.A. Coordinator); M. Ganon; T. Monks; G. Skiba.

*Finance Faculty* C. Huang; W. Lin; L. Vo; A. Wong.

*Management Faculty* P. Assenza; S. Bazan; E. Buccini; M. Chuang; M. Dugal; L. Forbes.

*Management Information Systems* E. Collar; J. Flynn; R. Montague; P. Nugent; T. Yoon.

*Marketing* J. Cronin; R. Drozdenko; X. Han; K. Koza; B. Oumlil.

*Division of Justice and Law Administration* W. DeFeo; T. Dwyer; K. C. Jordan; G. Kain (M.S.J.A. Coordinator); K. Marino; A. Markert; C. Mullaney; D. Sharma.

### Program Overview and Mission

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

### Learning Goals and Objectives

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

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

### Admission Requirements

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

- graduate admission application form and fee
- official transcripts for all undergraduate and graduate courses and degrees
- an entrance examination score from one of the following:
  - Miller Analogies Test (MAT)
  - Graduate Record Examination (GRE)
  - Law School Admission Test (LSAT)
  - Graduate Management Admission Test (GMAT)
- two letters of recommendation

- current resume or curriculum vitae
- interview with program coordinator

Criteria for admission to the program include the following:

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

### Degree Requirements

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

### Waiver/Transfer/Substitution of Courses

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

### Course Restrictions

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

### Master of Science in Justice Administration (36 SH)

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

Research project or comprehensive examination

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

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

### Information

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

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

## Accounting

### **ACC 505 Selected Topics in Accounting 1-3 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 201 (or equivalent) and ACC 202 (or equivalent).

### **ACC 515 Advanced Topics in Business Valuation 3 SH**

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

### **ACC 516 Financial Statement Analysis 3 SH**

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

### **ACC 517 Advanced Accounting Topics 3 SH**

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

### **ACC 518 Advanced Topics in Tax 3 SH**

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

### **ACC 598 Faculty-Developed Course**

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

### **ACC 599 Student-Developed Study**

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

## Finance

### **FIN 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**

An examination of data analytic and quantitative techniques used in public administration. Explores methods for identifying patterns and structure within and between sets 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 and Investment Decisions 3 SH**

The course focuses on the management of a corporation's financial and security investments. It provides a critical discussion on a number of theoretical issues and empirical observations and their relevance to an understanding of "real world" corporation decisions. The theories will be reinforced by hands-on computer techniques. Students will learn to collect data from various resources, create models to perform quantitative analysis, and make sound financial and investment decisions for a corporation. *Prerequisite:* FIN 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 that 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. The vehicle may be utilized more than once. *Prerequisite:* written permission of the faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

## Justice and Law Administration

### **JLA 500 Legal Issues in Public Administration 3 SH**

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

### **JLA 511 The Legal Environment of Business 3 SH**

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

### **JLA 515 Policy Analysis in Justice Administration 3 SH**

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

### **JLA 520 Seminar in Law Enforcement Administration 3 SH**

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

### **JLA 550 Special Issues in Judicial and Correctional Administration 3 SH**

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

### **JLA 590 Research in Public Administration 3 SH**

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

### **JLA 598 Faculty-Developed Course**

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

### **JLA 599 Student-Developed Study**

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

# Management

## **MGT 501 Organizational Behavior 3 SH**

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

## **MGT 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**

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

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

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

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

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

## **MGT 530 Leadership 3 SH**

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

## **MGT 544 Negotiations and Conflict Resolution 3 SH**

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

## **MGT 547 Human-Resource Management 3 SH**

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

### **MGT 580 Health Delivery Systems 3 SH**

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

### **MGT 581 Health-Services Financial Management 3 SH**

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

### **MGT 582 Managing Health-Services Organizations 3 SH**

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

### **MGT 583 Continuum of Gerontological Services 3 SH**

This course describes the continuum of long-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 victimization are emphasized. *Corequisite:* PSY 580.

### **MGT 584 Long-Term Care Administration 3 SH**

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

### **MGT 585 Health Services Quality Tools 1.5 SH**

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

### **MGT 586 Health-Services Marketing 3 SH**

This course in marketing management for health services examines the problem of organizational response to consumer desires and needs in the context of a changing market for health services. Consumer behavior and development of marketing mix, product policy, and market strategy appropriate to various health-service institutions are covered. *Prerequisites:* MGT 580 or MGT 582.

### **MGT 587 Health-Services Law 3 SH**

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

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

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

### **MGT 589 Health Services Information Technology and Innovation 1.5 SH**

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

### **MGT 591 Introduction to Health Policy 3 SH**

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

### **MGT 595 Strategic Managing for Health Services 3 SH**

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

### **MGT 598 Faculty-Developed Study**

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

### **MGT 599 Student-Developed Study**

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

## Management Information Systems (MIS)

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

## Marketing

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

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

### **MKT 533 Promotion and Advertising Strategy 3 SH**

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

### **MKT 534 Strategic Marketing Management 3 SH**

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

### **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. This vehicle may be utilized more than one time. *Prerequisite:* written permission of faculty sponsor and department. Registration through the Office of Graduate Admissions is required.

# Macricostas School of Arts & Sciences

## [OVERVIEW](#)

### DEGREE PROGRAMS

#### MASTER OF ARTS

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### COURSES

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[Meteorology](#)

[Physics](#)

[Writing, Linguistics, and Creative Process](#)

## MACRICOSTAS SCHOOL OF ARTS and SCIENCES

Josephine S. Hamer, Interim Dean, WA 300 Phone: (203) 837-9400  
hamerj@wcsu.edu  
Cigdem Usekes, Assistant Dean, WA 300 Phone: (203) 837-9406  
usekes@wcsu.edu  
Martha Palanzo, Administrative Assistant, WA 300 Phone: (203) 837-9401  
palanzom@wcsu.edu  
Bob Albert, Department Secretary, WA 300 Phone: (203) 837-9402  
albertb@wcsu.edu  
Fax: (203) 837-8525

### Departments

*Biological and Environmental Sciences* Patrice Boily, Chair, SB 243, (203) 837-8569  
*Faculty* N. Connally; J. Cordeira; M. Monette; T. Philbrick; T. Pinou; R. Prunier; S. Wagener; E. Wong

*Chemistry* Russell Selzer, Chair, SB 334, (203) 837-8448 Paula Secondo, Associate Chair, SB 339, (203) 837-8795  
*Faculty* D. Baluha; N. Greco; Y. Mei-Ratliff; R. Molinelli; J. Prieto; A. Roberts; F. Robertson; Y. Yen

*Communication and Media Arts* Kathryn Wiss, Co-Chair, BR 213A, (203) 837-8260 Karen Saunders, Co-Chair, BR 213B, (203) 837-8257  
*Faculty* J.C. Barone; J. Brower; J. Eckstein; T. Keys; K. Lever-Mazzuto; W. Petkanas; D. L. Stephenson

*Computer Science* Gancho Ganchev, Chair, WS 114, (203) 837-9349 William Joel, Associate Chair, WS 110, (203) 837-9353  
*Faculty* D. Coffman; R. Gurkewitz; T. Ivanov

*English* Michael Chappell, Co-Chair, B 210D, (203) 837-9366 Donald Gagnon, Co-Chair; B 223 (203) 837-9062  
*Faculty* A. Govardhan; H. Levy; M. Murray; I. Pruss; S. Qi (Graduate Coordinator); M. Sullivan; C. Usekes

*History & Non-Western Cultures* Kevin Gutzman, Chair, WA 222, (203) 837-8455 Michael Nolan, Associate Chair and Graduate Coordinator,  
WA 203, (203) 837-3483  
*Faculty* K. Allocco; S. Davies; J. Duffy; W. Gadkar-Wilcox; L. Lindenauer; M. May; J. Rosenthal; A. Saad

*Mathematics* Josie Hamer, Chair and Graduate Coordinator, H 102E, (203) 837-9347  
*Faculty* D. Burns; S. Christofi; B. Hall; S. Hayes; S. Lightwood; A. Lubell; P. Maida; B. Mittag; L. Novozhilova; C. Rocca; X. Wang

*Philosophy & Humanistic Studies* Stuart Dalton, Chair, WH 021A, (203) 837-3282  
*Faculty* K. Aronson

*Physics, Astronomy & Meteorology* James Boyle, Chair, SB 273, (203) 837-8856 Robert Eisenson, Associate Chair, SB 277, (203) 837-8989  
*Faculty* D. Dawson (Graduate Coordinator); A. Owino

*Psychology* Shane Murphy, Chair, WA 311, (203) 837-9398  
*Faculty* M. Aloni; D. Barrett; N. Gallucci; B. Gee; R. Gustafson; B. Khoo; T. Kuther-Martell; M. Nelson; P. O'Neil; D. Sheskin

*Social Sciences* Oluwole Owoye, Chair, WA 204, (203) 837-8456 R. Averell Manes, Associate Chair, WA 203, (203) 837-8452  
*Faculty* C. Bandhauer; M. Dabros; C. Hegel-Cantarella; C. Kukk; R. Lumbantobing; Z. Pan; S. Ward; L. Weinstein; R. Whittemore

*World Languages and Literatures* Galina Bakhtiarova, Chair, BR 215C, (203) 837-8734  
*Faculty* S. A. Hawkins

*Writing, Linguistics, and Creative Process* Patrick Ryan, Chair, HI 205D, (203) 837-3274

*Faculty* B. Clements (Coordinator, M.F.A. in Creative and Professional Writing); K. Custer; O. De Los Santos; E. Hagan

## Master of Arts and Master of Fine Arts Degree Programs

### Mission and Objectives

The Macricostas 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 Macricostas School of Arts and Sciences, with its graduate programs, seeks to

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

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

### Graduate Programs

The Master of Arts (M.A.) degree programs at Western are designed to provide opportunities for the pursuit of advanced study in the fields of 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 and 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 Office of Graduate Admissions:

- application for admission to the Office of Graduate Admissions with a \$50 application fee
- official transcript, including all earned grades and degrees, mailed (not hand-delivered) to the Office of Graduate Admissions 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.)
- 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.

- Supporting documents, such as letters of reference, as required for a particular program
- 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 Office of Graduate Admissions.

## Master of Arts in Biological & Environmental Sciences

Theodora Pinou, Graduate Coordinator, SB 242 (203) 837-8793  
pinout@wcsu.edu

Lisa Taylor, Department Secretary, SB 220 (203) 837-8791  
taylorl@wcsu.edu  
Fax: (203) 837-8769

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

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

### Program Overview and Mission

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

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

### Learning Goals and Objectives

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

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

### Admission Requirements

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

- Applicants must hold a bachelor's degree in the biological sciences with a GPA of at least 2.70, or equivalent background. Applicants with an undergraduate GPA of less than 2.70, or with an undergraduate degree in a field other than biology, may be required to submit scores on the Graduate Record Examination (GRE) in biology in support of their application. Both the undergraduate record and GRE scores will then be considered.
- A narrative statement describing the student's career goals and an explanation as to why the student would like to pursue a graduate degree; in particular, students should cite why they are seeking admission to Western Connecticut State University.

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

### Degree Requirements

#### *Advising Committee*

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

#### *Course Work and Related Requirements*

Students must complete 24 to 30 semester hours of course work, depending upon choice of the thesis or non-thesis option, and must pass a final

examination. A cumulative GPA of at least 3.0 is required for graduation.

*Master of Arts in Biological and Environmental Sciences*

a. Required Course: BIO 500 Graduate Seminar 3 SH

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

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

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

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

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

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

d. Final Examination

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

e. Grade Point Average

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

## Master of Arts in Earth and Planetary Sciences

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

### Program Overview and Mission

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

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

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

### Learning Goals and Objectives

The goals and objectives include:

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

### Admission Requirements

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

- a minimum of 45 semester hours in the sciences and mathematics, including six to eight semester hours in three of the following disciplines: astronomy, biology, chemistry, computer sciences, earth sciences, geology, mathematics, meteorology, oceanography and physics. Deficiencies may be rectified by taking undergraduate courses while taking graduate course work; or
- students must receive written permission from the Physics, Astronomy and Meteorology Department graduate committee.

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

### Degree Requirements

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

- Cumulative GPA or 3.0 or better;

A minimum of 24 semester hours of course work; and

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

Acceptable 500-level ED courses include:

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

## Master of Arts in Earth and Planetary Sciences

<i>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 credits or three credits with an additional assignment. If two credits are taken, then a four-credit PHY 598 or 599 course may be used to fulfill degree requirements.

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

\*Three of these four courses must be taken. Students may substitute one course with PHY 598 or PHY 599 after receiving written permission from the graduate committee. PHY 598 or PHY 599 allows students to concentrate their studies in either meteorology/climatology or astronomy/astrophysics.

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

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

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

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

## Master of Arts in English

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### Literature Option Faculty:

Michael J. Chappell, Donald P. Gagnon, Anam K. Govardhan, Heather Levy, Margaret P. Murray, Ingrid Pruss, Shouhua Qi, Margaret Judith (Judy) Sullivan, Cigdem Usekes

### Writing Option Faculty:

Brian Clements, Kelli Custer, Oscar De Los Santos, Edward A. Hagan, Patrick Ryan

### Program Overview and Mission

The Master of Arts (M.A.) in English at Western has three options: literature, writing, and Teaching English as a Second Language (TESOL). 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. 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.

### Learning Goals and Objectives

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

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

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

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

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

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

### Degree Requirements

Students in the Literature and TESOL options have two paths to fulfill degree requirements: thesis or comprehensive examination, whereas a

thesis is required of all writing option students (see below).

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

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

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

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

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

### **Literature Option (30 SH)**

Completion of the following:

ENG 502 Critical Theory	3 SH
ENG 506 Studies in the History of the Language and Linguistics	3 SH
One course in English literature (ENG 509, 513, 532, 534, or 541)	3 SH
One Course in American Literature (ENG 552, 567, or 568)	3 SH
One Course in Topic/Genre Studies (ENG 544, 570, 572, or 574)	3 SH

Path A: Thesis

One more literature course in the M.A. program	3 SH
ENG 592: Independent Thesis Research in English	6 SH

Path B: Comprehensive Exam

Three more literature courses in the M.A. program	9 SH
Completion of the Comprehensive Exam	

Electives

Any other two courses in the M.A. program	6 SH
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### **Writing Option (30 SH)**

Completion of four English writing courses (12 SH)

Completion of the following:

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

Completion of Thesis

ENG 592: Independent Thesis Research in English	6 SH
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**TESOL Option (30 SH) \*Currently not offering program**

Completion of TESOL Requirements:

ENG 506 Studies in the History of the Language and Linguistics	3 SH
ENG 515 TESOL Testing and Assessment	3 SH
ENG 516 TESOL Methodology	3 SH
ENG 517 Grammars of Grammars	3 SH

Completion of the Following:

One course in English literature (ENG 509, 513, 532, 534, or 541)	3 SH
One Course in American Literature (ENG 552, 567, or 568)	3 SH
One Course in Topic/Genre Studies (ENG 544, 570, 572, or 574)	3 SH

Path A: Thesis

One more course in the M.A. program	3 SH
ENG 592: Independent Thesis Research in English	6 SH

Path B: Comprehensive Exam

Three more courses in the M.A. program	9 SH
Completion of the Comprehensive Exam	

## Master of Arts in History

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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. We work to provide an exciting and relevant curriculum specifically designed for students who are secondary school teachers, college graduates preparing for careers in college teaching, or professionals from outside the academic world who value the intellectual challenge afforded by the serious study of history.

### Admission Requirements

August 1 is the fall deadline to apply to the M.A. in History program. Application deadline for the spring semester is January 1. Late applications may be considered. All admissions are made at the discretion of the History Graduate Admissions Committee.

Requirements include an earned bachelor's degree from an accredited institution of higher education with a minimum grade point average (GPA) of 2.7. The GPA in history courses should be at least 3.0. An applicant with an undergraduate degree and a GPA below 3.0 may submit Graduate Record Examination (GRE) general test scores and an explanation of relevant circumstances to support his or her application.

The following materials must be submitted to the Office of Graduate Admissions, Old Main, rm. 101:

- o A completed graduate admission application form and fee.
- o Official transcripts for all undergraduate and graduate courses and degrees.
- o 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.
- o Two letters of recommendation from individuals who can effectively assess the applicant's general academic potential.
- o Acceptance by the History Graduate Admissions Committee.

### Degree Requirements

A minimum of 30 semester-hour credits is required for the M.A. in History. These semester hours should be obtained through following the Program for Teachers of History, the Research Program, or the Accelerated Program.

#### *Program for Teachers of History*

This program is designed to offer updated content courses for teachers of history, especially in secondary schools. It provides new content in the specific areas in which secondary teachers instruct. The program for teachers requires that students:

- a. Complete at least 18 semester hours (six courses) in one of three major fields below:
  - American History (AH)
  - European History (EH)
  - World History (WH)

Courses that fulfill these major fields will be marked in the courses below, on OpenClose, on the history department's announcement board, and/or in the instructors' course syllabi as AH (American History), EH (European History), or WH (World History).

- b. Complete at least 6 credit hours (two courses) of electives.

- c. Take history and pedagogy (HIS 5XX), up to three times. HIS 5XX is a repeatable course that offers a one-credit practicum enhancement to

our existing courses that offer the student the opportunity to submit a teaching portfolio explaining how the student will best use the course material to develop new instructional techniques in their educational setting. A teaching portfolio will be defined as including a minimum of three major classroom projects and a minimum 10-page narrative describing their application to the classroom.

- d. Take HIS 543, Summer Institute for History Teachers, which will be a one-credit, one-week seminar in the summer on the newest curricular material and updates from the fields of American, European, and World history of use to secondary educators in history.
- e. Pass a written comprehensive examination in the major field. To be eligible to take the comprehensive examination, the student must complete all course work prior to or within the semester in which the comprehensive exam is taken. The student must have at that time an average of “B” or better in his or her coursework. Students should contact the graduate coordinator to schedule the comprehensive examination.

#### *Research Program in History*

The Research MA in History is designed for those students interested in training in preparation for pursuing a PhD. It is also the appropriate degree for those pursuing a master’s in History for other non-teaching-related reasons, such as an interest in civil service, international relations, or general interest.

The Research MA in History requires the following:

- a. At least 12 semester hours (four courses) in one of three major fields below:
  - Global Encounters (GE)
  - Ideas, Values, and Cultures (IVC)
  - Western Civilization (WC)
  - The Americas (A)

Courses that fulfill these major fields will be marked in the courses below, on OpenClose, on the history department’s announcement board, and/or in the instructors’ course syllabi as GE, IVC, WC, or A.

- b. Complete 9 semester hours (three courses) in the student’s minor field, chosen from the three remaining major fields above.
- c. Complete 9 semester hours (three courses) of electives.
- d. Pass a written comprehensive examination in the major field. To be eligible to take the comprehensive examination, the student must complete all course work prior to or within the semester in which the comprehensive exam is taken. The student must have at that time an average of “B” or better in his or her coursework. Students should contact the graduate coordinator to schedule the comprehensive examination.

#### *Accelerated Program in History*

Students wishing to complete the MA quickly, who have the ability to take summer and intersession courses, can be admitted to the accelerated MA program in history, which offers the possibility of completing their MA degree in fifteen months. Upon admission to the accelerated program, students should complete the requirements of the research track (including the comprehensive examination) in history, through the following format:

- a. Complete three courses (or equivalent combination of courses and independent studies) in the fall semester;
- b. Complete one course in the intersession
- c. Complete three courses (or equivalent combination of courses and independent studies) in the spring semester;
- d. Complete two courses over the summer.
- e. A similar arrangement can be made for students admitted for the spring semester.
- f. As with all other majors, up to two 400-level courses may be used.

#### *Acceptable Variations:*

1. Students choosing to do a master’s thesis must complete the six (6) semester-hour thesis course (HIS 592) instead of two elective courses.
2. With the graduate coordinator’s approval, students may take a maximum of six (6) semester hours in 500-level courses in allied fields (such as English or Education) or in 400-level History courses.

#### COURSES OFFERED

Courses offered include, but are not limited to, the following:

HIS 505	New York City: Its History and Culture	3 SH	AH, A, IVC
HIS 506	Readings in American History to 1877	3 SH	AH, A
HIS 507	Readings in American History Since 1877	3 SH	AH, A
HIS 508	Readings in European History to 1500	3 SH	EH, WC, IVC
HIS 509	Readings in European History since 1500	3 SH	EH, WC
HIS 510	Fascism: Revolution or Counterrevolution	3 SH	EH, WC, GE, IVC
HIS 515	The French Revolution	3 SH	EH, WC, IVC
HIS 516	The American Revolution	3 SH	AH, A, WC, IVC
HIS 520	Origins of World War I	3 SH	EH, WH, WC, GE
HIS 521	Origins of World War II	3 SH	EH, WH, WC, GE
HIS 534	Islam in International Affairs	3 SH	WH, GE
HIS 535	African-American History and Culture	3 SH	AH, A, IVC
HIS 536	The Civil War Era	3 SH	AH, A
HIS 537	America in the Sixties	3 SH	AH, A
HIS 539	America in the 1950s	3 SH	AH, A
HIS 540	Islamic Intellectual History	3 SH	WH, GE, IVC
HIS 541	Conflict in the Modern Middle East	3 SH	WH, GE
HIS 542	Approaches to World History	3 SH	WH, GE, IVC
HIS 544	U.S. Immigration History	3 SH	A, GE
HIS 545	U.S. Urban History	3 SH	A, IVC
HIS 556	Colonial North America	3 SH	AH, A
HIS 557	The Early American Republic	3 SH	AH, A, IVC
HIS 558	History of the American South	3 SH	AH, A
HIS 570	Chinese Thought and Religion	3 SH	WH, WC, GIVC
HIS 571	China in the Twentieth Century	3 SH	WH, GE

Consult the graduate program coordinator for appropriate course selections.

## Master of Arts in Mathematics

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### Program Overview and Mission

The Master of Arts (M.A.) in Mathematics degree program provides students with an avenue for further in-depth study in theoretical or applied mathematics. Students may use this program as a first step toward a Ph.D. in Mathematics, as a means of increasing their knowledge of mathematics to support their teaching, or as a tool to enhance their skills and knowledge for careers in such diverse fields as actuarial science, statistics, cryptography, engineering, and computer science.

The mission of the M.A. in Mathematics program is to extend the knowledge of beginning mathematicians with depth and breadth in mathematics content, research, and applications.

### Learning Goals and Objectives

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

The following are the requirements for admission into the M.A. in Mathematics program:

- Bachelor's degree in math or math-related field, with courses through Abstract Algebra
  - If applicant does not meet this requirement, s/he is required to take the appropriate courses that are prerequisites to graduate study in mathematics: Linear Algebra, Calculus III, Abstract Algebra, and earn a GPA 3.0 in these courses.
- Undergraduate overall GPA 2.5 or better, and Undergraduate GPA in major math courses 2.5 or better if applicant does not meet this requirement, s/he must complete the GRE Quantitative, General Exam, with a score of 650 or better.
- Special cases may be accepted by the department graduate committee.

### Degree Requirements

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

1. a minimum of 30 semester hours of course work as described below, and
2. a culminating experience, which consists of a comprehensive examination and may include a thesis.

### Master of Arts in Mathematics

The M.A. in Mathematics requires completion of 30 semester hours. (21 SH required credits as indicated – five courses required of all students plus two of the second semester classes in algebra, analysis, numerical analysis, or statistics. The remaining nine credits can be selected from those listed in agreement with the student's faculty advisor and graduate coordinator.) Students exhibiting exceptional ability may choose the thesis option to complete their degree.

### ***REQUIRED***

MAT 512 Modern Algebra I	3 SH
MAT 507 Applied Statistics I	3 SH
MAT 514 Real Analysis I	3 SH
MAT 518 Complex Analysis I	3 SH
MAT 526 Numerical Analysis I	3 SH

**Plus 2 of the following**

MAT 513 Modern Algebra II	3 SH
MAT 515 Real Analysis II	3 SH
MAT 508 Applied Statistics II	3 SH
MAT 527 Numerical Analysis II	3 SH

**ELECTIVES (9 SH)**

MAT 505 Logic	3 SH
MAT 508 Applied Statistics II	3 SH
MAT 513 Modern Algebra II	3 SH
MAT 515 Real Analysis II	3 SH
MAT 522 Topics in Advanced Geometry	3 SH
MAT 528 Number Theory	3 SH
MAT 529 Historical Development of Mathematics	3 SH
MAT 540 Topics in Mathematics	3 SH
MAT 598 Faculty-Developed Study	3 SH
MAT 599 Student-Developed Study	3 SH
MAD 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

**A maximum of six S.H. may be taken at the 400-level with approval of coordinator.**

**Comprehensive Exam \*\_\_ OR Thesis\*\* 3 S.H.\_\_**

*\*All students are required to take the comprehensive exam. This consists of two one-hour exams in algebra, analysis, numerical analysis or statistics, with at least one being algebra or analysis; plus 2 half-hour exams in courses of student's choice. \*\*Only exceptional students (GPA > 3.75) may request the thesis option. The thesis option requires an exam in one of the areas – algebra, analysis, numerical analysis, or statistics, and it must be in an area different from the thesis.*

**Comprehensive Examination**

The comprehensive examination is a three-hour examination on the courses in the program completed by the student as follows:

1. one hour on each of two one-year, six-credit MAT courses in the areas of algebra, analysis, numerical analysis, or statistics, with at least one being algebra or analysis;
2. two half-hour exams in courses of student's choice
3. Exceptional students (GPA > 3.75) have the option of writing a thesis. In such cases, the examination is a single one-hour exam in one of the areas of algebra, analysis, numerical analysis or statistics, and it must be in an area different from the thesis.

All course work must be completed prior to the semester in which students take the comprehensive examination. The total GPA must be 3.0 or better. Credit is not awarded for the comprehensive examination.

The written examination is given at a time agreed to by the student and graduate coordinator. It is the responsibility of students choosing to take the examination to notify their adviser no less than 2 months prior to the expected examination date. Successful fulfillment of the examination

requirement necessitates a passing mark on each section of the examination. In the event the student fails to pass one section of the examination, the student may

1. repeat that particular section of the examination on the next examination date or
2. choose another option with the approval of the department graduate committee.

### **Thesis**

The thesis is completed through MAT 592, Independent Thesis Research in Mathematics (up to six semester hours, as agreed to by the student, the thesis adviser, and Mathematics Department chair). The thesis is a scholarly work researched and solely written by the student under the guidance of a thesis adviser and thesis committee. The thesis proposal must be approved by the thesis committee and graduate school before registering for MAT 592. The thesis credits must be approved by the Mathematics Department.

The Master of Arts in Mathematics degree program, including the thesis and the comprehensive examination approach, must be planned and agreed upon by the student and the graduate adviser.

## Master of Fine Arts in Creative and Professional Writing

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*Faculty* B. Clements; K. Custer; O. De Los Santos; E. Hagan; P. Ryan.

### Professional Writing Overview

The Master of Fine Arts (M.F.A.) in Creative and Professional Writing is a terminal degree program founded on the belief that writers who can work in multiple genres are best equipped for professional careers and that writing across genres has both practical and systemic benefits for the writer. The low-residency structure of the program offers a convenient course of study for traditional students coming directly out of undergraduate programs as well as for nontraditional students who have decided to return to school after a short or long hiatus due to family, career, or other commitments.

### Program Mission, Goals, and Objectives

This program trains career writers by

- exemplifying, through its faculty, that career writers are usually writers who have mastered multiple genres.
- offering students the opportunity to master one creative and one practical genre.
- teaching the process of learning to write in a new genre.
- teaching the mechanisms of production in various genres.
- providing students with time and a structure within which to write.
- showing how learning to write in a new genre can enrich one's ability in another.
- 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 submit two writing samples: a 20 to 50 page portfolio of previous writing and a brief essay. The portfolio may consist of writing in any genre, but the department prefers a combination of creative and practical writing samples, if possible.

### Degree Requirements

The student will select one creative genre (such as fiction, poetry, creative nonfiction, or drama) and one practical genre (such as public relations/marketing, technical writing, or magazine feature writing). The student will designate one of those genres as the primary genre and the other as a secondary genre. Additionally, the student will work in a multigenre workshop each semester, which will involve reading, critiquing, and possibly writing in disciplines other than the two specializations. All course work other than the online multigenre workshop follows the mentorship model, where each course consists of one-on-one consultation between one mentor and one student.

The student may opt for a two, three, or four year plan for completion of the degree. In the three and four year options, the student will declare at the outset of the program the residencies and corresponding semesters in which s/he plans to enroll. The student will attend four residencies over the course of the program. All residencies are held in Danbury.

### Master of Fine Arts in Creative and Professional Writing

*First Semester*

WRT 543 Online Multi-Genre Workshop I	4 SH
WRT 536 Reading for Writers I (Primary Genre)	4 SH
WRT 539 Genre History, Criticism, and Theory	4 SH
WRT 542 Writing in the Primary Genre I	4 SH

*Second Semester*

WRT 579 Online Multi-Genre Workshop II	4 SH
WRT 537 Reading for Writers II (Second Genre)	4 SH
WRT 576 Writing in the Primary Genre II	4 SH
WRT 578 Writing in the Second Genre	4 SH

*Third Semester*

WRT 582 Online Multi-Genre Workshop III	4 SH
WRT 569 Internship or Teaching Practicum	4 SH
WRT 571 The Individual Aesthetic and Process	4 SH
WRT 577 Writing in the Primary Genre III	4 SH

*Fourth Semester*

WRT 583 Online Multi-Genre Workshop IV	4 SH
WRT 584 Thesis/PDE	8 SH

Additionally, the student will be required to complete an enrichment project that complements the course of study. Such a project might involve starting a new publication, volunteering at a nonprofit literary center, working as a contract writer, or learning a foreign language.

## 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.

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

### EPS 521 Meteorology and Weather Systems 3 SH

This course introduces the student to Newton's Second Law of Motion in a rotating frame of reference and its application to the momentum equations that govern the dynamics of large-scale atmospheric motions. Applications include the geostrophic approximation, circulation and vorticity, quasi-geostrophic analysis, and atmospheric waves. *Prerequisite:* PHY 510 or written permission of the instructor.

### EPS 530 Planetary Physics 3 SH

This course surveys the structure of planetary bodies in the solar system and the processes that modify them. Among the topics to be covered will be the origin and evolution of the solar system, gravitational interactions between bodies, methods of planetary exploration, dynamics of planetary atmospheres, surface modification, and interior structures and compositions. *Prerequisite:* PHY 510 or written permission of the instructor.

### EPS 540 Physical Geology 3 SH

This course is an introduction to physical geology. It will develop the basic concepts of physical geology, including examination of the materials composing the Earth as well as understanding the processes, which operate beneath and upon its surface. The physical geology of the other planets in the solar system is briefly introduced. *Prerequisite/Corequisite:* PHY 510 or written permission of the instructor.

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

This course is designed for students fulfilling the thesis requirements for the M.A. in Earth and Planetary Sciences degree. Students will submit a thesis proposal; perform independent, original research; write a thesis; and present results in an oral presentation. Individual conferences with the thesis adviser will occur approximately weekly. Credit will be granted upon submission of one copy of an approved final draft of the thesis and thesis abstract. *Prerequisite/Corequisite:* PHY 510, PHY 520 and PHY 590, or written permission from the research thesis adviser and graduate program committee.

### PHY 510 Thermodynamics 3 SH

This course will develop the basic concepts of classical thermodynamics and apply them to the Earth's atmosphere and oceans, the Earth's lithosphere, mantle, and core, as well as other planetary environments in the solar system. Equal parts are devoted to theoretical and practical applications. *Prerequisite:* a year of calculus-based general physics.

### PHY 520 Scientific Methods 3 SH

This course introduces the application of a variety of physical and mathematical concepts to understanding and establishing scientific research in several disciplines, including: instrumentation and data acquisition, numerical modeling, and astronomical instruments and observational techniques. This course will consider at least two of these categories in a modular fashion. *Prerequisite:* a year of calculus-based general physics.

### PHY 550 Special Topics in Earth and Planetary Science 2-3 SH

This course is taught as a one-week course in the summer. Each summer features a special topic in one of the disciplines relevant to the field of earth and planetary sciences. The content will rotate between astronomy, meteorology, physical oceanography, and physical geology. Faculty or an instructor with expertise in the discipline will teach the course. The instructor will choose the specific topic within each discipline. The basic week long course is two credits. Students who register for three credits will be given an assignment or project beyond the week long in-class period. All students will be expected to have read assigned reading prior to the start of the summer course.

### PHY 590 Seminar in Earth and Planetary Sciences 3 SH

Each student will perform detailed investigations of three separate major scientific or environmental issues related to earth and planetary sciences. While the instructor(s) will determine a general theme, the specific topic to be investigated by each student will be chosen by the student subject to the approval of the instructor. Students will then present to the class material from each of these three research topics through an abstract, an oral presentation, and a short paper. *Prerequisite*: a year of calculus-based general physics.

#### **PHY 598 Faculty-Developed Course**

This experimental course is offered by the Physics, Astronomy and Meteorology Department as a means of determining its value to the total department program or in response to a particular request of a group from students. Any semester.

#### **PHY 599 Student-Developed Study**

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

## 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. This course involves studies of the evolution and eutrophication of lakes under natural and altered conditions of modern environments. *Prerequisite:* bachelor's degree in biology or permission of instructor.

### **BIO 516 Current Techniques in Cell and Molecular Biology 3 SH**

Current techniques in cell and tissue culture, molecular genetics, immunology, and biochemistry are covered in this course. Through laboratory work, assigned readings, lectures, and discussions, students will become familiar with both the techniques and the theoretical framework on which these techniques are based.

*Prerequisite:* Admission to the M.A. in Biological and Environmental Sciences program or permission of instructor.

### **BIO 530 Population Genetics 3 SH**

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

### **BIO 531 Molecular Evolution 3 SH**

This course will consider the theoretical and empirical aspects of the evolution of DNA and protein molecules. Methods of inferring evolutionary processes and relationships among populations and among species based on DNA and protein sequences will be examined, along with methods of drawing and evaluating phylogenetic trees based on molecular data. The course will consist of a combination of lectures, computer exercises, laboratory experiments, and student presentations. *Prerequisites:* BIO 312 and BIO 325 or permission of instructor. Some background in probability is recommended.

### **BIO 535 Advanced Molecular Biology 4 SH**

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

### **BIO 536 Molecular Oncology 3 SH**

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

### **BIO 537 Molecular Endocrinology 3 SH**

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

### **BIO 538 Molecular Mechanisms of Animal Development 3 SH**

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

developmental biology is recommended.

### **BIO 539 Molecular Biology of Prokaryotes 3 SH**

This advanced lecture course examines the molecular mechanisms underlying prokaryotic biology. Emphasis will be on pathogenic bacteria.

*Prerequisite:* admission to the M.A. in Biological and Environmental Sciences program or permission of instructor. A background in microbiology, genetics, or molecular biology is recommended.

### **BIO 540 Aquatic Vascular Plants 4 SH**

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

### **BIO 543 Stream Ecology 4 SH**

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

### **BIO 545 Advanced Systematic Biology 3 SH**

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

### **BIO 551 Soil Ecology 3 SH**

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

### **BIO 552 Microbial Ecology 3 SH**

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

### **BIO 555 Environmental Physiology 3 SH**

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

### **BIO 556 Herpetology 4 SH**

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

### **BIO 560 Behavioral Ecology 3 SH**

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

### **BIO 565 Topics in Animal Behavior 3 SH**

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

### **BIO 592 Independent Thesis Research 1-6 SH**

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

### **BIO 598 Faculty-Developed Study**

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

### **BIO 599 Student-Developed Study**

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

## Chemistry

### **CHE 598 Faculty-Developed Course**

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

### **CHE 599 Student-Developed Study**

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

## Communication

### **COM 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 Communication Department as a means of determining its value to the total program or in response to a particular request from a group of students.

### **COM 599 Student-Developed Study**

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

## Earth and Planetary Sciences

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

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

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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, Spencer, Donne, and Browne, and/or the drama of writers such as Marlowe, Jonson, Webster, Chapman, and Middleton. This course may be repeated for credit provided the post-colon subject is verifiably different.

### **ENG 515 TESOL Testing and Assessment 3 SH**

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

### **ENG 516 TESOL Methodology 3 SH**

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

### **ENG 517 Grammars of English 3 SH**

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

### **ENG 518 Topics in Nonfiction Writing 3 SH**

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

### **ENG 519 Topics in Creative Writing 3 SH**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ENG 570 Fiction Studies (post-colon) 3 SH**

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

**ENG 572 Drama Studies (post-colon) 3 SH**

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

**ENG 574 Poetry Studies (post-colon) 3 SH**

This course offers an intensive, in-depth study of significant poets, movements, or genres of poetry in relationship to their literary, critical, and cultural contexts. This course may be repeated for credit provided the post-colon subject is verifiably different.

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

Restricted to graduate students in English, this course focuses on the theory and practice of teaching freshman composition. Students will be responsible for attending seminars in rhetorical theory with a workshop component in the practicalities of teaching composition, conducting writing and discussion sessions with students in freshman composition, and commenting on and evaluating essays. Written assignments based

on the reading for the course will be required. This variable-credit course may be taken for up to three credits.

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

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

### **ENG 588 Teaching College English 1-3 SH**

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

### **ENG 592 Independent Thesis Research in English 3-6 SH**

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

### **ENG 598 Faculty-Developed Course**

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

### **ENG 599 Student-Developed Study 1-3 SH**

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

## History and Non-Western Cultures

### **HIS 501 Development of Western Thought 3 SH**

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

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

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

### **HIS 506 Readings in American History to 1877 3 SH**

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

### **HIS 507 Readings in American History Since 1877 3 SH**

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

### **HIS 508 Readings in European History to 1500 3 SH**

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

### **HIS 509 Readings in European History Since 1500 3 SH**

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

### **HIS 510 Fascism: Revolution or Counterrevolution 3 SH**

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

### **HIS 511 The Communist Revolution and the Soviet Union 3 SH**

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

### **HIS 515 The French Revolution 3 SH**

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

### **HIS 516 The American Revolution 3 SH**

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

### **HIS 520 Origins of World War I 3 SH**

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

### **HIS 521 Origins of World War II 3 SH**

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

### **HIS 528 World War II 3 SH**

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

### **HIS 534 Islam in International Affairs 3 SH**

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

### **HIS 535 Afro-American History and Culture 3 SH**

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

### **HIS 536 The Civil War Era 3 SH**

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

### **HIS 537 America in the Sixties 3 SH**

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

### **HIS 539 America in the 1950's 3 SH**

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

### **HIS 540 Islamic Intellectual History 3 SH**

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

### **HIS 541 Conflict in the Modern Middle East 3 SH**

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

### **HIS 542 Approaches to World History 3 SH**

This course examines the ways in which world history can be defined, focusing on the differences between the conceptualizations of world history as comparative history, as international history, and as the "history of the world." It considers the development of the ideas of world history since 1900, examining its origins in nineteenth-century debates on the philosophy of history; the development of synthesizing theories of history through Marxist and Annales school paradigms; the development of World Systems theories of history; and the organization of World History as a field of study since 1990. It then will consider the ways in which topics in World History can be organized by analyzing work on contemporary themes in world history, possibly including, but not limited to ecology, trade, empire, anarchy, and governance.

### **HIS 543 History Summer Institute 1 SH**

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

### **HIS 544 U.S. Immigration History 3 SH**

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

### **HIS 545 U.S. Urban History 3 SH**

This course examines the evolution of the American City from the colonial era to the present. Topics covered include the urban environment, gender and race in the city, urban leisure, migrations and mobility.

### **HIS 556 Colonial North America 3 SH**

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

### **HIS 557 The Early American Republic 3 SH**

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

### **HIS 558 History of the American South 3 SH**

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

### **HIS 570 Chinese Thought and Religion 3 SH**

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

### **HIS 571 China in the Twentieth Century 3 SH**

This course is an in-depth study of the sociopolitical, intellectual, and cultural history of China in the twentieth century. It examines, from both Chinese and world historical perspectives, topics such as the transition from dynastic system to the modern state, the rise of Nationalism and Communism, Mao Zedong and the Great Proletarian Cultural Revolution, and the economic and cultural reconstruction of the post-Mao era.

### **HIS 592 Independent Thesis Research in History 6 SH**

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

### **HIS 598 Faculty-Developed Course**

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

### **HIS 599 Student-Developed Study**

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

## Mathematics

### **MAD 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. The course 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. The course 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. The course may be repeated for credit with different topics. *Prerequisite:* must hold a valid teaching certificate or be admitted to the Master of Arts in Teaching program in mathematics.

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

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

### **MAT 505 Logic 3 SH**

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 the physical sciences will be given. Computer statistical packages will be used throughout both semesters. *Prerequisite:* MAT 120 or equivalent.

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

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

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

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 518 Complex Analysis I 3 SH**

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

### **MAT 522 Topics in Advanced Geometry 3 SH**

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

### **MAT 526 – 527 Numerical Analysis I, II 3 SH each**

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

### **MAT 528 Number Theory 3 SH**

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

### **MAT 529 Historical Development of Mathematics 3 SH**

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

### **MAT 540 Topics in Mathematics 3 SH**

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

### **MAT 590 Mathematics and Computer Science Department Seminar 3 SH**

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

### **MAT 591 Independent Thesis Research in Mathematics/Mathematics Education 0-6 SH**

This course is designed for students fulfilling the thesis requirements for the M.A. in Mathematics degree. The submitted topic and outline for

the thesis must be approved by the adviser, the department graduate committee, and the Dean of Arts and Sciences prior to registration for the course. The student will be required to work independently on the thesis research and writing. Credit for the thesis will be awarded upon the submission of one copy of the approved final draft of the thesis and thesis abstract. *Prerequisite:*s ED 501 and permission of the department and the Dean of Arts and Sciences.

### **MAT 592 Independent Thesis Research in Mathematics 0-6 SH**

This course is designed for the student fulfilling the requirements for the Master of Arts in Mathematics. The student must submit an acceptable thesis topic and outline in mathematics, and the student will be required to work independently on the thesis research and writing in consultation with the thesis advisor. Credit for the thesis will be awarded upon the submission of one copy of the approved thesis and abstract.

*Prerequisite:* permission of the thesis adviser and the Dean of Arts and Sciences.

### **MAT 598 Faculty-Developed Course**

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

### **MAT 599 Student-Developed Study**

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

### **MAT 704 Matrix Theory and Methods 3 SH**

This course is concerned with properties and applications of matrices and finite dimensional vector spaces. *Prerequisite:* MAT 272 or equivalent.

### **MAT 708 Applied Mathematics 3 SH**

This course offers a mathematical analysis and linear algebra applied to problems from engineering and science. The design and validation of models will be examined. *Prerequisite:* MAT 272, MAT 281, or equivalent.

## Writing, Linguistics, and Creative Process

### **WRT 536 Reading for Writers I (Primary Genre) 4 SH**

This guided, self-designed course provides the writer with a foundation of readings in the genre. Under the guidance of a professional writer in the genre, each student will develop a substantial reading list of “classics” of the particular writing field as well as the work of important contemporary practitioners.

### **WRT 537 Reading for Writers II (Second Genre) 4 SH**

The rationale for this course is the same as that for Reading for Writers I. However, depending upon the student’s individual background and choices of genres, the second genre may be less familiar to the student and, therefore, may require extra attention. Under the guidance of a professional writer in the genre, each student will develop a substantial reading list of books the student should be familiar with.

### **WRT 539 Genre History, Criticism and Theory 4 SH**

Under guidance of a professional writer or scholar in the writing field, the student will design a specific curriculum for achieving a working awareness of the history, range of criticism, and critical theory associated with the writing genre. Reading will certainly be a part of this, but papers or interviews, attendance at lectures, formal courses or other modalities may also be a part of this course.

### **WRT 542 Writing in the Primary Genre I 4 SH**

With the guidance of a faculty mentor, the student will research, develop, and write a customized project or projects for the course.

### **WRT 543, 579 Online Multi-Genre Workshops 4 SH**

The student will participate regularly with student colleagues and with an instructor in on-line discussion of student work in multiple genres. The course will help students to develop the capacity to analyze, edit, and discuss their own work and the work of others. It will also train them to benefit from editorial observations and critiques. The workshop instructor may also introduce outside texts and writing exercises.

### **WRT 569 Internship or Teaching Practicum 4 SH**

The program requires students to share their understandings as writers with others who want or need to write. The student will work as a teacher or coach of writing under the tutelage of a qualified mentor. Alternatively, the student may participate in an internship to gain hands-on experience in a chosen field. The student will be required to keep a journal of his or her experience and to write a substantial evaluation of the experience.

### **WRT 571 The Individual and Aesthetic Process 4 SH**

The program requires students to develop a sense of their own voices and to learn how to be self-critical about their writing. The student will write a theory of writing that examines his or her own view of what makes effective and significant writing. The goal is to develop standards of value appropriate to the genre in which the writer wishes to excel. The writer must articulate a theoretical basis that involves awareness of critical perspectives on his or her principal genre.

### **WRT 576 Writing in the Primary Genre II 4 SH**

This second required course in the primary genre will further develop the writer’s skills. Again, students will research, develop, and write a project or projects for the course.

### **WRT 577 Writing in the Primary Genre III 4 SH**

This third required course in the primary genre will further develop the writer’s skills. Again, students will research, develop, and write a project or projects for the course.

### **WRT 578 Writing in the Second Genre 4 SH**

The professional writer needs the ability to move from one genre of writing to another. The program, therefore, requires the student to concentrate on a second genre of writing. With the guidance of a faculty mentor, the student will research, develop, and write a project or projects for this course.

**WRT 582, 583 Online Multi-Genre Workshops 4 SH**

The student will participate regularly with student colleagues and with an instructor in on-line discussion of student work in multiple genres. The course will help students to develop the capacity to analyze, edit, and discuss their own work and the work of others. It will also train them to benefit from editorial observations and critiques. The workshop instructor may also introduce outside texts and writing exercises.

**WRT 584 Thesis 8 SH**

The student will write a book-length piece of writing in the primary genre. The writer will develop this thesis in consultation with a thesis director and second reader. The program requires students to complete the thesis in a publishable form as judged by the thesis advisor and M.F.A coordinator and reviewed by the M.F.A. committee.

# School of Professional Studies

## [OVERVIEW](#)

### DEGREE PROGRAMS

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

[Ed.D. in Instructional Leadership](#)

[Master of Science in Applied Behavior Analysis](#)

[Applied Behavioral Analysis Graduate Study Certificate](#)

[Master of Arts in Teaching](#)

Master of Science in Education

*Options:*

[Curriculum Leadership](#)

[Instructional Technology](#)

[Reading \(non-certification\)](#)

[Special Education](#)

Master of Science in Counselor Education

*Options:*

[Clinical Mental Health Counseling](#)

[School Counseling](#)

#### **Nursing**

[Ed.D. in Nursing Education](#)

Master of Science in Nursing

[Adult-Gerontology Clinical Specialist](#)

[Adult-Gerontology Nurse Practitioner](#)

[Post-Master's Certificate in Adult Nurse Practitioner](#)

### COURSES

[Education](#)

[Educational Psychology](#)

[Health Promotion & Exercise Sciences](#)

[Nursing](#)

## SCHOOL OF PROFESSIONAL STUDIES

Patricia Ivry, Interim Dean, WH 123 Phone: (203) 837-9500  
ivryp@wcsu.edu  
Maryann Rossi, Associate Dean, WH 003c Phone: (203) 837-8950  
rossim@wcsu.edu  
Cheryl Bovat, Administrative Assistant, WH 123 Phone: (203) 837-8576  
Fax: (203) 837-8526  
bovatc@wcsu.edu

### Department

#### *Education and*

*Educational Psychology* Catherine O'Callaghan, Chair & M.S. Ed/Coordinator, WS 129 (203) 837-3267

#### *Psychology*

*Faculty* J. Burke (Applied Behavior Analysis Coordinator); K. Burke; K. Campbell (Graduate Coordinator, School Counseling); T. Canada; J. Caruso; M. Daria (Elementary Education Coordinator); M. Delcourt (Ed.D. Coordinator); J. Jaslow; S. Kuhn; G. Lomas; J. Piro (092 Certificate Coordinator); D. Shaw; M. Wilson (M.S. Education Coordinator); K. Zaleta (M.A.T. Coordinator).

#### *Health*

#### *Promotion and*

*Exercise Sciences* J. Rajcula and Robyn Housemann, Co-Chairs, B 230a/B 230d, (203) 837-8688/8882

#### *Sciences*

*Faculty* E. Balk; J. Schlicht; E. Stevens; V. Verhoff.

#### *Nursing*

Joan Palladino, Chair, WH 107a, (203) 837-8651

*Faculty* E. Abate; D. Bennett; D. Brown; S. Burger; P. Cumella; L. Dalessio; M. Doherty; P. Geraci; D. Graham; L. Halloran (M.S. Coordinator); J. Lupinacci (Undergraduate Coordinator); M. Nielson; J. Ort; B. Padykula; B. Piscopo (R.N.- B.S. Coordinator); C. Rice; M.A. Riley; M. Sousa; L. Warren; E. Werner-Young.

*Social Work* Patty Ivry, Chair, WH 101A, (203) 837-8408

*Faculty* K. Brown; D. Harris; K. Hinga; R. Wade-Rancourt; S. Young.

### Mission and Objectives

The mission of the School of Professional Studies is to prepare students to be highly competent professionals in education, nursing, health promotion, and social work. The programs in the school are nationally recognized for achieving high professional standards and intensive clinical experiences. The school recognizes the effect of a dynamic, changing society on these professions and is committed to responding positively to these changes. This is accomplished by close involvement with practicing professionals and timely updates to our programs of study.

The school actively contributes to the body of knowledge of these professions. Through applied research and scholarly activities, the faculty challenges students in scientific inquiry and performance-based practice. The school provides entry to these professions through initial preparation at the undergraduate level and further development through master's and doctoral programs.

Departments in the School of Professional Studies are responsive and creative in providing best-practice teaching methods in each of their disciplines. Each department uses evidence-based, experimental, teaching and learning methods and engages in interdisciplinary and collaborative efforts with other units within the university and the professional communities. The School of Professional Studies is the leading education center for western Connecticut in the professions of education, nursing, health promotions, and social work.

### Graduate Degree Programs

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

Doctor of Education in Instructional Leadership

Certificate for Intermediate Administration and Supervision (Endorsement 092)

## **Master of Arts in Teaching**

Options:

Secondary Education-Biology

Secondary Education-Mathematics

Secondary Education-Spanish

## **Master of Science in Applied Behavior Analysis**

Master's degree in Applied Behavior Analysis

Certificate in Applied Behavior Analysis

## **Master of Science in Education**

Options:

Curriculum

Instructional Technology (non-certification)

Reading (non-certification)

Special Education (non-certification)

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

Options:

Clinical Mental Health Counseling

School Counseling

Certificate

## ***Nursing***

Doctor of Education in Nursing Education

Master of Science in Nursing

Adult-Gerontology Clinical Specialist

Adult-Gerontology Nurse Practitioner

Post-Master's Certificate in Adult Nurse Practitioner

## **Admissions**

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

## Doctor of Education in Instructional Leadership

Marcia A. B. Delcourt, Graduate Coordinator, WS 305 Phone: (203) 837-9121

delcourtm@wcsu.edu

Ana Cangialosi, Department Secretary, WS 129

Phone: (203) 837-8510

cangialosia@wcsu.edu

Fax: (203) 837-8413

Website

www.wcsu.edu/EdD-Leadership

Faculty: Marcia A.B. Delcourt, Coordinator; Jody Piro

### Accreditation

All university and associated programs are accredited through the New England Association of Schools and Colleges (NEASC). Additionally, WCSU's Doctor of Education (Ed.D.) in Instructional Leadership program is approved by the Connecticut State Department of Education (CSDE). The program to obtain a Certificate in Intermediate Administration and Supervision (Endorsement 092), available to students admitted to the Ed.D. in Instructional Leadership program, is accredited at the state level by the CSDE and nationally through the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA).

### Program Overview

Western's Ed.D. in Instructional Leadership degree program is designed for educators who are interested in exploring issues related to leadership in schools, curriculum and instruction, reflective practice, and methods of inquiry related to PK-12 school settings. 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 may also apply for admission to the certificate program in Intermediate Administration and Supervision (Endorsement 092). This certificate program, sponsored by WCSU, is a collaboration between WCSU and Central Connecticut State University (CCSU).

### Certificate in Intermediate Administration and Supervision (Endorsement #092) Description

The Certificate in Intermediate Administration and Supervision program is offered to candidates who have fulfilled the requirements of a planned program leading to administrative positions in a school district up to and including assistant superintendent. These positions include roles such as department chair, assistant principal, and principal. To receive the endorsement, all candidates must complete a planned program approved by the CSDE and receive a passing grade on the four-module Connecticut Administrator's Test.

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

### 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:

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

WCSU's Ed.D. in Instructional Leadership is founded on the belief that instructional leaders should be a major human resource in every educational system. The effectiveness of PK-12 schools is determined in great part by the quality of teaching as evidenced by outstanding practitioners.

Technology, curricula restructuring, school management, and assessment succeed only if they are supported, embraced, internalized, and owned

by teachers, administrators, and support staff. The vast reservoir of talent, energy, and experience of all educators can be released and realized through this program. Additionally, all students are expected to abide by the Connecticut Code of Professional Responsibility.

### **Admission Requirements**

#### *Application Checklist:*

For additional information, please contact the Office of Graduate Admissions at (203) 837-8243.

All program materials are available at [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 three years of full-time educational experience in a PK-12 setting:
  - a. a copy of your educator certificate(s)
  - b. a letter from an administrator working at an accredited institution
- \_\_\_ 4. a one- to two-page résumé
- \_\_\_ 5. a \$100 nonrefundable fee

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

- \_\_\_ 6. official transcripts from all colleges and universities you have attended; a minimum cumulative GPA of 3.67 for all previous graduate course work is required
- \_\_\_ 7. an official score on the Miller Analogies Test (MAT) is required. The MAT must have been completed 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 approximately 20 to 25 candidates.
- e. Review of application materials begins March 1. All admission requirements must be received by the Office of Graduate Admissions at least one month prior to the beginning of classes for the first course in each cohort sequence.
- f. This program is based on a cohort model that accepts students every other year (Fall 2015, Fall 2017, etc.).

### **Tk20 License Requirement**

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a Tk20 license before or during the first week of class. Tk20 is part of WCSU's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: <http://cthe.wcsu.edu> (lower left). If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, [ocallaghanc@wcsu.edu](mailto:ocallaghanc@wcsu.edu).

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

Jody Piro, Coordinator

The following three requirements were set forth by the CSDE for admission to a program for a Certificate for Intermediate Administration and Supervision. These criteria must be met by all applicants:

1. hold a master's degree in education or a related field from an accredited institution
2. evidence of five years of full-time educational experience in a PK-12 setting
3. completion of at least 36 semester hours (three credits) of a special education course

For WCSU's program, the entrance materials will include three additional types of information:

4. two recommendations, using a form with specific criteria and questions developed in conjunction with faculty at WCSU, CCSU, and local administrators. One recommendation must be completed by the candidate's district superintendent or someone at the executive level of the school district (central office), and the second should be submitted by a supervisor of the applicant.
5. an application and leadership mini-portfolio must be completed by each applicant and assessed using a scoring rubric that incorporates knowledge, skills, and dispositions.
6. an interview, including an accompanying four-point rating of target criteria, will be completed by all interviewers.

An admissions committee will minimally consist of the educational administration program coordinator, at least one other faculty member from the Ed.D. program, and a present or former local school administrator. All candidate materials will be reviewed by the admissions committee before entry to the program will be granted.

#### *Admissions Policies*

Graduate students in the Ed.D. program must complete the requirements for the degree within the six year period immediately preceding the awarding of the degree. An appeal process through WCSU's Graduate Council is available if a student needs to apply for an extension beyond this period of time.

Students may apply for the #092 Endorsement as early as their second semester of their second year in the EdD program. Subsequent entry points for the #092 Endorsement occur every two years. Application can only be made by consent of the coordinator for the Ed.D. in Instructional Leadership program and the Coordinator of the Educational Leadership certificate program.

#### *Transfer of Credit*

Doctoral students can transfer up to nine credit hours of doctoral-level coursework provided the credits represent equivalent courses described in the program of study, pending approval by the program coordinator. Only courses with a grade of B or better can be transferred. A course cannot be transferred if it is part of a prior completed degree.

#### *Academic Grading Policies*

Students obtaining a grade of B- or lower will be required to retake the course in order to continue in the program.

#### *Academic Planning*

Each candidate must meet with the Ed.D. program coordinator to discuss the academic program and the doctoral advisement process. Course sequencing is predetermined and all students participate in a cohort model in order to complete the program.

#### **Doctor of Education in Instructional Leadership**

A minimum of 60 semester hours is required for the Ed.D. degree, including the requirement for a dissertation.

<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>Areas of Specialization</i>	<i>18 SH</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>Inquiry Strategies and Dissertation Sequence</i>	<i>24 SH</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 Ed.D. 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

# Master of Science in Applied Behavior Analysis

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*Faculty J. Burke, S. Kuhn*

## Program Overview and Mission

The Master of Science (M.S.) in Applied Behavior Analysis (ABA) has a requirement of thirty credits. The program is housed in the Education and Educational Psychology Department. The M.S. in ABA offers courses of study students can apply toward advanced degrees or toward careers as Board-Certified Behavior Analysts.

The mission of Western Connecticut State University's ABA program is to provide high-quality behavior analytic instruction to practitioners. We offer courses with advanced online technology in an academic environment dedicated to education and research.

## Learning Goals and Objectives

Students will be able to measure observable behavior; design, plot, and interpret data using the dimensions of ABA to make environmental changes to maintain, increase, or decrease behaviors; design and implement the full range of functional assessment procedures; make recommendations regarding behaviors that must be established. The ABA program prepares students for the Board-Certified Behavior Analyst examination provided by the Behavior Analyst Certification Board®.

## Admission Requirements

Applicants who wish to be admitted to the M.S. in ABA must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a \$50 application fee
2. Applicants for the M.S. in Applied Behavior Analysis must hold a baccalaureate degree from an accredited institution of higher education.
3. one official transcript mailed to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree
4. Applicant's cumulative undergraduate grade point average (GPA) must be at least a 2.8 for admission into program.

## Degree Requirements

1. Board-certified Behavior Analyst core coursework: EPY641, EPY642, EPY643, EPY644, and EPY645, for a total of 19 credits. The applicant must complete 309 classroom hours of graduate-level instruction (see Acceptable Coursework below) in the following content areas and for the number of hours specified:

- Ethical and Professional Conduct-60 hours
- Concepts and Principles of Behavior Analysis-45 hours
- Measurement-25 hours
- Experimental Design-24 hours
- Identification-30 hours
- Fundamental Elements of Behavior Change-45 hours
- Intervention & Behavior Change Considerations-10 hours
- Behavior Change Systems-15 hours
- Implementation, Management and Supervision-10 hours
- Discretionary-45 hours

2. Complete an additional 11 credits in Applied Behavior Analysis: EPY651, EPY652, EPY653, and EPY654.
3. Students whose work is of marginal quality, less than a B, in all M.S. in Applied Behavior Analysis courses or who demonstrate personal qualities that are not conducive to the role of Board-certified Behavior Analyst will not be recommended for continuation in the program.
4. Students are required to visit <http://bacb.com> regularly and keep up to date with all requirements to sit for the examination and become a Board-certified Behavior Analyst.

**ADDITIONAL REQUIREMENT FOR EXAM ELIGIBILITY**

1. Students must complete fieldwork experience within three choices: supervised independent fieldwork (1,500 hours), practicum (1,000 hours), or intensive practicum (750 hours). The fieldwork experience is done independent of WCSU. The coursework, fieldwork experience, and other requirements specified by the Behavior Analyst Certification Board is required for eligibility to take the BCBA examination (<http://bacb.com>).

**MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS (30 SH) (All courses are online.)**

Completion of the following:

<i>Course Requirements</i>	<i>30 SH</i>
EPY 641* Applied Behavior Analysis I	4 SH
EPY 642* Applied Behavior Analysis II	4 SH
EPY 643* Applied Behavior Analysis III	4 SH
EPY 644* Applied Behavior Analysis IV	4 SH
EPY 645* Applied Behavior Analysis V	3 SH
EPY 651 Assistive Technology for Applied Behavior Analysis	3 SH
EPY 652 Grant Writing for Applied Behavior Analysis	2 SH
EPY 653 Capstone Project in Applied Behavior Analysis	3 SH
EPY 654 Research in Applied Behavior Analysis Literature	3 SH

\*Core courses must be taken in sequence.

**Due to the program sequence, transfer credits are not accepted.**



# Applied Behavior Analysis Graduate Study Certificate

Janet Burke, Program Coordinator Phone: (203) 837-8508  
burkej@wcsu.edu

WCSU offers a graduate certificate approved by the Behavior Analyst Certification Board®, Inc. (BACB®), to prepare students for the national certification examinations sponsored by the BACB. All four courses are offered online and can be completed in one year to earn the certificate.

## Two Online Behavior Analysis Certificates

### *Board Certified Assistant Behavior Analyst (BCaBA) Certificate*

This 16-credit, four-course sequence is designed for people who have completed an accredited bachelor's degree. Completion of the four-course sequence and completion of 1,000 hours of supervised independent fieldwork in behavior analysis make the student eligible to take the BCaBA certification examination sponsored by the BACB®. Visit <http://bacb.com> for more information.

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

This 19-credit, five-course sequence is designed for people who have completed an accredited graduate degree. Completion of the five-course sequence and completion of 1,500 hours of supervised independent fieldwork in behavior analysis make the student eligible to take the BCBA certification examination sponsored by the BACB®. Visit <http://bacb.com> for more information.

From the BACB.com website

Eligibility to sit for the BCBA certification examination requires the completion of Sections A and B below and compliance with all other rules and requirements of the BACB.

#### A. Degree Requirement:

Possession of a minimum of a bachelor's and master's degree that were conferred in behavior analysis or other natural science, education, human services, engineering, medicine, or a field related to behavior analysis and approved by the BACB from any of the following:

1. United States or Canadian institution of higher education fully or provisionally accredited by a regional, state, provincial, or national accrediting body or
2. an institution of higher education located outside the United States or Canada that, at the time the applicant was enrolled and at the time the applicant graduated, maintained a standard of training equivalent to the standards of training of those institutions accredited in the United States.

#### B. Training and Experience Requirements

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

- Ethical considerations-15 hours
- Definition and characteristics and principles, processes and concepts-45 hours
- Behavioral assessment and selecting intervention outcomes and strategies-35 hours
- Experimental evaluation of interventions-20 hours
- Measurement of behavior and displaying and interpreting behavioral data-20 hours
- Behavioral change procedures and systems support-45 hours
- Discretionary-45 hours

Acceptable Course work: College or university courses in behavior analysis that are taken from an institution that meets the requirements specified in Section A.

Students are required to visit <http://bacb.com> to fully understand the requirements to sit for the examinations and become certified.

#### Registration/Application

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

**Copies of transcripts need to be forwarded to the Office of Graduate Admissions by Fax: (203) 837-8326 or mail: WCSU, 181 White Street, Danbury CT 06810 (Attention: Office of Graduate Admissions). Transcripts are required for registration.**

### **Courses**

- EPY 641 Applied Behavior Analysis I 4 SH
- EPY 642 Applied Behavior Analysis II 4 SH
- EPY 643 Applied Behavior Analysis III 4 SH
- EPY 644 Applied Behavior Analysis IV 4 SH
- EPY 645 Applied Behavior Analysis V 3 SH

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

## Master of Arts in Teaching

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

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zaletak@wcsu.edu

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cangialosia@wcsu.edu  
Fax: (203) 837-8413

### THE MASTER OF ARTS IN TEACHING PROGRAM IS CURRENTLY NOT ACCEPTING ANY STUDENTS INTO THE PROGRAM

*Faculty* J. Burke; K. Burke; K. Campbell; T. Canada; J. Caruso; M. Daria; M. Delcourt; M. Gilles; J. Jaslow; G. Lomas; C. O'Callaghan; J. Piro; D. Shaw; M. Wilson; K. Zaleta

### 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 and Mission

Western Connecticut State University's (WCSU) M.A.T. 14-month program is designed for students who hold a bachelor of arts or bachelor of Science degree, who meet WCSU graduate school entry requirements, and 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.

### Learning Goals and Objectives

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

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 nonrefundable \$75 transcript evaluation fee
2. Official transcripts from all colleges/universities attended must be mailed to the Office of Graduate Admissions.
3. Combined undergraduate grade point average (GPA) of at least 3.0 from all completed coursework
4. If an applicant's cumulative undergraduate GPA is below 3.0, the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:  
3.0 or higher — 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 December 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 14 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.

### **Tk20 License Requirement**

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a Tk20 license before or during the first week of class. Tk20 is part of Westconn's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: <http://cthe.wcsu.edu> (lower left). If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, [ocallaghanc@wcsu.edu](mailto:ocallaghanc@wcsu.edu).

### **Dismissal from, Admission to, or Retention in Professional Teacher Education Program**

Strict guidelines for admission to and retention in the teacher education certification programs include academic excellence. Students who fail to meet or maintain established admission and retention criteria will be dismissed from the program. The M.A.T. program oversight committee will recommend candidates for student teaching during the third-cohort semester.

### **Dismissal from the Student Teaching Experience**

Superintendents, school district facilitators, cooperating teachers, principals, university supervisors, and faculty members of the E&EP Department, in consultation with the appropriate arts and sciences, health education, or music education faculty members, reserve the right to remove a student teacher from any student teaching/clinical experience.

A recommendation for dismissal can be based on, but is not limited to:

1. an absence of five or more consecutive teaching days in a 15-week (75 full teaching days) assignment or three or more consecutive days in a seven-week (35 full teaching days) assignment, without presenting a verified explanation
2. a failure to demonstrate the state-mandated teaching competencies during student teaching or any clinical experience
3. evidence of abuse of alcohol or other drugs
4. written recommendation from the PK-12 public school's cooperating teacher, principal, the E&EP department chair and/or the coordinator of student teaching that the student teacher be removed from the clinical placement due to the student teacher's failure to meet the school's expectations
5. nonprofessional behavior as documented by the PK-12 public school's cooperating teacher, principal, or department chair
6. violation of the CSDE Code of Professional Responsibility
7. allegation or conviction for sexual, physical, or emotional intimidation, harassment or abuse of PK-12 students
8. allegation or confirmation of a felony indictment

When problems arise during a student teaching/clinical experience, the university supervisor notifies the coordinator of student teaching in a formal letter that clearly states both the concerns and the steps that have been taken to rectify the situation. The coordinator of student teaching then forwards this information to the chair of the E&EP Department who, in turn, meets with involved parties-the student teacher, the coordinator of student teaching, the university supervisor, and the assistant dean/certification officer-to investigate the situation, develop plans for improvement, or to recommend dismissal of the student teacher from the program.

The chair of the E&EP Department confirms all decisions of this meeting via a letter to the student teacher. The letter is signed by the chairperson of the E&EP Department and the coordinator of student teaching; copies are sent to the dean and assistant dean of the School of Professional Studies.

The student teacher has the right to submit a written appeal within seven days of a notification of dismissal to the chair of the E&EP department, the coordinator of student teaching, and the university supervisor. The affected student also has the right-within two weeks of the hearing date-to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

*Core Curriculum for Secondary Cohorts*

ED 500 Contemporary Educational Issues	3 SH
ED 501 Introduction to Educational Research	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 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 and 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: Content and Pedagogy	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

## Master of Science in Education

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

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ocallaghanc@wcsu.edu

Ana Cangialosi, Department Secretary, WS 129

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*Faculty* J. Burke; K. Burke; K. Campbell; T. Canada; J. Caruso; M. Daria; M. Delcourt; M. Gilles; J. Jaslow; G. Lomas; C. O'Callaghan; J. Piro; D. Shaw; M. Wilson; K. Zaleta

### Program Overview and Mission

Western's M.S. in Education degree program enhances and develops careers in teaching. The program maintains professional relationships with the broader educational community and is committed to the continuous support and development of cooperative projects and services with area schools. The M.S. in Education program empowers students to attain the highest standards of academic achievement, personal development, and ethical conduct. 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.

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.

### Learning Goals and Objectives

In addition to fulfilling the mission of the Education and Education 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 Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a \$50 application fee
2. One official transcript mailed (not hand-delivered) to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree. (For initial nonmatriculating enrollment, an unofficial transcript indicating a 2.8

undergraduate grade point average (GPA) or higher and the baccalaureate degree will suffice.)

3. If an applicant's cumulative undergraduate 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: 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

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

New-York-State-certified teachers must check with the New York State Education Department to determine if a Western Connecticut State University graduate program meets New York State certification requirements.

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

Each candidate must meet with the M.S. graduate coordinator to discuss and plan the academic program. Course-sequencing suggestions will be provided at that time.

### **Tk20 License Requirement**

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a Tk20 license before or during the first week of class. Tk20 is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: <http://cthe.wcsu.edu> (lower left). If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, [ocallaghanc@wcsu.edu](mailto:ocallaghanc@wcsu.edu).

### **Degree Requirements: Option in Curriculum Leadership (noncertification)**

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 30 semester hours 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 SH)**

<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 and Evaluation	3 SH
ED 501 Introduction to Educational Research	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>	<i>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 Teaching	3 SH

**B. Specialization: Curriculum in the Content Area (30 SH)**

<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 and Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 556 Curriculum Development Using Instructional Technology	3 SH
ED 592 Capstone Project in Education	3 SH
<i>Content Area Requirements – Select 12 SH</i>	<i>12 SH</i>
<i>Approved by Content Area Department Chair</i>	
<i>Approved Electives (select 15 SH)</i>	<i>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 Teaching	3 SH

**C. Specialization: Teacher Leadership (33 SH)**

<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 and Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 556 Curriculum Development Using Instructional Technology	3 SH
ED 592 Capstone Project in Education	3 SH
<i>Teacher Leader Requirements</i>	<i>6 SH</i>
ED 576 Learning, Coaching, and Reflective Practice	3 SH
ED 593 Standards, Mandates, and Legal Issues in Teaching	3 SH
<i>Content Area Requirements – Select 12 SH</i>	<i>12 SH</i>
<i>Approved by Content Area Department Chair (Math or Science)</i>	

**Degree Requirements: Option in Instructional Technology (Noncertification)**

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

**Master of Science in Education: Option in Instructional Technology (Noncertification)**

<i>Professional Education Requirements</i>	<i>12 SH</i>
ED 500 Contemporary Educational Issues	3 SH
EPY 505 Measurement and Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 592 Capstone Project in Education	3 SH

*Option Courses (select 12 SH)* *12 SH*

ED 532 Computer Literacy in Education	3 SH
ED 538 Electronic Portfolio Development for Educators	3 SH
ED 539 Developing Cultural Diversity Through Virtual Field Trips	3 SH
ED 556 Curriculum Development Using Instructional Technology	3 SH
ED 557 Computers in Special Education	3 SH
ED 558 Computers in Distance Learning	3 SH
ED 559 Educational Computer Simulations	3 SH

*Electives* *6 SH*

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

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

**Degree Requirements: Option in Reading (Noncertification)**

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 (Noncertification)**

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
EPY 505 Measurement & Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 592 Capstone Project in Education	3 SH

*Option Courses (select 12 SH)* *12 SH*

ED 514 Teaching Reading in the Content Areas	3 SH
ED 517 Developmental Reading in the Elementary School	3 SH
ED 535 Developmental Reading in the Secondary School	3 SH
ED 548 Analysis of Reading Difficulties	3 SH
ED 594 Community Reading Practicum	3 SH

*Electives* *6 SH*

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

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

**Degree Requirements: Option in Special Education (Noncertification)**

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 is required for the M.S. degree in education with an option in special education, including the requirements for the nonthesis 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**

<i>Professional Education Requirements</i>	<i>12 SH</i>
ED 500 Contemporary Educational Issues	3 SH
EPY 505 Measurement and Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 592 Capstone Project in Education	3 SH
<i>Option Courses (select 12 SH)</i>	<i>12 SH</i>
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
<i>Electives</i>	<i>6 SH</i>

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

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

#### **Concentration: Autism Spectrum**

<i>Professional Education Requirements</i>	<i>12 SH</i>
ED 500 Contemporary Educational Issues	3 SH
EPY 505 Measurement and Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 592 Capstone Project in Education	3 SH
<i>Option Courses (select 12 SH)</i>	<i>12 SH</i>
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
<i>Electives</i>	<i>6 SH</i>

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

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

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.

## Master of Science in Counselor Education

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Gabriel Lomas, CACREP Unit Leader, WS 515	Phone: (203) 837-8512 lomasg@wcsu.edu
Ana Cangialosi, Department Secretary, WS 129	Phone: (203) 837-8510 cangialosia@wcsu.edu Fax: (203) 837-8413

*Faculty* J. Burke; K. Burke; K. Campbell; T. Canada; J. Caruso; M. Daria; M. Delcourt; M. Gilles; J. Jaslow; G. Lomas; C. O'Callaghan; J. Piro; D. Shaw; M. Wilson; K. Zaleta

### Program Overview

The counselor education program includes a 48-credit school counseling option and a 60-credit clinical mental health counseling program option, each leading to the Master of Science (M.S.) degree.

Students develop a "Plan of Study" with their coordinator and usually complete their program in three years.

The counselor education program has been nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs since 1996. The school counseling option prepares candidates to work as school counselors in grades K-12. The clinical mental health counseling option prepares students to work as counselors in a variety of community, agency, and clinical mental-health settings. Students are National-Certified Counselor-eligible after passing the National Counselor Exam, administered at Western each fall and spring. In addition, graduates are eligible to become licensed professional counselors upon completing additional requirements set forth by the State of Connecticut.

In view of the responsibilities of the role of counselor in both school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended either for matriculation or for continuation in the program.

### 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, 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 interpersonal and intrapersonal 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 GPA 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:
  - 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 that includes a general-education distribution of courses in English, mathematics, science, social and behavioral sciences, foreign language, and fine arts.
- d. Submit an essay demonstrating proficiency in English, stating the reasons for wanting to enroll in a counselor-education program, and emphasizing experiences relevant to the field.
- 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 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 1,000 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 1,100 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.

### **Tk20 License Requirement**

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a Tk20 license before or during the first week of class. Tk20 is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: <http://cthe.wcsu.edu> (lower left). If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, [ocallaghanc@wcsu.edu](mailto:ocallaghanc@wcsu.edu).

### **Option in School Counseling**

The curriculum for the school counseling option includes the following graduate courses:

*Open to all Graduate Students*

*6 SH*

ED 500 Contemporary Educational Issues	3 SH
ED 572 Career Education and Development	3 SH
<i>Open to Students Accepted to Program or by Permission of Chair</i>	<i>6 SH</i>
ED 585 Introduction to Community and School Counseling	3 SH
ED 586 Theories of Counseling	3 SH
<i>Open to Students Accepted to Program Only</i>	<i>36 SH</i>
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
<i>Electives</i>	<i>3 SH</i>

*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:

<i>Open to Students Accepted to Program or by Permission of Chair</i>	<i>9 SH</i>
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
<i>Open to Students Accepted to Program Only</i>	<i>45 SH</i>
ED 587 Counseling Diverse Populations	3 SH
EPY 600 Assessment for Counselors	3 SH
EPY 601 Fundamentals of Statistics and Research Design	3 SH
EPY 602 Interviewing & Consultation Across the Life-Span: Principles and Techniques	3 SH
EPY 603 Group Work Foundation: Theory and Practice	3 SH
EPY 605 Clinical Mental Health Counseling Skills	3 SH
EPY 606 Advanced Group Work: Theory and Practice	3 SH
EPY 608 Clinical Mental Health Counseling: Management, Delivery, and Consultation	3 SH
EPY 611 Practicum in Clinical Mental Health Counseling	3 SH
EPY 614 Internship in Clinical Mental Health Counseling	3 SH
EPY 615 Internship in Clinical Mental Health Counseling	3 SH

EPY 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*

## Doctor of Education in Nursing Education

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### Accreditation

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

### Program Overview and Mission

The Doctoral program in Nursing Education (Ed.D.), developed collaboratively by Western Connecticut State University (WCSU) and Southern Connecticut State University (SCSU) faculty, is designed to prepare nurses for academic roles. The program, which builds on CSUS's long-standing tradition of excellence in preparing educators and nurses, offers individuals with clinical expertise and a master's degree in nursing an innovative doctoral program focused on the necessary content and skills required to be effective faculty members, advance the science of nursing education, and transform the education of future nurses.

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

To meet the needs of busy professionals, this program will be delivered primarily online through the use of synchronous and asynchronous learning modalities. Three, three-day on-campus residencies will be required before the start of the program and during each summer following Years 1 and 2 of the program.

This program is the only one of its kind in the State of Connecticut and one of few across the country uniquely designed to prepare nurses for academic faculty roles.

At the end of the program, degree candidates will be able to

- synthesize concepts and theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role
- demonstrate expertise in designing, implementing, evaluation, and improving nursing education to reflect trends in higher education, healthcare, and nursing practice
- use knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide effective leadership
- contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship
- provide professional leadership to affect change in nursing education through service to the profession
- function collaboratively in the faculty role within a community of scholars.

This program has been licensed by the Connecticut Board of Regents and has been approved by NEASC

### Learning Goals and Objectives

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

### Admission Requirements

- 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 Ed.D. website.
- current RN license.
- GRE or MAT scores (must be within the past five years); waived if master's GPA is over 3.5
- current resume/Curriculum Vitae highlighting professional experience, scholarship, and service activities
- personal statement describing the following:
  - reasons for seeking admission to the Ed.D. program
  - professional goals
  - research interests related to the scholarship of teaching and learning
  - potential contributions to field of nursing education
- for international students, a score of at least 550 (paper), 213 (computer), or 80 (internet) on the TOEFL exam

All of the above materials are to be sent to the Office of Graduate Admissions, Western Connecticut State University, 181 White Street, Danbury, CT 06810

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 the Science of Nursing Education Research

NUR 810 Quantitative Methods in Nursing Education Research

NUR 811 Qualitative Methods in Nursing Education Research

NUR 812 Statistical Analysis in Educational Research

**Dissertation Phase** (each course is 3 credits; 9-12 credits total)

NUR 813 Dissertation Seminar I

NUR 814 Dissertation Advisement II

NUR 815 Dissertation Advisement III

NUR 816 Dissertation Advisement IV

NUR 817 Continuing Nursing Education Research

### **Comprehensive Examination**

All matriculated doctoral students wishing to become doctoral candidates must pass a written comprehensive examination. This exam is designed by the doctoral faculty to rigorously assess the student's mastery and synthesis of knowledge garnered during course work. Further, it is intended to gauge the student's potential for independent dissertation research.

### **Dissertation Proposal**

The dissertation proposal is a required component of the doctoral program and must be approved for a student to become a doctoral candidate. Specific details regarding the dissertation proposal and required forms can be obtained from the coordinator of the Ed.D. program in Nursing Education.

### **Doctoral Candidacy**

Once students satisfactorily pass coursework, the comprehensive examination, and the dissertation proposal hearing, they are considered doctoral candidates and may begin dissertation research.

### **Dissertation**

The dissertation is the culminating component of the doctoral program. Only upon successful dissertation defense before a dissertation committee may a student be considered for graduation. All requisite forms and further details are available from the coordinator of the Ed.D. program in Nursing Education.

### **Degree 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 course work, provided the credits represent equivalent courses described in the program of study, pending approval by the program coordinator.

### **Academic Planning**

Each candidate must meet with the Ed.D. program coordinator to discuss the academic program and the doctoral advisement process. Course sequencing is predetermined, and all students participate in a cohort model in order to complete the program.

## Master of Science in Nursing

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### Program Overview and Mission

The Master of Science (M.S.) in Nursing program prepares nurses for leadership positions in the nursing practice. The program requires completion of 41 credits of specialized professional course work, with courses organized into three components:

- a foundational core (theory, issues, research, foundations of practice)
- a role component specific to the selected role
- a role support component that provides a concentrated practicum experience in the selected role

Students may prepare for either the Adult-Gerontology Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist role. All students complete a sequence of clinical and role component courses, including a minimum of 500 hours of clinical practicum experiences under the guidance of a preceptor, and an evidenced-based research project. Upon completion of the program, students are eligible to take the certification examination for their chosen role.

The program is designed for part-time study, with courses offered 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)

### Learning Goals and Objectives

#### *Conceptual Framework and Organizational Structure*

The program of study leading to the M.S. in Nursing degree prepares nurses for roles as advanced practice nurses, with an option to prepare for certification as an Adult-Gerontology Nurse Practitioner or Adult-Gerontology Clinical Nurse Specialist. Each role requires completion of a foundational core, representing content common to the advanced study of nursing practice; a role component, representing content specific to the selected role; and a role support component, providing practicum experiences for transition into the selected role.

The curricular design assumes that education for the advanced practice of nursing requires substantial clinical experiences in aspects of the selected role supervised by professional health care providers who have education and experience in the role, and occurring in a variety of settings. Clinical practicum experiences in the program enable students to develop clinical experiences that meet course objectives as well as their own specific learning needs and interests. The approach to clinical practice allows for flexibility in the time and places in which clinical experiences occur.

#### *Foundational Core*

Preparation for the advanced practice of nursing rests on a foundation of generalized knowledge and practice common to all roles. The M.S. in Nursing program addresses the following content areas as foundational to the advanced study of nursing: the theoretical bases of nursing practice; the contemporary issues encountered by the master's-prepared practitioner within the nursing profession and the broad health-care field; critical thinking in the application of knowledge and skills to the identification and analysis of patient problems and their resolution through the development of clinical expertise and diagnostic-reasoning ability; and the utilization of research and the appropriate application of the research process to the identification, analysis, and resolution of practice problems. The approach to these areas of study is eclectic, offering students alternative conceptualizations of the field as a basis for the analysis and critique of extant practice, theory, and research; the generation of creative alternatives to present approaches to practice; and the formulation of personal conceptual interpretations of nursing as a guide to practice, all within the context of a rapidly changing health care environment.

### *Advanced Practice Roles*

The advanced practice of nursing may proceed through direct care or blended roles. Direct-care roles involve management of the health care of a caseload of clients, for example, as an Adult-Gerontology Nurse Practitioner. Blended roles combine elements of the direct care and a mediated-role approach, as with the Adult-Gerontology Clinical Nurse Specialist.

### *Role Support*

As students move toward completing the M.S. in Nursing program, they are helped to synthesize and apply curricular content to fulfilling their selected role. All students complete a substantial clinical practicum in which they enact all aspects of the selected role under the guidance of a qualified clinical preceptor. Seminar sessions address common places in each of the roles and promote sharing the experience and perspective of students engaged in these different roles.

### *Program Outcomes*

Working with individuals and groups, the graduate of the master's in nursing program will

1. use evidence-based nursing interventions to generate research for the purpose of expanding nursing science.
2. demonstrate expertise in the provision of care to individuals and groups from diverse backgrounds across the health spectrum.
3. function in a variety of roles collaborating with other disciplines in the attainment of improved patient care and outcomes.
4. continuously evaluate their nursing practice in relation to professional standards and assume accountability for practice.
5. demonstrate comprehensive knowledge of policy formulation and how it impacts nursing practice and health care delivery.
6. analyze ethical issues as they affect communities, society, the health professions, and their own practice.

### **Admission Requirements**

Applications for admission to the M.S. in Nursing program are made through the Office of Graduate Admissions. Applicants must submit official transcripts of all undergraduate and graduate work with the graduate application fee. Admission to the M.S. in Nursing program is selective. Candidates must have earned a bachelor's of science in nursing degree from a recognized accrediting agency, achieve a satisfactory score on the Miller Analogies Test (required for those applicants with an undergraduate GPA of less than 3.0); and hold a current RN license. Applicants must have at least 2 years of clinical practice prior to entry into the MS program. At the time of application, candidates must provide a resume and one letter of recommendation. All applications must be received by November 1 for Spring admissions and by April 1 for Fall admissions. As part of the admission process, the candidate must meet with the M.S. program coordinator to develop a plan of study.

Prior to enrollment in NUR 575, Advanced Health Assessment, students will be required to either present evidence that they have completed a basic physical assessment course within the past five years or demonstrate successful performance on an examination designed to evaluate baseline assessment knowledge and skills.

Because of the nature of the clinical experiences and regulations of various clinical agencies utilized in the nursing program, all nursing students are required to adhere to departmental policies in addition to the immunizations required of all university students. This information may be obtained directly from the department.

In addition to the above-stated health requirements, students must meet any additional requirements identified by a clinical-affiliating agency, including a criminal background check. Clinical agencies reserve the right to refuse clinical placement to students who do not pass the background check.

All students must be certified in cardiopulmonary resuscitation (CPR) as a health-care provider prior to entering clinical course and must maintain current certification to be eligible to attend clinical experience. In addition, students are required to carry an advanced practice student malpractice insurance policy while in clinical courses.

**Bridge Option:** Registered nurses who have an earned non-nursing baccalaureate degree and are interested in pursuing a Masters of Science in Nursing without completing a second bachelor's degree may consider "bridging" into the M.S. program. The bridge is designed to fill the gaps in the nursing educational experiences that would ordinarily be addressed in a B.S. in Nursing program. The bridge involves completion of the following undergraduate courses: Physical Assessment, Undergraduate Nursing Research, Undergraduate Statistics, Principles of Community Health, and Transition to Professional Nursing Practice. These courses may be completed in the WCSU RN/BS Program or elsewhere. Courses transferred must meet University requirements. Interested applicants first must make a formal application to the M.S. program and meet requirements for the M.S. program as detailed above. Upon receipt of a completed application, applicants will be contacted by the graduate coordinator for further evaluation and advice. Admission to the Bridge courses is competitive, by approval of the graduate coordinator, and on a space-available basis only. All applications must be received by November 1 for Spring admissions and by April 1 for Fall admissions. All Bridge courses must be completed prior to starting the MS program.

## Degree Requirements

Students are required to complete the requisite course work, the clinical component, and an evidence-based research project within six years in order to be eligible for graduation.

## Master of Science in Nursing

### *Curriculum Structure Foundational Core Components*

These courses are required of all M.S. in Nursing students and are intended to serve as prerequisites for remaining program requirements.

NUR 501 Theoretical Basis of Nursing Practice	3 SH
NUR 502 Contemporary Issues in Health Care Delivery	2 SH
NUR 504 Evidenced Based Nursing Research (Pre/coreq: NUR 501)	3 SH
NUR 511 Foundations of Clinical Nursing Practice	3 SH

### *Advanced Practice: Clinical Nurse Specialist and Nurse Practitioner:*

NUR 515 Advanced Pathophysiology	3 SH
NUR 570 Advanced Clinical Pharmacology	3 SH
NUR 575 Advanced Health Assessment	3 SH
NUR 580 The Advanced Nursing Management of the Acutely Ill Adult-Gerontology Populations	2 SH
NUR 585 The Advanced Nursing Management of the Chronically Ill Adult-Gerontology Populations	2 SH

### *Clinical Practice: Nurse Practitioner*

NUR 582 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Acutely Ill Adult Populations (180 clinical practicum hours)	5 SH
NUR 588 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Chronically Ill Adult Populations (180 clinical practicum hours)	5 SH

*Or*

### *Clinical Practice: Clinical Nurse Specialist*

NUR 583 The Adult-Gerontology Clinical Nurse Specialists Management of the Acutely Ill Adult Populations (180 clinical hours)	5 SH
NUR 587 The Adult-Gerontology Clinical Nurse Specialists Management of the Chronically Ill Adult Populations (180 clinical hours)	5 SH

### *Capstone course for all students*

NUR 590 Professional Role Enactment (180 clinical hours)	7 SH
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*Total Semester Hours: 41 SH*

## Post-Master's Study: Adult-Gerontology Nurse Practitioner

The Department of Nursing also offers post-master's course work that prepares nurses with a master's degree to be eligible to take the Adult-Gerontology Nurse Practitioner Certificate Exam. Admission to the program is on a space-available basis and requires the following:

- M.S. in Nursing with a significant clinical component
- NUR 570, Advanced Clinical Pharmacology, or equivalent; completed within the last five years. (This also may be taken at WCSU within the program.)

Basic skills in health assessment, as evidenced by completion of a formal or continuing-education program in the past five years or via paper-and-pencil testing prior to entry into the program

Students are required to take the following courses:

NUR 575 Advanced Health Assessment	3 SH
NUR 580 The Advanced Nursing Management of the Acutely Ill Adult-Gerontology Populations	2 SH
NUR 582 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Acutely Ill Adult Populations (180 clinical practicum hours)	5 SH
NUR 585 The Advanced Nursing Management of the Chronically Ill Adult-Gerontology Populations	2 SH
NUR 588 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Chronically Ill Adult Populations (180 clinical practicum hours)	5 SH
NUR 590 Professional Role Enactment (180 clinical hours)	7 SH

**Grading criteria:**

Graduate nursing students must maintain a B average in order to graduate from the program. Should a student achieve a grade below a B- in a course, that course must be repeated and the student must achieve a grade of B or better to progress in the program.

Department of nursing grades are assigned as follows:

A	=	92 – 100	B-	=	80-82	D+	=	68-70
A-	=	89 – 91	C+	=	77-79	D	=	64-67
B+	=	86- 88	C	=	74-76	D-	=	63-60
B	=	83- 85	C-	=	71-73	F	=	Below 60

## Education & Educational Psychology

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

This course examines current issues in education, explores their historical and philosophical roots, and critically analyzes possibilities for the future of education. This foundations of education course will examine important philosophical views influencing education today, thereby, assisting you in examining your own philosophical perspective. These views will be presented by a variety of guest speakers. You will then have the opportunity to discuss both the presentation and information in selected readings. In addition, the course is designed to provide different views of educational and social issues which affect the teaching/learning process. *Pre-requisite:* admission to the Master of Arts in Teaching program or permission of the chair of the Education and Educational Psychology Department.

### **ED 501 Introduction to Educational Research 3 SH**

This course is designed to introduce students to qualitative and quantitative research methodologies that are useful in educational settings. Students will address problems relevant to current educational demands, analyze and interpret relevant research studies, develop a rationale for qualitative and quantitative research studies, design research procedures to answer pertinent educational questions, and examine aspects of education significant to the students' educational practice.

### **ED 502 Secondary Student Teaching (Grades 6-12) for the M.A.T. Program 6 SH**

Designed to support candidates in the Master of Arts in Teaching program, this course provides experience in planning, conducting instructional activities, and assessing student performance in a secondary school under the guidance of a trained cooperating teacher. Full-time for one semester. Includes a weekly seminar. *Prerequisite:* admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology. Students are urged not to be employed during the student-teaching program.

### **ED 503 Educational Psychology 3 SH**

This course provides a constructivist approach to child growth and human development, specifically focusing on the ways that concepts and principles from research and theory may be applied in the classroom. Learning will be viewed through a developmental approach. *Prerequisite:* admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology. Students are urged not to be employed during the student-teaching program.

### **ED 507 Research Based Classroom Practice 3 SH**

This course introduces candidates to the knowledge, skills and qualities that Connecticut teachers need to prepare students to meet 21st-century challenges. Candidates practice the elements of quality learning, differentiating instruction, monitoring instruction, and classroom management.

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

This course will prepare candidates to intergrate the Common Core Standards for English Language Arts into various content-area subjects. Students will prepare integrated lesson plans for actual use in an urban middle school classroom that includes elements of comprehension, vocabulary development, and fluency, as well as a writing component. Students will also learn to differentiate their literacy components to meet the needs of English Language Learners and special-needs students, to prepare students for the CAPT tests, and to meet their inquiry-based research needs. A variety of speakers, real life situations, and field trips will also be included in the course. *Prerequisite:* acceptance into the Master of Arts in Teaching or M.S. in Education programs or permission of the department chair.

### **ED 515 Curriculum Leadership in the Elementary School 3 SH**

This course will provide elementary educators with the skills to increase student achievement by designing standards-based differentiated learning and an assessment environment that meets diverse needs. Participants will gain knowledge of curriculum research, trends, design, and assessment and how to use differentiated instruction to vary interest, readiness, content, process, learning and product in student learning. *Prerequisites:* M.S. in Education and M.A.T. candidates or department chair permission.

### **ED 517 Developmental Reading in the Elementary School 3 SH**

Designed as a basic course in the instruction of reading in the elementary school, this course offers a comprehensive study of the reading process and the theoretical and practical aspects of a developmental program.

### **ED 519 Improving Thinking Skills 3 SH**

This course is designed to examine the nature of the thinking process and to help teachers improve their students' ability to think. Focus is on the utilization of a taxonomy of thinking skills, which facilitates the thinking process.

### **ED 520 Teaching History and Social Studies in Secondary Schools 3 SH**

This course will provide candidates for certification in secondary education with the knowledge and skills to create effective social studies lessons and units. An interdisciplinary approach to social studies will link history, geography, economics, and civic education. A variety of forms of instructional technology will be infused throughout the course. This course also will provide classroom management techniques for maintaining an environment that is conducive to learning. Assessment and data management will be explored.

### **ED 521 Teaching English/Language Arts in Secondary Schools 3 SH**

This course examines the theories and practices shown to produce effective teaching and learning in the secondary school English/Language Arts class. Primary emphasis is placed on the content of the English language curriculum articulated in state and national standards and on methods for making that content accessible to diverse student populations found in public schools. Candidates for teacher certification are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. In addition, they examine current curricular reform movements and consider their impact on English education in the secondary school.

### **ED 525 Teaching Children with Learning Disabilities 3 SH**

The focus of this course will be on the study of problems of children who have discrepancies between ability and achievement. Types of learning disabilities and their etiology, including physiological aspects, will be explored. Study of the disabilities of perception, cognition, and communication as they pertain to intellectual development and classroom performance will be approached through research, case studies, and field experience. Interdisciplinary resources will be used.

### **ED 527 Differentiating Instruction 3 SH**

This course provides opportunities for the developing educator to explore differentiating instruction for all learners. Course participants will have opportunities to reflect on classroom practices regarding planning/differentiation/assessment and move toward responsive teaching.  
*Prerequisites:* M.S. in Education candidates or permission of the department chair.

### **ED 530 Curriculum Leadership in the Secondary School 3 SH**

This course will provide secondary educators with the skills to increase student achievement by designing standards-based differentiated learning and an assessment environment that meet diverse needs. Participants will gain knowledge of curriculum research, trends, design, and assessment and how to use differentiated instruction to vary interest, readiness, content, process, learning, and product in student learning.  
*Prerequisites:* M.S. in Education and M.A.T. candidates or department chair permission.

### **ED 532 Computer Literacy in Education 3 SH**

This course, developed for educators, provides information about the use of computers in education and addresses issues pertinent to computer curriculum development, integration, implementation, and evaluation.

### **ED 535 Developmental Reading in the Secondary School 3 SH**

This basic course emphasizes the role of reading and the application of reading and study skills in the various subject areas of the secondary school.

### **ED 538 Electronic Portfolio Development for Educators 3 SH**

This instructional technology course will assist K-16 educators to construct personal, dynamic, standards-based electronic portfolios that include text, audio, graphics, photos, internet links, and state-of-the-art hypermedia. *Prerequisite:* basic computer competency and Internet skills.

### **ED 539 Developing Cultural Diversity Through Virtual Field Trips 3 SH**

This course prepares educators to use internet-based virtual field trips (VFT) to develop an appreciation for cultural diversity, stimulate K-12 student learning, and increase academic achievement. A variety of VFT are designed to involve educators in constructivist teaching, intercultural communication, and the emerging global culture. *Prerequisite:* basic computer literacy and Internet skills.

### **ED 545 Teaching Children with Emotional and Behavioral Disturbances 3 SH**

This course introduces the characteristics and needs of children with serious emotional disturbances (SED) and other behavioral challenges. It includes a survey of historical perspectives, trends and issues, theoretical viewpoints, diagnostic and prescriptive assessment practices, and intervention approaches. Emphasis will be placed on the manner in which SED affects social, psychological, and academic growth in children and adolescents. In addition, approximately half the course will be spent discussing instructional strategies to address students' individual needs with an emphasis on inclusionary practices.

### **ED 546 Inquiry in the Classroom 3 SH**

This course introduces candidates to inquiry in the context of the classroom. Candidates explore appropriate resolutions to questions and issues, learning how to create knowledge from this questioning to enhance students' learning in the classroom. Assessment, qualitative, quantitative, and action research methodologies are applied to instructional decision making. *Prerequisite:* admission to the Master of Arts in Teaching program.

### **ED 548 Analysis of Reading Difficulties 3 SH**

This course focuses on the study of both the word-centered and comprehension-centered methods of analyzing strengths and needs in reading, along with an examination of data related to problems in reading. Emphasis is on understanding the rationale and procedures for using selected individual diagnostic instruments; administering a variety of such instruments; interpreting the results, and reporting diagnostic information to parents and to other professionals. *Prerequisite:* ED 517 or ED 535.

### **ED 556 Curriculum Development Using Instructional Technology 3 SH**

This course allows educators to learn aspects of the Internet information highway, i.e., researching historical documents, engaging in teacher-to-teacher dialogue, investigating scientific discoveries, joining education debates, and uncovering an unlimited amount of available resources for the K-12 educator. Prior computer skills are not necessary. *Prerequisite:* word-processing competency.

### **ED 557 Computers in Special Education 3 SH**

This course will examine recent technological advances in technology to evaluate and help exceptional students realize their full potential. Technological advances will enable the design of learning and living environments that substantially reduce functional limitations resulting from sensory and physical disabilities. *Prerequisite:* three semester hours in special education and word-processing competency.

### **ED 558 Computers in Distance Learning 3 SH**

In this course, students will develop proficiency in distance-learning skills and electronic interaction. Mixed-media tools will be used to improve subject matter expertise, instructional design, teaching strategies, media usage, tutoring, and counseling. *Prerequisite:* word-processing competency.

### **ED 559 Educational Computer Simulations 3 SH**

In this course, teachers learn how to use PK-12 educational computer simulations to refine basic learning skills and master content areas. Demonstrations and evaluations of interactive software and digital hypermedia simulations will be included. Participants will use computers during each class. *Prerequisite:* minimal computer skills and knowledge of the internet.

### **ED/BIO 566 Teaching Science in Secondary Schools 3 SH**

This course is designed to foster confidence in teaching secondary science to middle or high school teachers (6-12). The course will focus on the nature of science; instructional strategies; fostering development of science concepts; mastering of process skills, organization, and assessment; and growth of positive attitudes in the areas of science. *Prerequisite:* Admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology or (non-M.A.T.) admission to the Professional secondary education teacher preparation program. *Corequisite:* registration in secondary education professional semester courses.

### **ED/BIO 605 Applied Research Techniques in Biology 3 SH**

Students will acquire and apply skills and techniques for designing and conducting laboratory, field, or computer-based research projects in the biological and environmental sciences. Under the supervision of a faculty member, students will design research questions; articulate testable hypotheses; design, set up, and conduct experiments, including analysis of data that may be used in school settings. *Prerequisites:* admittance to the MAT Biology or M.A. Biology degree program or permission of the department chair.

### **ED/SPA 567 Applied Linguistics in Spanish 3 SH**

This course provides a specific analysis of complex grammar structures and their relationship to learning and teaching Spanish as a second language and also Spanish for heritage speakers. It highlights specific problem areas for students and involves the practical application of theories to classroom learning and teaching. *Prerequisite:* admission to the Master of Arts in Teaching program or permission from chairs of the Department of Education and Educational Psychology and Dept. of World Languages and Literature.

### **ED/SPA 568 Teaching Spanish in Secondary Schools: Content and Pedagogy 3 SH**

This course provides candidates in the Master of Arts in Teaching program with an understanding of the methods and materials needed to become a competent teacher of Spanish at the secondary level. Emphasis is on making content knowledge accessible to diverse student populations. Candidates are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. The course will include an examination of the current curricular reform movements and their impact on the teaching of Spanish in the secondary school. Implications of state and national standards are considered. This course will be taught by a member of the World Languages and Literature Department. Candidates must receive a grade of B or higher in order to enroll in student teaching. *Prerequisite:* admission to the Master of Arts in Teaching program or permission from chairs of Department of Education and Educational Psychology and Department of World Languages and Literature.

### **ED 571 Urban Education Experience 3 SH**

This course is designed to enhance participants' knowledge of urban schooling as related to the dynamics of race, class, and culture through the analysis of historical, socioeconomic, and political factors influencing urban education. The distribution of opportunity is explored through instructional and organizational practices designed to close the achievement gap and build positive school cultures. *Prerequisite:* M.S. in Education and M.A.T. candidates or department chair permission.

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

This course provides exploration, investigation, and experience in methods, models, and resources for developing and maintaining career planning and vocational guidance services in public and private educational agencies. Investigation in major theories in education and career development. This course is offered online in the spring only.

### **ED 576 Learning, Coaching, and Reflective Practice 3 SH**

This course provides opportunities for the active, developing classroom practitioner to explore exceptional learning practices, peer-coaching techniques, and methods of reflective practices. *Prerequisite:* M.S. in Education candidates.

### **ED 578 Teaching the Gifted and Talented 3 SH**

Students in this course will research and explore areas of human talent. Related issues and problems of the gifted will be investigated along with strategies for working with the gifted. Students will also develop an understanding of formal and informal assessment and evaluation techniques.

### **ED 585 Introduction to Community and School Counseling 3 SH**

This course offers an introductory professional socialization to the field of counseling. The course provides a survey of the history, philosophy, theoretical foundations, standards, work settings, and relationships between counseling and other helping professions. In addition, the course will introduce the student to timely counseling topics such as: ethics, assessment, consultation, prevention, and accountability as well as the challenges facing counseling in the 1990s, such as family, feminist, multicultural, and developmental perspectives. *Prerequisite:* Admission to counselor education program or permission of chair of Department of Education and Educational Psychology.

### **ED 586 Theories of Counseling 3 SH**

This course examines a variety of counseling theories, their philosophical assumptions, hypotheses, the therapeutic process inherent in each, and the expected outcomes of successful counseling. *Prerequisite:* admission to counselor education program or permission of chair of the Department of Education and Educational Psychology.

### **ED 587 Counseling Diverse Populations 3 SH**

This course will critically analyze data and propose concepts of cross-cultural counseling appropriate to most culturally diverse groups in the United States. Case studies will be utilized. *Prerequisites:* ED 585 and ED 586.

### **ED 591 Independent Thesis Research in Education 6 SH**

This course is designed for students fulfilling the thesis requirements for the M.S. in Education degree who have submitted an acceptable thesis outline and choose to work independently on thesis research and writing. Individual conferences with the thesis adviser are scheduled as needed. Credit will be granted upon submission of one copy of an approved final draft of the thesis and thesis abstract. *Prerequisite:* ED 501.

### **ED 592 Capstone Project in Education 3 SH**

This course requires educators to complete a capstone project based on PK-12 professional practices. *Prerequisites:* completion of a total of 18 graduate semester hours, ED 501, and specific department requirements or admission to the Master of arts in Teaching Program and ED 501.

### **ED 593 Standards, Mandates, and Legal Issues in Teaching 3 SH**

This course explores Connecticut State Department of Education documents relevant to the education of secondary education educators and identifies standards appropriate to their identified special program alignment. Teacher candidates will prepare for the Beginning Educator Support and Training program assessment standards and will have opportunities to discuss the student-teaching experiences and observed “best practices.” *Prerequisite:* admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology.

### **ED 594 Community Reading Practicum 3 SH**

This course focuses on practical applications of teaching reading in diverse educational environments. Placements will be based on teaching experience, professional goals, and community needs. *Prerequisite:* completion of 15 semester hours in the M.S. in Education (reading option), including ED 514, ED 517 or ED 535, and ED 548.

### **ED 598 Faculty-Developed Course**

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

### **ED 599 Student-Developed Study**

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

### **ED 607 Language Development 3 SH**

This focus of this course is to provide the basis for the teacher candidate to shape and to inform language development in children. The framework for optimum practice includes knowledge of the following areas: foundations of language development; theoretical models of language development; child development and its impact on language; cognitive bases of language; language research and analysis; language for school learning; early interventions for language impairments and second language acquisition. A field experience is required.

### **ED 608 Sociolinguistics and Literacy Learning 3 SH**

A framework for understanding the cognitive and socio-cultural factors that affect the acquisition and development of language and literacy will be examined. Cognitive factors affecting young children’s literacy learning will include phonological awareness, a psycho-linguistic model of learning to read and write, acquiring the alphabetic principle, brain research and literacy, research on early instruction and determinants of difficulties in learning to read, and connecting early language to literacy. Socio-cultural factors including language and thought, socio-economic levels literacy development, language and regional dialects, language and culture, social languages and standard language, and gender variations in language strategies and their use.

### **ED 609 Assessments in Reading and Language Arts 3 SH**

This course will emphasize the use of multiple forms of assessment to monitor the literacy growth development of students in P-12 classrooms with diverse populations having a wide range of literacy development; including students whose native language is not English, those with special needs and struggling readers and writers. Course participants will learn how to use assessment data to inform their teaching and to use differentiated instruction to meet the special needs of all learners. The role of technology will be explored as a viable tool in assessment as in the creation of digital portfolios. The required field experience includes tutoring a student with special needs in reading and writing over the

course of the semester leading to the creation of a portfolio for the tutee.

### **ED 610 Exploring Children's and Adolescent Literature and Digital Literacies 3 SH**

An examination of children's and adolescent literature will be offered. Personal and academic values that various types of literature offer to literacy growth will be explored. The variety of literature categories to support literacy and content learning will be provided. An emphasis on multicultural and international literature to enrich students' lives is an important focus of the course. Course participants will be engaged in planning the literature curriculum for students in grades K-12. A field experience is required in this course.

### **ED 611 Action Research in Literacy Leadership 3 SH**

This course focuses on supervised research in the area of literacy. Each student will be required to identify a literacy strategy or curriculum to research, identify current theory and practice and then design an action research project to explore the topic. Candidates must submit their action research proposal to the IRB for approval. Prerequisite: Completion of 21 graduate credits or permission of the program coordinator.

### **ED 612 Practicum in Reading and Literacy K-5 3 SH**

Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the early childhood level and one at the childhood level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

### **ED 613 Practicum in Reading and Literacy 6-12 3 SH**

Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the middle school level and one at the high school level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

### **ED 614 Advanced Diagnosis and Remediation of Reading Disabilities 3 SH**

This course will emphasize the use of multiple forms of assessment to monitor the literacy growth development of students in elementary classrooms with diverse populations having a wide range of literacy development; including students whose native language is not English, those with special needs and struggling readers and writers. Course participants will learn how to use assessment data to inform their literacy leadership and to use differentiated instruction to meet the special needs of all children. The role of technology will be explored as a viable tool in assessment as in the creation of digital portfolios. The required field experience includes working with a teaching tutoring a student with special needs in reading and writing over the course of the semester leading to the creation of a portfolio.

### **ED 615 Organization, Administration, and Evaluation of Reading Programs 3 SH**

This course provides literacy consultant candidates with a framework to organize, administer, and evaluate reading programs. State laws, trends and issues related to the administration of reading programs will be explored. Instructional issues and reading programs for pre-K through adult learners will be examined. Includes censorship issues, textbook/test adoption procedures, roles and responsibilities in the reading program, staff development and change strategies.

### **ED 616 Practicum in Reading and Language Arts Consultant 3 SH**

Course participants will be engaged in a supervised practicum in reading and language arts consulting. Course participants will use their content and pedagogical knowledge and skills to organize, administer, and evaluate a reading program. Experiences in creating and leading professional development will be included. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

### **ED 617 Assessments in Special Education 3 SH**

This course deals with the appropriate selection, administration, and interpretation of assessment techniques and measures in order to identify students for special education. The course will familiarize the student with basic assessment terminologies and principles as well as various tests measuring achievement, aptitude, readiness, and social skills. Focus of the course will be on the use of assessment information to

determine special education eligibility, identify current academic and nonacademic performance, set instructional goals, monitor progress, develop classroom assessments and determine the effectiveness of instruction. The required field experience includes tutoring a student with special needs over the course of the semester leading to the creation of a case study report.

### **ED 618 Collaborative Program Planning 3 SH**

This course deals with the models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to include students with disabilities and other special needs in general education classes. Strategies for working with regular classroom teachers; support services personnel, paraprofessionals, and other individuals involved in the educational program will be explored. The collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom will be discussed. A field experience is included.

### **ED 619 Theory and Practice in Bilingual Education 3 SH**

The focus of this course is to examine the theoretical framework, historical development, present status and future of bilingual education in the United States. Current curricula, testing, evaluation, and school-community relationships in bilingual settings will be explored. A fieldwork experience is required.

### **ED 620 Practicum in Teaching Special Education Students Grades K-5 SH**

Course participants will be engaged with elementary school students who have special needs. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

### **ED 621 Practicum in Teaching Adolescent Students with Special Needs (Grades 6-12) SH**

Course participants will be engaged adolescent students who have special needs. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

### **ED 622 Approaches and Methods for Second Language Learners (Grades K-12) 3 SH**

This course will enable students to explore theories, pedagogical considerations and current methodology in the teaching of second language learners in secondary school. Research-based instructional practices such as the Sheltered Instruction Observation Protocol (SIOP) will be presented. Differentiated instruction for second language learners with special needs will be discussed. Issues and methods for assessment of second language learners will be investigated. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork experience of 25 hours is required.

### **ED 623 Second Language Acquisition (SLA) 3 SH**

This course is designed to help students comprehend first and second language acquisition. In understanding the processes of language acquisition, students will be better equipped to design instructional strategies that facilitate Second/English Language Learners' language acquisition, and create supportive environments. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment.

### **ED 624 Assessment for Second Language Learners (Grades K-12) 3 SH**

This course will prepare students to differentiate between student-learning difficulties due to exceptionality and those due to insufficient supports in second language acquisition. Theoretical and practical study of instruments and procedures used for assessing bilingual students will be included. Formal and informal methods of evaluation, including issues of valid and non-biased assessment tools, will be examined for use in the assessment of language skills and academic proficiency. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork requirement of 10 hours is included.

### **ED 625 Academic Language and Literacy for Second Language Learners (Grades K-12) 3 SH**

This course will focus on current approaches and theories of second language literacy, with a focus on academic discourse and the integration

of reading and writing. Review of research on best-practices for instruction in second language reading and second language writing will be included. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork requirement of 10 hours is included.

### **ED 626 Practicum in Teaching English to Second Language Learners (Grades K-12) 3 SH**

Course participants will be engaged with students who are second language learners. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for ELLs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

### **ED 690 Non-Thesis Project for Second M.S. Degree 6 SH**

A student-designed culminating project for the non-thesis approach when working towards a second M.S. degree. The topic and topical outline must be approved by both the appropriate program coordinator and the Dean of Professional Studies.

### **ED 726 Child and Adolescent Development 3 SH**

The focus of this seminar course will be on child and adolescent development through the analysis of case studies. In addition to analyzing case studies, the student will develop a case study.

### **ED 733 Staff Development Seminar 1-6 SH**

This course is designed to meet the in-service (staff development) needs of specific school personnel of local school systems. The objectives of the course will be jointly developed by the Department of Education and Educational Psychology and the local school system(s).

## **Doctor of Education in Instructional Leadership: Core Courses in Theory and Foundation**

### **ED 800 Foundations of Instructional Leadership 3 SH**

This course will prepare classroom practitioners to identify and apply ethical and professional constructs of leadership to affect change. Topics include the history, philosophy, and social psychology of instructional leadership and educational reform. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 801 Group Leadership, Group Processes, and Team Building in Education 3 SH**

This course will introduce students to the theories and practices of group leadership, skill development, group process, and the enhancement of cooperative academic-learning climates. Students will acquire knowledge about the principles of effective team building, faculty teamwork, conflict mediation, cooperative learning, and collaboration based upon theories of group-process dynamics. Emphasis will be placed on the development of leadership skills to enhance social, psychological, cultural, organizational, and emotional influences on the development of the group and to promote interpersonal learning in order to achieve educational goals and objectives. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 802 Emerging Instructional Technologies 3 SH**

Teachers will identify, analyze, and project the roles of emerging technologies and related achievements to school reform and improvement. This course will enable classroom practitioners to plan for the integration of emerging technologies in instruction, research, and assessment. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 803 National Standards, Current Practices, and Policies in Education (Summer Institute) 3 SH**

This course will be conducted as a summer institute. A variety of local and state experts in education will provide students with contemporary information about state and national policies and standards as well as theory and research related to best educational practices. This course will make extensive use of online Internet access to national, regional, and state organizations and agencies involved in standards-based reform.

*Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 804 Learning, Cognition, and Teaching 3 SH**

Using many original sources, this course represents a detailed consideration of human growth and development in the principle schools of psychology and related social sciences. Participants will investigate the application of these concepts to educational settings. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 805 Research and Evaluation in Education 3 SH**

The purpose of this course is to introduce theories and models of evaluation as applied to educational programs and administrative systems. The course will provide graduate students with the necessary skills to conceptualize an evaluation design, select appropriate techniques, and conduct an evaluation within the infrastructure of an educational institution. This course will assist the learner in understanding administrative educational systems and methodically assessing an aspect of a particular system. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861, and ED 865.

## **Doctor of Education in Instructional Leadership: Areas of Specialization**

### **ED 660 Internship and Seminar in Educational Leadership: Theory, Research, and Practice I 3 SH**

This is part I of a supervised administrative internship and accompanying seminar in an organizational setting where interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio. In addition to the seminar requirements, each candidate will be working on-site with an administrative mentor under the supervision of a member of CCSU's/WCSU's faculty, who will be the university supervisor. The internship, parts I and II, will extend over two semesters. All candidates are required to log a requisite number of hours each semester as specified by the Educational Leadership Constituent Council and are required to complete school-based activities, as well as district-based activities. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program and the Certificate for Intermediate Administration or Supervision program (Endorsement 092).

### **ED 665 Internship and Seminar in Educational Leadership: Theory, Research, and Practice II 3 SH**

This is part II of a supervised administrative internship and accompanying seminar in an organizational setting where interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio. In addition to the seminar requirements, each candidate will be working on-site with an administrative mentor under the supervision of a member of CCSU's/WCSU's faculty, who will be the university supervisor. The internship, parts I and II, will extend over two semesters. All candidates are required to log a requisite number of hours each semester as specified by the Educational Leadership Constituent Council and are required to complete school-based activities as well as district-based activities. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program, the Certificate for Intermediate Administration or Supervision program (Endorsement 092), and completion of ED 660.

### **ED 820 Topics in Curriculum and Instruction 3 SH**

This course deals with current developments in scientific research, public policy, and/or educational practice related to curriculum, instruction, assessment, and leadership within schools. It is designed to keep students abreast of developments that affect or have the potential to affect decisions about curriculum design, choice of instructional strategies, and program implementation. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 821 Leadership Assessment and Development 3 SH**

This course is designed to help students examine and develop competencies that characterize successful leaders in education and related professions. Students will analyze theories underlying the assessment of leadership abilities and examine the structure of the construct of leadership. They will also engage in self-assessment, creating a leadership plan that outlines long-term and short-term goals for the development of leadership competencies. Students will be able to update their progress through revision and periodic review of this leadership plan. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program and ED 800.

### **ED 822: Talent Development Across the Curriculum 3 SH**

This course investigates the value of multiple intelligences and other cognitive-developmental theories. Students will modify or design integrated curriculum for the classroom. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 823 Models of Creative Thinking 3 SH**

Problem-solving and creative-thinking issues are demonstrated, critiqued, and discussed. Strategies will pertain to all curricular areas. Participants will reflect on their own cognitive processes. Connections will be made to national standards in education. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 824 Diversity Issues in Schools 3 SH**

This course will assist educators in developing a pluralistic and global perspective about the equitable education of diverse students. Participants will investigate the philosophical, social, and historical foundations of multicultural education while developing leadership skills that promote social harmony, cultural integration, and student achievement. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

### **ED 826 Quantitative and Qualitative Applications of Educational Research 3 SH**

The purpose of this course is to extend students' research skills to examine and apply the knowledge found in professional journals and other sources. These skills will be enhanced in the context of both quantitative and qualitative paradigms. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861, and ED 865.

## **Doctor of Education in Instructional Leadership: Inquiry Strategies and Dissertation Sequence**

### **ED 860 Quantitative Methods Applied to Educational Research 3 SH**

This course provides the basis for understanding, applying, and interpreting univariate statistics and multiple correlations in educational settings. The student will relate specific quantitative research questions and hypotheses to appropriate statistical procedures as well as analyze each procedure using appropriate software. Students will use data sets that apply directly to educational research. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; EPY 505 or equivalent course.

### **ED 861 Qualitative Methods Applied to Educational Research 3 SH**

This course conveys the history and characteristics of qualitative methodology used in educational settings. A theoretical and practical examination of qualitative methods will include the use of action research as students gain experience in employing qualitative techniques and analyses. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; EPY 505 or equivalent course.

### **ED 865 Introduction to Educational Research Designs 3 SH**

This course conveys the orientation and strategies needed to employ both quantitative and qualitative methodologies of research and investigation in the field of education. Topics include an examination of significant designs, their relations to specific types of research questions, hypotheses, descriptions of subjects, data collection procedures, and analyses. Limitations to each design will also be thoroughly examined. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; ED 860 and ED 861.

### **ED 881 Dissertation Seminar 1 3 SH**

Students will be guided through the research process as they complete their dissertation proposals, begin the literature review for their investigations and describe the methodologies necessary for their projects. In this seminar approach, students will work with their dissertation advisers both individually and in small groups. *Prerequisite:* Acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861 and ED 865; satisfactory completion of comprehensive exams.

### **ED 882 Dissertation Seminar 2 3 SH**

Students will defend their proposals and make the necessary arrangements to begin their investigations, by completing the review of the literature, obtaining consent from subjects and beginning the data-collection process. Students will work with their dissertation advisers both individually and in small groups. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, and ED 881; satisfactory completion of comprehensive exams.

### **ED 883 Dissertation Seminar 3 3 SH**

Dissertation data collection and writing will commence. Students will work with their dissertation advisers both individually and in small

groups. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, and ED 882; satisfactory completion of comprehensive exams.

**ED 884 Dissertation Seminar 4 3 SH**

Dissertation research will be completed, and thesis writing will continue. Students will work with their dissertation advisers both individually and in small groups. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, ED 882, and ED 883; satisfactory completion of comprehensive exams.

**ED 885 Dissertation Seminar 5 3 SH**

Students will complete their research and writing. They will also prepare to defend their investigations. Students will work with their dissertation advisers both individually and in small groups. Candidates will also prepare future presentations and publications. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 805, ED 860, ED 861, ED 865, ED 881, ED 882, ED 883, and ED 884; satisfactory completion of comprehensive exams.

**ED 886 Continuing Research 0-6 SH**

Course description varies with the needs of the students. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program and written permission of the primary adviser and program coordinator. Registration through the Division of Graduate Studies is required.

**ED 898 Faculty-Developed Study 1-6 SH**

Course description varies with the needs of the program and/or its students. *Prerequisite:* acceptance into the Doctor of Education in Instructional Leadership program.

**ED 899 Student-Developed Study 1-6 SH**

Course description varies with the needs of the program and/or its students. *Prerequisites:* acceptance into the Doctor of Education in Instructional Leadership program and written permission of the faculty sponsor and program coordinator. Registration through the Division of Graduate Studies is required.

## Educational Psychology

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

This basic course in educational measurement includes consideration of such measures as reliability, validity, and norms and an overview of techniques of appraising aptitude, achievement, and personality. Attention is given to the selection and use of standardized tests. *Prerequisite:* PSY 100 or its equivalent.

### **EPY 509 Exceptional Learners: Children and Adolescents 3 SH**

This course helps teachers understand exceptional students and their educational issues by focusing on managing their problems in the regular classroom. This course includes methodologies for differentiating instruction for exceptional students, including special education and talented and gifted. *Prerequisite:* admission to the Master of Arts in Teaching program or permission of the chair of the Department of Education and Educational Psychology.

### **EPY 600 Assessment for Counselors 3 SH**

This course focuses on the development, administration, scoring, and interpretation of assessment measures. Emphasis is on commercial tests and inventories widely used in public schools, private industry, and clinical settings and issues of cultural bias in testing. *Prerequisite:* ED 585, ED 586, and admission to the counselor education program.

### **EPY 601 Fundamentals of Statistics and Research Design 3 SH**

Emphasis is placed on three related aspects of research: theoretical and practical consideration of experimental and non-experimental research designs, hypothesis testing, sampling methods and observation and measurement principles; practical aspects of research implementation in applied and/or laboratory settings; and statistical treatment of data. Research studies are analyzed and interpreted with regard to these criteria. *Prerequisites:* EPY 604 and EPY 605

### **EPY 602 Interviewing and Consultation Across the Life Span: Principles and Techniques 3 SH**

This course covers theories, principles, and techniques of counseling and consultation with emphasis on application of social, emotional, educational, and vocational adjustment of individuals in a diverse society. *Prerequisites:* ED 585 and ED 586 and admission to the counselor education program.

### **EPY 603 Group Work Foundation: Theory and Practice 3 SH**

This laboratory course allows students to explore and experience the dynamics of interpersonal relationships. Students will analyze their group interactions and enhance their knowledge of development in diverse groups. *Prerequisite:* EPY 602.

### **EPY 604 Individual Counseling in the Schools: Clinical Skills 3 SH**

This course offers class and laboratory experience with primary emphasis on developmental counseling techniques using case studies, role playing, and discussion and practice interviewing as basic learning vehicles to enhance communication. Emphasis will be on developmental counseling in a diverse society. Pre-practicum preparation will begin. *Prerequisite:* EPY 602.

### **EPY 605 Clinical Mental Health Counseling Skills 3 SH**

This course will provide clinical mental health counseling (CMHC) students with experiential training focused on individual counseling and consultation for application in clinical mental health and agency settings. Primary emphasis will be on development of individual counseling skills relating to assessment, intervention, and termination with case studies, role playing, and supervision. Counselor, consultant, and client characteristics and behaviors, which influence the helping process-including, age, gender, and ethnic and cultural differences-will be considered in counseling applications. Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. This course is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite:* admittance into the counselor education program-option in CMHC, or completion of EPY 602 or permission of the chair of the Department of Education and Education Psychology.

### **EPY 606 Advanced Group Work: Theory and Practice 3 SH**

An advanced self-placement experience where students facilitate small groups (45 clock-hours for counseling specialization and 30 for psychoeducational specialization), this course is designed to move the student closer to a professional level of competence as a leader/facilitator in a developmental context with knowledge of group processes in a diverse society. Pre-practicum preparations are finalized. *Prerequisite:* EPY 603.

### **EPY 607 Pupil Personnel Services: Philosophy and Organization 3 SH**

This course will investigate the organizational patterns and relationships of pupil services to the total school program and the community. Emphasis will be on the role of the counselor in developmental guidance within the pupil-personnel organizational structure. Focus will be on the school counselor as coordinator, consultant, manager, teacher, and counselor to facilitate the personal, social, career, and academic development of all students. *Prerequisite:* admittance to the counselor education program or field experience. This course is offered online only in the fall.

### **EPY 608 Clinical Mental Health Counseling: Management, Delivery and Consultation 3 SH**

This course is designed to provide clinical mental health counseling (CMHC) students with an advanced understanding of how human-service CMHC programs are organized, as well as the role and function of CMHC in human-service and CMHC agencies. Particular emphasis will be given to a specific understanding of program development, delivery of services, and consultation to meet the needs of our changing society. Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within CMHC settings. This course is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite:* admittance into the counselor education program-option in CMHC or permission of the chair of the Department of Education and Educational Psychology.

### **EPY 610 Practicum in School Counseling 3 SH**

This course requires students to complete a minimum of 100 hours of supervised practicum experiences in a school setting. This practicum provides for the development of individual counseling and group work skills in a diverse society. Selection of the site must be approved by the faculty supervisor. Students will meet weekly, both in groups and individually, with peer supervision and with their faculty supervisors to discuss their common purposes, varying problems, and methods of approach. *Prerequisite:* completion of all core counseling courses.

### **EPY 611 Practicum in Clinical Mental Health Counseling 3 SH**

This course requires students to complete a minimum of 100 hours of supervised practicum experience. This practicum provides for the development of individual counseling and group work skills. Selection of site must be approved by the department supervisor. Students will meet weekly with their supervisors to discuss their common purposes, varying problems, and methods of approach. This practicum in clinical mental health counseling (CMHC) is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite:* Students must have successfully completed the following courses: EPY 618, ED 586, EPY 600, EPY 602, ED 587, EPY 605, and EPY 630, or permission of the chair of the Department of Education and Educational Psychology.

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

Students must complete a 600-hour supervised counseling internship in a school setting. This internship is a two semester full-time commitment for those students who do not hold a Connecticut professional educator certificate but hold, or are eligible for, an initial educator certificate and wish to be certified as school counselors. Includes weekly seminars on campus for purposes of peer supervision and three site visits for nonteaching semester. All others may complete the internship in one or two semesters. *Prerequisite:* completion of EPY 610.

### **EPY 614/615 Internship in Clinical Mental Health Counseling 6 SH**

Following the successful completion of the practicum in clinical mental health counseling (CMHC), students must complete a counseling internship in a CMHC setting. This internship will be completed in a minimum of one academic semester, two semesters, or until student completes required direct and indirect client contact hours required. This CMHC internship is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite:* students must have successfully completed their practicum in CMHC or have permission of the chair of the Department of Education and Educational Psychology.

### **EPY 618 Introduction to Clinical Mental Health Counseling 3 SH**

This introductory course is designed to prepare students to understand the knowledge, skills, and competencies required of clinical mental health counselors, as defined within the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite:* admittance into the counselor education program-option in CMHC or permission of the chair of the

**EPY 619 Crisis Counseling in the Community and School 3 SH**

This course is designed to prepare students with the knowledge, skills, and competencies to understand the impact of crises, disasters, and other trauma-causing events, and also to demonstrate the ability to use procedures for assessing and managing suicide risk. *Prerequisites:* admittance into the counselor education program-school counseling or CMHC options, and completion of EPY 640/EPY 605, or permission of the chair of the Department of Education and Educational Psychology.

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

This course examines marriage and families counseling's historical antecedents, stages of family development, philosophical assumption and major approaches to marriage and family counseling. Ethical issues and current alternative techniques will be investigated. *Prerequisite:* nine semester hours in psychology.

**EPY 621 Drug and Alcohol Counseling 3 SH**

This course provides students with empirical information and counseling procedures regarding substance abuse. The course will focus on readings on substance abuse, investigation of theoretical treatment models, classroom simulation of such models, and contact with drug and alcohol programs. *Prerequisite:* nine semester hours in psychology.

**EPY 624 Legal and Ethical Issues in Public Schools 3 SH**

This course will review the legal and ethical issues, conflicts, and demands currently placed on teachers, counselors, and other working professionals and consultants in public schools. Case presentation, lectures, activities, guest speakers, and Supreme Court decisions will be used to review school violence, school district liability, counselor liability, confidentiality, religion, freedom of expression, special education, and family issues. This course also will review legal and ethical issues within a wide range of development (preschool to age 21) for both typical and special-needs students. Special attention regarding the legal requirements of the Individuals with Disabilities Education Act will be given to the transition of special-needs students after high school graduation.

**EPY 625 School-Based Family Counseling 3 SH**

The course will present major theoretical approaches to family counseling and their application to the school setting. Emphasis will be placed on family systems theory and structural family therapy as developed by Salvador Minuchin. The processes and steps required to create a paradigm shift in approaching student problems in their academic, social, and emotional development will be presented through the application of school-based family counseling and collaborative approaches. School and community counselors will develop the knowledge and skills necessary to work effectively with teachers, administrators, specialists, community agencies, and medical facilities in developing ecological assessments and interventions within the home-school-community environment.

**EPY 626 Sexuality Counseling with Children and Families 3 SH**

This course will provide school and community counselors with the knowledge, skills, techniques, and competence to assess and address the sexuality/gender concerns affecting their clients. Topics include childhood sexual development; dynamics of abuse, victimization, and perpetration; gender/sexual identity issues; sexual abuse prevention and sexual education programs; couples counseling, and sexual dysfunction.

**EPY 627 Consultation Theory and Practice 3 SH**

This course is designed to provide school counselors and mental health workers with knowledge about theoretical approaches to consultation and help them develop skills necessary for consultation, particularly within educational organizations.

**EPY 628 Working with Grieving Families and Children in Schools 3 SH**

This course is designed for teachers, school counselors, and mental health professionals. The course will provide participants with a working knowledge of the grieving process for families and children from a developmental perspective. The cognitive theories of Jean Piaget and David Elkind and the psychosocial theory of Erik Erikson will be applied to the grief stages as developed by Elisabeth Kubler-Ross. Teachers and counselors will acquire the knowledge and skills needed for working with students and families who have experienced a loss in their family.

**EPY 630 Introduction to Psychopathology 3 SH**

This course introduces students to basic issues related to diagnosis and treatment of psychopathology frequently encountered in clinical practice in schools and community agencies. The behavioral, cognitive, and affective consequences of major mental disorders will be explored with the goal of developing effective counseling interventions and treatment plans. Emphasis will be on use of the DSM-IV diagnostic criteria.

*Prerequisites:* M.S. in Counseling, enrollment in the counselor education program, or permission of the instructor.

#### **EPY 641 Applied Behavior Analysis I 4 SH**

This course is a prerequisite for the four subsequent courses offered in the ABA sequence. This course covers the history of applied behavioral analysis and task list four topics: concepts, principles, measurement, experimental design, identification, intervention, behavior change considerations, and behavior change systems of ABA.

#### **EPY 642 Applied Behavior Analysis II 4 SH**

This course is a prerequisite for the three subsequent courses offered in the ABA sequence. This course covers task list four topics: concepts, principles, experimental design, fundamental elements of behavior change, intervention, behavior change considerations, and behavior change systems.

#### **EPY 643 Applied Behavior Analysis III 4 SH**

This course is a prerequisite for the two subsequent courses offered in the ABA sequence. This course covers task list four topics: concepts, principles, measurement, experimental design, identification, behavior change procedures, implementation, management, supervision, and behavioral assessment of ABA.

#### **EPY 644 Applied Behavior Analysis IV 4 SH**

Students will explore the ethical and legal considerations in the practice of behavior analysis. This course covers task list four topics: Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts, BACB Professional Disciplinary and Ethical Standards, Procedures for Appeals, and philosophical positions driving regulatory change and action.

#### **EPY 645 Applied Behavior Analysis V 4 SH**

This course covers task list four advanced topics in behavior analysis. It will discuss current research in applied behavior analysis. Topics will change every time the course is offered to reflect up-to-date laws, emerging areas of behavioral analysis, measurement, school applications, teaching methodology, interventions, and ethics. A mock BCBA certification exam will be provided.

#### **EPY 651 Assistive Technology for Applied Behavior Analysis 3 SH**

This course will familiarize educators, care givers, and families with the history, theories, models, examples, and applications of assistive technology to promote the cognitive, social, psychomotor and life skills of individuals with developmental and behavior-modification needs.

#### **EPY 652 Grant Writing for Applied Behavior Analysis 2 SH**

This course will provide candidates with the basic skills, principles, and techniques of successful grant writing. Candidates will learn how to identify a funding source, and prepare and submit a competitive proposal to help meet the learning and life skills needs of clients with aberrant behavior.

#### **EPY 653 Capstone Project in Applied Behavior Analysis 3 SH**

This course requires candidates to successfully complete a professional practices capstone project based on the comprehensive use of empirically validated behavioral learning principles to promote the cognitive, social, psychomotor, and life skills of individuals with developmental needs.

#### **EPY 654 Research in Applied Behavior Analysis Literature 3 SH**

This course will assist candidates in selecting, evaluating, recommending, and applying research derived from credible scientific sources to develop applied behavior analysis treatments for individuals with developmental disabilities or behavior-modification needs.

## Health Promotion and Exercise Sciences

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

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

### **HPX 599 Student-Developed Study 1-6 SH**

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

## Nursing

### **NUR 501 Theoretical Basis of Nursing Practice 3 SH**

This course offers an analysis of theories from nursing and other sciences as a conceptual basis for advancing nursing knowledge and practice. The course involves application of theories to clinical practice, nursing management, nursing education, and nursing research.

### **NUR 502 Contemporary Issues in Health Care Delivery 2 SH**

This course offers an overview of contemporary issues related to the organization and financing of health care delivery, with an analysis of the development and implementation of health care policy and its impact in shaping health care delivery. The course involves analysis of ethical issues within the context of a changing health care delivery system, with an emphasis on the impact of technological advances and cost-containment measures on ethical issues and decision making.

### **NUR 504 Evidence Based Nursing Research 3 SH**

This course prepares the student to understand scholarly inquiry, evaluate research evidence, develop evidence-based practices/protocols, generate knowledge for evidence practice. Methods of operationalizing scholarly inquiry include: understanding relationships among nursing theory, research, and practice; formulating research questions; identifying and appraising existing literature; critically evaluating research methodologies used in the study of an issue or problem; and applying inquiry to practice. Translation of scientific evidence to improve practice is emphasized. Social, cultural, political and ethical issues related to research are addressed. NUR 501 is a pre- or corequisite to NUR 504.

### **NUR 511 Foundations of Clinical Nursing Practice 3 SH**

This course considers the advanced-practice nurse role in relation to critical thinking in the design and delivery of nursing-care services to clients from diverse settings. The course incorporates diagnostic reasoning, development of clinical expertise, and application of theory to a range of clinical problems, including health promotion, disease prevention, and the physical and psychosocial management of acute and chronic health problems.

### **NUR 515 Advanced Pathophysiology 3 SH**

This is an advanced study of human physiology and pathophysiology as it applies to nursing intervention and evaluation of outcomes. This course builds upon a strong foundation in anatomy and physiology, emphasizing alterations in cellular structure and function, alterations in biochemical processes, and the integration of body systems.

### **NUR 570 Advanced Clinical Pharmacology 3 SH**

This course focuses on pharmacotherapeutic principles, mechanisms of action, and selection of pharmaceutical agents in clinical practice. Emphasis is on drug therapy and identifying and avoiding adverse drug reactions and interactions. *Prerequisite:* NUR 515 or permission of the Nursing Department chair.

### **NUR 575 Advanced Health Assessment 3 SH**

This course focuses on the content and skills necessary to take a comprehensive client history, to perform a physical and psychological assessment of signs and symptoms, and to note pathophysiologic changes and psychosocial variations in adult clients. *Prerequisites:* NUR 501, NUR 504, NUR 511, and NUR 515. Students are required to present evidence of a basic physical assessment course within the past five years or successful performance on an examination testing baseline assessment knowledge and skills prior to entry into course.

### **NUR 580 The Advanced Nursing Management of the Acutely Ill Adult-Gerontology Populations 2 SH**

This is an introduction to and the development of nursing expertise in diagnosis, treatment, prevention of complications, and promotion of health in adults with acute illnesses. *Prerequisites:* NUR 501, NUR 504, NUR 511, NUR 515, NUR 570, and NUR 575. *Corequisite:* NUR 582 or NUR 583.

### **NUR 582 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Acutely Ill Adult Populations (180 clinical hours) 5 SH**

This course considers health promotion, assessment, diagnosis, and management of client problems, including pharmacologic management of adults at risk for or experiencing acute illness. *Prerequisites:* NUR 501, NUR 504, NUR 511, NUR 515, NUR 570, and NUR 575. *Corequisite:*

NUR 580.

**NUR 583 The Adult-Gerontology Clinical Nurse Specialists Management of the Acutely Ill Adult Populations (180 clinical hours) 5 SH**

For the clinical nurse specialist student, this course offers an introduction to and development of nursing expertise in diagnosis and treatment to prevent, remediate, and alleviate illness and to promote health for adults with acute health problems. Emphasis is on the standards of clinical nurse specialist practice and the three spheres of clinical nurse specialists, which include patient/client, nurses and nursing practice, and organization/system. *Prerequisites:* NUR 501, NUR 504, NUR 515, NUR 570, and NUR 575. *Corequisite:* NUR 580.

**NUR 585 The Advanced Nursing Management of the Chronically Ill Adult-Gerontology Populations 2 SH**

This course provides an introduction to and development of nursing expertise in diagnosis, treatment, and prevention of complications and promotion of health in adults with chronic illnesses. *Prerequisite:* NUR 501, NUR 504, NUR 515, NUR 570, NUR 575, NUR 580 and NUR 582 or NUR 583 or permission of the M.S. in Nursing coordinator. *Corequisite:* NUR 587 or NUR 588.

**NUR 586 Advanced Practice: Gerontological Clinical Nurse Specialist 3 SH**

This course will prepare the advanced-practice nurse to function in the role of gerontological clinical nurse specialist. The course will consist of two hours of lecture and 12 hours of supervised clinical practicum each week (180 hours per course). The nature and assessment of chronic health considerations of the aged, including health promotion and prevention, will be emphasized. Influences of the elder boom on health care delivery will be discussed. Application of theoretical analysis applicable to the professional enactment of the selected advanced-practice role will be achieved through guided clinical experiences. *Prerequisite/Corequisite:* NUR 515.

**NUR 587 The Adult-Gerontology Clinical Nurse Specialists Management of the Chronically Ill Adult Populations (180 clinical hours) 5 SH**

This course provides introduction of the clinical nurse specialist (CNS) student to the development of nursing expertise in diagnosis and treatment to prevent, remediate, and alleviate illness and to promote health for adults with chronic health problems. Standards of CNS practice and the three spheres of CNS role, patient/client, nurses and nursing practice, and organization/system will be emphasized. *Prerequisites:* NUR 501, NUR 504, NUR 511, NUR 515, NUR 570, NUR 575, and NUR 580. *Corequisite:* NUR 585.

**NUR 588 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Chronically Ill Adult Populations (180 clinical hours) 5 SH**

This course focuses on health promotion, assessment, diagnosis, and management of client problems, including pharmacologic management of adults at risk for or experiencing chronic illness. *Prerequisite:* NUR 580, NUR 582, or permission of the M.S. in Nursing coordinator. *Corequisite:* NUR 585.

**NUR 590 Professional Role Enactment (180 clinical hours) 7 SH**

This course offers an enactment of the selected advanced-practice role through seminar and guided clinical experiences. *Prerequisite:* completion of foundational core and role requirements.

**NUR 598 Faculty-Developed Course**

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

**NUR 599 Student-Developed Study**

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

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

This course is required of all nursing graduate students who have completed the required thesis course work 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 M.S. in Nursing graduate coordinator. *Prerequisite:* NUR 504.

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

This course examines traditional values that shaped the academy and are changing in response to societal, legal, and ethical concerns. The course explores current dynamics affecting systems of higher education: political, social, and economic trends shaping the university experience.

### **NUR 801 Theories of Teaching and Learning in Adult and Higher Education 3 SH**

Teaching and learning theories are examined as they apply to adult and higher education. Components of the psychology of learning are analyzed. Cultural, racial, gender, and generational dynamics are discussed.

### **NUR 802 Methods of Teaching and Evaluation 3 SH**

This course prepares educators to identify and apply appropriate teaching methods and evaluate student learning, teacher, and program effectiveness. Topics include teaching, evaluation, integration of new and emerging technology, assessment methods, interpretation, reporting, and application.

### **NUR 803 Curriculum Development, Implementation, and Evaluation in Nursing 3 SH**

Doctoral learners apply concepts and theories basic to curriculum development and evaluation in academic settings. Learners analyze the influence of accreditation processes on curriculum development and evaluation.

### **NUR 804 Nursing Faculty Role in Higher Education 3 SH**

This course provides preparation for the nursing faculty role in a community of scholars. Topics include models of the professoriate, comparing and contrasting the role while providing the groundwork to develop a philosophy of teaching and portfolio development.

### **NUR 805 Classroom, Clinical Teaching, and Evaluation in Nursing Education 3 SH**

This course builds upon the learners' professional experience as educators. Best practices in the classroom, clinical teaching, and student evaluations are explored. The legal and ethical implications of teaching/learning and the evaluative process are considered.

### **NUR 806 Leadership Theories and Concepts 3 SH**

Classic and contemporary leadership and management theories and concepts are analyzed with applications made to the faculty/administrative leadership roles in academic settings. Building upon professional education and experience of learners, various models, essential skills, core competencies, and best practices in leadership are explored in depth with special emphasis on leadership in academic settings.

### **NUR 807 Leadership in Nursing Education 3 SH**

The various leadership roles in academic nursing are examined. Classic and contemporary leadership and management theories and research in academic administration are used as a basis to discuss the leadership challenges and opportunities inherent in faculty and in administrative roles such as academic program administrator, department chairperson, director, or dean. Traditional and emerging roles and responsibilities in the various leadership positions will be explored in depth.

### **NUR 808 Doctoral Synthesis 3 SH**

This synthesis experience provides multiple opportunities for doctoral students to explore, analyze, and actualize the multiple roles of nurse faculty in a guided/mentored practicum. Students will self-assess learning goals based on professional experience and select the guided learning experiences to meet these goals and the student learning outcomes of the course under the coaching and supervision of the course faculty member.

### **NUR 809 State of the Science of Nursing Education Research 3 SH**

This course will prepare nurse educators to identify and apply the science of nursing education research to nursing education. Discovery and development of pedagogies for nursing education and nursing practice will be explored. Conventional, critical, feminist, post-modern, and phenomenological perspectives of teaching and ways of knowing will be analyzed.

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

This course is an in-depth analysis of quantitative research designs, methods, instrumentation, data analysis, and interpretation from the viewpoint of a positivistic paradigm. Emphasis is placed on rigorous designs appropriate for the assessment of outcomes in nursing education.

### **NUR 811 Qualitative Methods in Nursing Education Research 3 SH**

An in-depth analysis of the methodologies congruent with selected qualitative research traditions. Strategies for selecting appropriate research questions, sampling, data collection, and data-analysis plans from the viewpoint of a naturalistic paradigm are highlighted.

### **NUR 812 Statistical Analysis in Educational Research 3 SH**

Learners develop knowledge and skills to effectively use statistics in different educational research designs. Topics include selection-appropriate statistical analyses, including descriptive and inferential statistics. Students are also prepared to utilize statistical software packages.

### **NUR 813 Dissertation Seminar I**

Learners will be guided through the research process as they develop their dissertation proposals. By the end of the course, students will produce the first draft of the proposal for the course faculty and dissertation adviser.

### **NUR 814 Dissertation Advisement II**

Learners will be guided through the process as they await Institutional Research Board approval and will begin the data collection phase. In this seminar approach, learners will work individually with their dissertation adviser.

### **NUR 815 Dissertation Advisement III**

Learners will continue to work with their dissertation advisers as they complete the data-collection phase and begin to analyze their data.

### **NUR 816 Dissertation Advisement IV**

Learners will continue to work with their dissertation advisers to complete writing the dissertation and conducting the dissertation defense.

### **NUR 817 Continuing Nursing Education Research**

This course will be offered with variable credit as needed for students who need additional time to complete the dissertation.

# School of Visual & Performing Arts

[OVERVIEW](#)

## DEGREE PROGRAMS

**Master of Fine Arts**

[Visual Arts](#)

**Master of Science**

[Music Education](#)

## COURSES

[Art](#)

[Music](#)

## SCHOOL OF VISUAL and PERFORMING ARTS

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### DEPARTMENTS

*Art* Catherine Vanaria, Chair, VPAC 150D, (203) 837-3919

*Faculty* D. Cardonsky (M.F.A. Coordinator); S. Marques; M. Portnow; D. Skora; J. Tom; T. Wells.

*Music* Douglas O'Grady, Chair, VPAC 205, (203) 837-8333; Kevin Isaacs, Associate Chair and M.S. Coordinator, VPAC 321, (203) 837-8355

*Faculty* N. Adam; M. Astrup; J. Begian; M. Callaghan; C. Ganschow; J. Green; R. Hirshfield; L.F. Jimenez; L. Larson; D. Smith; K. Walker; T. Wiggins.

### 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 Admissions:

1. Application for admission to the Office of Graduate Admissions with a \$50 application fee
2. Official transcript, including all earned grades and degrees, mailed (not hand-delivered) to the Office of Graduate Admissions 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 (GPA) (2.8 for music education) and the baccalaureate degree is required.
3. If an applicant's cumulative undergraduate 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. Specific requirements for portfolio review for admission into the M.F.A. in Visual Art degree program can be found on the web at <http://www.wcsu.edu/art/mfa/>**

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

## Master of Fine Arts in Visual Arts (Painting, Illustration, or Interdisciplinary)

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*Faculty* D. Cardonsky (M.F.A. Coordinator); S. Marques; M. Portnow; D. Skora; J. Tom; C. Vanaria; T. Wells.

### Program Overview and Mission

The Master of Fine Arts (M.F.A.) in Visual Arts is a terminal degree and is the preferred degree for the practicing artist with a professional career in the visual arts. It is the recommended degree for college-level teachers of art and secondary school level as well.

Students accepted into the M.F.A. program at WCSU select a concentration in painting, illustration, or interdisciplinary visual art. Graduate work encompasses a broad range of materials and ideas, not limited to singular viewpoints. Students are encouraged to explore and expand the scope of their work within their concentration. Recent M.F.A. theses have included combined-media paintings, multidimensional works on paper, as well as authored-illustrated books.

The core of the program is the student's individual progress in the studio, leading to a professional level of mastery. The program is built on a series of individual applied studio courses of escalating intensity, interspersed with regular, individual, and group critiques with faculty mentors. 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.

A highly successful Visiting Artist Lecture Series brings many artists of national and international reputation to WCSU. Each semester, they present lectures to the university community. Additionally, they give critiques to the M.F.A. students, providing a diversity of ideas that enhance the educational experience. The proximity of WCSU to the galleries and museums of New York City further enhances the program of study.

A one-semester internship is required for each student, offering invaluable hands-on experience. Graduate teaching assistantships are available at WCSU, and internships with professional artists and museums (e.g., Aldrich Contemporary Art Museum in Ridgefield, CT) have been established.

Graduates of the M.F.A. in Visual Arts at WCSU have become successful art educators, practicing visual artists, published illustrators, gallery curators, and entrepreneurs. WCSU graduates have been selected for juried exhibitions at numerous New York City galleries, including Prince Street Gallery, Bowery Gallery, and First Street Gallery, as well as regional galleries including the Warwick Museum of Art (Rhode Island), Westport Arts Center (Westport, CT), and Nash Gallery (Easthampton, MA).

**Because of the nature of the program, full-time attendance is mandatory.**

**M.F.A. degrees are available in painting, illustration or interdisciplinary.**

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.

### Learning Goals and Objectives

To deepen and broaden the development of individual artistic character; to establish a mentoring relationship through a network of lifetime contacts; to give greater standing to the creative field of art; to contribute to the ever-expanding cultural base of the state and to regional economic and educational development and welfare; to be responsive to area needs; and to educate students to serve the public interest.

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 his or her 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 painting, illustration or interdisciplinary 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, illustration, or interdisciplinary;
4. awareness of current issues and developments that are influencing painting, illustration, or interdisciplinary, 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, illustration, or interdisciplinary; and
7. a basic knowledge of bibliographical or information resources associated with work and analysis in painting, illustration, and/or interdisciplinary.

### **Admission Requirements**

In addition to the graduate admissions policies of the Office of Graduate Admissions, students may be admitted to the M.F.A. in Visual Arts degree program if they meet the following criteria:

- completed a B.A. or B.F.A. in Art or
- completed a B.A. or B.F.A. in a related field and show demonstrable competency in art and
- submission and successful review of portfolio by WCSU Department of Art faculty,
- successful completion of an interview with Department of Art faculty, either on-campus or through electronic media, and
- 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, in addition to applying to the Office of Graduate Admissions.

### **Degree Program Requirements**

Degree candidates will select an area of emphasis (painting, illustration, or interdisciplinary) and complete a minimum of 60 credits, as listed on the program sheet, under the guidance of his or her mentor/adviser and with approval of the program coordinator.

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

Required Courses:

ART 510	Art Colloquium	4-8 SH
ART 511	Advanced Independent Studies in Art History (to be taken incrementally over first three semester)	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.)

## Master of Science in Music Education

Kevin Jay Isaacs, Graduate Coordinator, VPAC 321

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*Faculty* N. Adam; M. Astrup; J. Begian; M. Callaghan; C. Ganschow; J. Green; R. Hirshfield; K. Isaacs; L.F. Jimenez; L. Larson; D. O'Grady; D. Smith; K. Walker; T. Wiggins.

### 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 course work necessary for permanent teaching certification. Western Connecticut State University is an accredited institutional member of the National Association of Schools of Music (NASM).

### 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

1. prepare students for careers in music education
2. prepare students to be lifelong advocates for music and the arts
3. encourage development of the creative, intuitive, and intellectual capabilities of students, faculty, and audience
4. provide for the cultural enrichment of the individual, the unit, the university, the community, the region, and the state
5. 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.
  - o 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.
  - o Insure students gain the necessary and fundamental musical skills to enter the music teaching profession.
  - o Provide a comprehensive music education curriculum that prepares the student for the changeable climate of teaching profession.
  - o 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.
  - o Offer a musical environment where students can hear, see, and experience musical events performed by their peers, faculty, and guest artists.
  - o 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.
  - o Train students in the fine art of musical performance through applied study with instructors who are both teachers and mentors.
  - o Allow students numerous opportunities to practice their skills of musical performance through the large ensembles, chamber groups, and student recitals offered by the department.
  - o 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.
  - o Help students, families, community members, and university colleagues learn to appreciate the value of the arts in their lives.
  - o Promote and encourage faculty development and cultural exchange through artistic and scholarly endeavors.
  - o 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.
  - o Serve as a regional resource center for the promotion and production of the arts.
  - o Serve as a regional resource center for elementary and secondary music education programs and educators.
  - o Offer the services and scholarship of the music faculty, staff, and students to the populations that are served by the university.
  - o 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 Office of Graduate Admissions and, in addition, provide evidence of the following:

1. an earned baccalaureate degree in music education (or equivalent) from an accredited institution of higher education
2. a valid certificate to teach music in elementary and/or secondary education
3. a successful interview with the graduate program coordinator.

Students wishing to take courses for continuing education graduate credit (up to nine credits) must hold a baccalaureate degree in music from an accredited college or university.

Potential music graduate students are required to audition either in person or by submission of a video or audio cassette tape only when attempting to include ensemble or applied performance courses in their degree program. A maximum of three semester hours of ensemble and applied music may be used. Auditions and supportive materials are reviewed by the graduate program coordinator and either the conductor of the ensemble or the applied music instructor.

### **Degree Program Requirements**

The M.S. in Music Education degree will be conferred upon matriculated students who have completed 30 graduate credits at Western Connecticut State University (minus transferred credits), using either the thesis or nonthesis approach in a program approved by the graduate program coordinator.

### **Transfer of Courses**

WCSU accepts as transfer credit toward a graduate degree course work that was completed at a college or university regionally accredited as a degree-granting institution at the time the course work was completed. No more than nine hours of transfer credit will be accepted, except in the case of work completed at another campus of the Connecticut State University system; however, a student must complete at least 15 semester credits in residence (including thesis requirements, alternative research project, departmental seminar, and/or comprehensive examination), as required for particular programs.

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

Professional Education Requirements	6 SH
ED 500 Contemporary Educational Issues	3 SH
ED 501 Introduction to Educational Research (after 18 SH)	3 SH
Thesis or Nonthesis Requirements	3-6 SH
MUS 590 Music Department Seminar	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 and 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/Non-thesis Option**

The thesis is a scholarly work researched and solely written by the student under the guidance of a thesis adviser and committee. Thesis students must register for MUS 591, Independent Thesis Research in Music, a six semester-hour requirement. Before a thesis proposal is accepted, candidates must provide information about their research to the department chair. Thesis candidates must also pass a comprehensive examination similar to the examination given to those students who elect a nonthesis approach.

Graduate music majors who elect a nonthesis approach must register for MUS 590, Music Department Seminar, a three semester-hour requirement. In addition, all nonthesis candidates must pass a comprehensive examination that is scheduled by the Music Department each spring.

## ART

### **ART 510 Art Colloquium 4-8 SH**

This course offers an awareness of contemporary critical issues essential to the experience of a maturing artist. Exposure to a series of lectures/demonstrations by practicing professionals is an introduction to the awareness. Each visiting artist will deliver a slide lecture or demonstration on his or her work or will discuss a contemporary critical issue. Student attendance is mandatory.

### **ART 511 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. This course is 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. This course requires weekly critiques with faculty. *Prerequisite:* successful completion of ART 520.

### **ART 530 Advanced Individual Studio I 12-15 SH**

Intense independent studio investigations bring the student toward a professional level of artistic maturation. Production of a significant body of work is mandatory. The course requires weekly critiques with faculty. *Prerequisite:* successful completion of ART 521.

### **ART 531 Advanced Individual Studio II 9 SH**

This is the final course in independent sequence. Students will continue to produce significant quantities of ambitious work that display increasing expertise and creative maturity. Portfolio work must reflect a competitive professional level. The course requires weekly critiques with faculty. *Prerequisite:* successful completion of ART 530.

### **ART 580 Practicum Internship 3-6 SH**

This course exposes students to professional artists working in studios and offers a hands-on experience in studio techniques. Students will intern in an appropriate professional studio for hands-on experience. This course is not mandatory for teaching assistants.

### **ART 581 Individual Introductory Graduate Studio in Related Area 3-6 SH**

Expansion of areas of expertise leads to creative cross-fertilization between the students' work and in their relationships with others. A secondary area of emphasis will increase the students' artistic resources. Each student will be required to investigate a studio area parallel to his or her area of concentration. The course requires weekly critiques by faculty in chosen area.

### **ART 590 Thesis Exhibition 6 SH**

This is the capstone of the M.F.A. program. Presentation of a graduate thesis exhibition is an integral part of the program. The thesis show is comparable to a thesis paper and should reflect the culmination of the student's individual artistic efforts. Under the supervision of a faculty adviser, the student will develop and select work suitable for professional-level graduate exhibition, design appropriate publicity materials, presentations and installation of work, and mount and document the exhibition. The course requires weekly critiques by faculty adviser and

visiting critics. *Prerequisite:* successful completion of all preceding courses except ART 531, which may be taken simultaneously.

**ART 598 Faculty-Developed Course**

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

**ART 599 Student-Developed Study**

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

## Music and Music Education

### **MUS 502 Repertoire and Arranging for the Jazz Educator 3 SH**

In this course, a broad repertoire for small and large jazz ensemble will be presented. Students will engage with the repertoire in several ways: through copious listening, transcription and memorization of seminal small group arrangements, study and analysis of important large ensemble compositions and arrangements, through producing original arrangements for large and jazz ensembles in various styles, and coaching and conducting student groups in performance of those arrangements.

### **MUS 503 Jazz Improvisation Pedagogy 3 SH**

Theoretical and practical applications of the jazz vocabulary will be presented in this course. Application of the course material will bolster each student's competence as a jazz improviser and as a teacher of jazz improvisation. Methods for teaching the bebop vocabulary through chromaticism, improvisation over non-functional harmony, advanced solo transcription and analysis and the various types and uses of the pentatonic and octatonic scales will be presented.

### **MUS 505 Jazz Rhythm Section Lab 2 SH**

All students, regardless of instrument, will gain valuable experience performing on the primary rhythm section instruments of the jazz ensemble: piano, bass and drums. The first half of the semester will consist primarily of rotating group lessons on each instrument, given by each instrument's applied jazz instructor. During this lesson phase, rudimentary instrumental technique, tone production, jazz vocabulary and equipment issues will be emphasized. The second half of the semester will consist primarily of students performing together in-class on the rhythm section instruments. Areas of focus during this phase will include rhythmic cohesion, functioning as accompanist vs. soloist, group interplay and the contributions of great rhythm sections in jazz history. By the close of the semester, students will be able to provide accompaniment on all the rhythm section instruments over the blues, "I Got Rhythm" changes, jazz standards and modal jazz repertoire.

### **MUS 507 Jazz Styles and Analysis 3 SH**

The improvisational and compositional language of jazz's greatest innovators from 1900 to the present day will comprise the subject matter for this course. The music of Jelly Roll Morton, Louis Armstrong, Duke Ellington, Charlie Parker, John Coltrane, Wayne Shorter and many others will be explored through listening, research and analysis. Students will select a topic in consultation with the instructor and produce a research document at the conclusion of the course.

### **MUS 508 Graduate Jazz Lecture Recital 2 SH**

The lecture recital serves as the capstone experience of the Master of Music in Jazz Pedagogy degree program. In consultation with the applied instructor and the coordinator of jazz studies, students will research a topic pertinent to jazz teaching and learning. Students will present a one-hour program that includes performance and lecture accompanied by extensive notes and/or supplementary materials.

### **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 517 The Blues: Musical, Cultural and Historical Contexts 3 SH**

Within the blues there remains a rich and singular legacy of African-American folk music and poetry. It has flourished and served as a foundational element in jazz, in addition to gospel, rock and roll, funk, R+B, and hip-hop. In this course, key elements and innovations of the blues style will be identified and traced from Africa through America to the rest of the world. Parallels will be drawn between the blues and the plight of the African in America, from slavery and reconstruction through Jim Crow and the civil rights movement. Lastly elements of the blues language will be applied to composition projects.

### **MUS 520 Form and Analysis 3 SH**

This course offers an analysis of the structural and tonal materials of music, with emphasis on understanding music so that it can be performed or taught with better interpretation. Every fourth spring.

### **MUS 522 Twentieth-Century Compositional Techniques 3 SH**

Through theoretical analysis, recordings, original composition, philosophy, and live performance, this course will present various compositional techniques of the twentieth century. Every fourth spring.

### **MUS 523 Conducting 3 SH**

This course will review the fundamentals and special problems of conducting; advanced training and experience in choral and instrumental conducting; and advanced application of score reading. Every third summer.

### **MUS 527 The Structure of Music 3 SH**

This course represents a study of the techniques of music structure as it relates to style over the last eight centuries. Every other spring.

### **MUS 530 Music Supervision and Administration 3 SH**

This course is designed to provide guidance in the development, administration, implementation, and supervision of the music curriculum. Every fourth fall.

### **MUS 533 Choral Techniques and Materials 3 SH**

This course is designed for directors of choral groups from fifth through twelfth grades and college, community and church choirs. The course deals with problems of tone quality, intonation, diction, rhythm, repertoire selection, interpretation, and the conductor's rehearsal and manual techniques. Every third summer.

### **MUS 534 Instrumental Techniques and Materials 3 SH**

This course will examine techniques and materials for instrumental music instruction in public schools. Lecture-demonstration on brass, percussion, and woodwind instruments by resident and visiting performer-teachers will be included. Classical and jazz techniques will be covered in each instrumental area. The computer as a "tool" for instrumental music education will be presented, including musical and nonmusical (management) uses for the computer. Designed for music teachers currently teaching in public schools. Every third summer.

### **MUS 535 Contemporary Strategies in Elementary Music Education 3 SH**

This course surveys current trends and practices in music education from preschool through grade six. Particular attention will be given to the methods and materials of Dalcroze, Orff, Kodaly, and Suzuki. Simulated experiences, combined with seminars, lectures, and discussions, will serve as the focal point of the course. Designed for music teachers currently teaching in the field. Every fourth fall.

### **MUS 536 Topics in Music Education 3 SH**

This course represents an opportunity for students to pursue in greater depth topics introduced in other courses or topics not covered in present courses in music education. The subject matter would change each time the course is offered. Topics might include specific music education

methodologies, ensemble management, program development, or updates in the field. *Prerequisite:* must hold valid teaching certificate. Every other fall.

### **MUS 541 Early Music 3 SH**

This course offers an in-depth stylistic analysis of selected pre-Baroque compositions. Emphasis is on listening to and discussion of representative compositions from the Ars Nova to the late sixteenth century. Every sixth summer.

### **MUS 542 Music in the Baroque Era 3 SH**

This course offers an in-depth stylistic analysis of selected Baroque compositions. Emphasis is on listening to and discussion of representative compositions from 1600 to 1750. Every third fall.

### **MUS 543 Music in the Classic and Romantic Eras 3 SH**

This course offers an in-depth stylistic analysis of selected Classic and Romantic compositions. Emphasis is given to listening to and discussion of representative compositions from 1750 to 1900. Every third fall.

### **MUS 544 Music in the Twentieth Century 3 SH**

Twentieth-century music in its varied expressions is studied chiefly through the historical analysis of works by representative composers. Every third fall.

### **MUS 545 Topics in Music Literature 3 SH**

This course represents an opportunity for students to pursue in greater depth topics introduced in other courses or topics not covered in present courses in music literature. The subject matter would change each time the course is offered. Topics might include specific historiographical methodologies, ensemble repertoire, performance style, or updates in the field. *Prerequisite:* must hold undergraduate degree in music. Every other summer.

### **MUS 590 Music Department Seminar 3 SH**

This seminar course is for students fulfilling the nonthesis requirements for the M.S. in Music Education degree. This culminating seminar includes a review of content in music education, music literature, and structure and organization of music courses and written comprehensive examination. (Final course) Every spring.

### **MUS 591 Independent Thesis Research in Music 6 SH**

This course is designed for students fulfilling the thesis requirements for the M.S. in Music Education degree and who have submitted an acceptable thesis outline and choose to work independently on thesis research and writing. Individual conferences with the thesis adviser are scheduled as needed. Credit will be granted upon submission of one copy of an approved final draft of the thesis and the appropriate number of copies of the thesis abstract. *Prerequisite:* ED 501 and permission of the graduate program coordinator and Dean of Visual and Performing Arts. Any semester.

### **MUS 598 Faculty-Developed Course**

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

### **MUS 599 Student-Developed Study**

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



## Administration

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Keith Betts	Vice President for Student Affairs & Interim Vice President for Institutional Advancement
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Daryle Dennis	Interim Chief Diversity Officer
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Academic Deans	
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Brian Vernon	Dean, School of Visual and Performing Arts
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David Martin	Dean, Ansell School of Business
STAFF	
Charles Alexander	Director of Judicial Affairs
Scott Ames	Interim Director of Athletics
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Patricia Bartolo	Assistant Payroll Coordinator
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Susan A. Cizek	Director of Health Services
Shona Cooper	Assistant to the Director of Housing and Residence Life
Jessica Coraizaca-Macancela	Assistant Director of Pre-Collegiate and Access Services
Richard Corzo	Programmer Specialist/Web Developer

Colleen Cox	Instructional Design Coordinator
Nancy Daubenspeck	Database Administrator
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Daryle Dennis	Assistant Dean of Student Affairs
John DeRosa	Director of Information Systems
Rebecca Devine	Debit Card Manager
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Mark Gegeny	Associate Director of Campus and Student Centers
Thomas Grant	Math Emporium and Clinic Coordinator
Allyson Greenwood	Assistant Director of Academic Advisement
Maribeth Griffin	Director of Housing and Residence Life for Programs and Staff
Sharon Guck	Coordinator of Substance Abuse Programs
Ree LeBlanc Gunter	Director of Counseling Center
Nancy Haensch	Advanced Practice Registered Nurse
David Halek	Director of Advancement Services
Renna Max Hamoy	Web Content Specialist
Anna-Maria Heredia	Assistant to the Director of Financial Aid and Student Employment
Sherri Hill	University Writer/Editor
Xavier Hudson	Assistant to the Director of Housing and Residence Life
Austin Huot	Assistant Director of Facilities Scheduling
Gabrielle E. Jazwiecki	Director of Grant Programs
Julianne Johnson	Programmer Specialist
Veronica Kenausis	Director of Library Services
Brian Kennison	Library Systems Assistant
Deborah Kinnane	Assistant Director of Planning and Engineering
Kevin Koschel	Property Control and Mail Services Manager
Pano Koukopoulos	Interim Director of Environmental Health and Safety
Steffanie Kruzan	Data Specialist
Matthew Kuchta	Veteran's Affairs Coordinator
Nicole Kulberg	Associate Director of Admissions-Transfer
Christine Laedke	Assistant Director of Facilities Scheduling and Promotions
Vincent Lagano	Computer Support Center Assistant
Thomas D. LaPorta	Assistant Director of Academic Advisement
Amanda Lasicki	Assistant to the Director of Housing and Residence Life
Lynne LeBarron	Director of Institutional Advancement
Brendan Leddy	Assistant Director of Facilities Operations

Carlton Lee	Associate Director of Admissions
Gary Lessor	Assistant Director of Meteorological Studies and Weather Center
Dennis P. Leszko	Director of Center for Student Involvement
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**Young, Sharon**

Assistant Professor, Social Work; B.S., M.S.W., University of Connecticut; Ph.D., Fordham University.

**Zanella, Joanne**

Registered Nurse, Health Services; A.S., Manhattan College.

**Zdziarski, Jennifer A.**

Associate Registrar, Scheduling Officer, Registrar's Office; B.A., Fairleigh Dickinson University.

## Faculty Emeriti

Aina, Joseph	Associate Professor, Nursing
Alberetti, Robert, M.F.A.	Professor, Art
Alexander, Gale, M.Ed.	Director, Student Center
Ashe Kinney, Georgette, M.S.	Physical Education
Aslanian, Aram, Ph.D.	Associate Professor, Education and Educational Psychology
Avery, Carol, Ph.D.	Professor, Nursing
Bannister, Jerry, M.A.	Professor, Social Sciences
Barnwell, Barbara	Executive Assistant to the President for Multicultural Affairs and Disability Services
Baubles, Raymond, Ph.D.	Professor, English
Bloomberg, Morton, Ph.D.	Professor, Psychology
Boughton, Joan, M.S.	Associate Director of Student Life
Briggs, John P., Ph.D.	CSU Professor, Writing, Linguistics and Creative Process
Brooks, David M. Jr., Ed.D.	Associate Professor, Communications and Theatre Arts
Brown, Agnes, Ph.D.	Professor, Nursing
Burke, Harold R., Ed.D.	Professor, Psychology
Buzaid, Theresa	CSU Administrative Assistant
Castillo, Raymond, Ph.D.	Professor, Meteorology
Chipman, Paula, M.S.	Associate Professor, Biology and Environmental Sciences
Cillizza, Joseph, Ph.D.	Professor, Education and Educational Psychology
Conley, W. Ranson, Ph.D.	Professor, English
Cooper, Phyllis, M.A.	Associate Professor, Physical Education
Corbett, Ruth, M.A.	Director, Research and Grants
Cordy, Thomas, Ph.D.	Professor, Education and Educational Psychology
Davis, Marlene	Technical Support Analyst
Dean, Lilla, M.A.	Professor, Nursing
DeLoughy, Sara, Ph.D.	Professor, Finance
Detzer, David, Ph.D.	Professor, History
Dever, John, Ph.D.	Professor, Foreign Languages and Literature
Devine, John, Ph.D.	Professor, Education and Educational Psychology
Dow, Janet, M.A.	Professor, English
Doyle, Thomas, M.A.	Professor, Foreign Languages and Literature
Drobish, Robert, M.S.	Registrar
Duffy, Irene, M.S.	Assistant Director, Academic Advising Center
Duncanson, Edward, Ph.D.	Associate Professor, Education and Educational Psychology
Dworkin, Neil, Ph.D.	Professor, Management
Dye, Frank, Ph.D.	Professor, Biological and Environmental Sciences
Echevarria, Abe	Professor, Art
Edelstein, David	Professor, Education and Educational Psychology
Erlich, Michael, Ph.D.	Professor, Communications and Theatre Arts
Fischer, Marla, Ph.D.	Professor, Management Information Systems
Foley, Michael, Ph.D.	Professor, Division of Justice and Law Administration
Fowler, Louise, M.L.S.	Librarian, Library Services
Fox, Douglas, Ph.D.	Professor, Management
Friel, Mary, Ph.D.	Professor, Education and Educational Psychology
Furtick, Lorraine	Librarian, Library Services
Gerber, Linda, Ed.D.	Professor, Music

Gernert, Maureen, M.S.	Director of Career Development
Godel, Edith, Ph.D.	Librarian, Library Services
Godward, Thomas	Professor, Social Sciences
Golden, Diane, M.S.	Director, University Publications and Design
Goldstein, Joel, Ph.D.	Professor, Finance
Golub, Stephanie, Ph.D.	Associate Professor, Nursing
Grimes, Margaret	CSU Professor, Art
Groff, Donald, Ph.D.	Professor, Geology
Gross, Solomon, M.A.	Associate Professor, Criminal Justice
Gyure, Ruth, Ph.D.	Professor, Biological and Environmental Sciences
Halek, David, M.Ed.	Director of Employer Relations
Hall, George, Ed.M.	Associate Professor, Education and Educational Psychology
Hall, Harriet, Ed.M.	Associate Professor, Education and Educational Psychology
Haliburton, Richard, Ph.D.	Biological and Environmental Sciences
Harnett, Kathryn A., M.A.	Assistant Professor, Nursing
Hawkes, Carol, Ph.D.	Founding Dean, School of Visual and Performing Arts
Hawkins, William A., M.Ed.	Enrollment Management Officer, Enrollment Services
Hellmann, Constance, Ph.D.	Professor, Communications and Theatre Arts
Hickey-Williams, Catherine, Ph.D.	Professor, Biology and Environmental Sciences
Hoburg, Robert, Ph.D.	Professor, Mathematics
Huntley, Lawrence, Ph.D.	Professor, Music
Jakabauski, John, M.S.A.	Dean, Human Resources Management
Jambeck, Karen, Ph.D.	Professor, English
Janick, Herbert, Ph.D.	Professor, History
Jensen, Geraldine A., Ph.D.	Professor, Mathematics
Jin, Gregory K., D.B.A.	Professor, Management Information Systems
Johnson, Rolf, Ph.D.	Professor, Philosophy and Humanistic Studies
Jones, Richard, Ph.D.	Professor, Mathematics/Computer Science
Joynt, Daniel, Ph.D.	Professor, Education
Kanungo, Kalpataru, Ph.D.	Professor, Biology and Environmental Sciences
Kendziorski, Francis, Ph.D.	Professor, Physics, Astronomy, and Meteorology
King, Bruce, Ph.D.	Professor, Mathematics/Computer Science
Kinney, Delmore, M.Ed.	Director Admissions
Klein, Stanley, Sixth Year Diploma	Professor, Education
Knapp, Elise, Ph.D.	Professor, English
Kreinik, Arlene, Ph.D.	Professor, Management
Kreizinger, Jean, Ph.D.	Professor, Biology and Environmental Sciences
Lee, Wallace, M.S.	Associate Professor, Mathematics
Leopold, John, Ph.D.	Professor, History
Leuthauser, Frederic, M.Ed.	Vice President, Development and Public Affairs
Lewis, Eric, M.M.	Professor, Music
Linabury, George, Ph.D.	Professor, History
Littlefield, Nadine, M.S.	Associate Professor, Nursing
Lom, Philip, M.A.	Associate Professor, Psychology
Lu, Philip, Ph.D.	Professor, Astronomy
Lund, Patricia, Ph.D.	Professor, Nursing
Lyman, Jane, B., M.F.A.	Professor, English
Lyons, Peter, Ph.D.	Professor, English

Machell, David., Ph.D.	Professor, Justice and Law Administration
Mahoney, Kathleen	CSU Administrative Assistant, Finance and Administration
Maidment, Frederick, Ph.D.	Professor, Management
Main, Jean, M.P.A.	Director, Office of Communication
Manochi, Ena	CSU Administrative Assistant, Academic Affairs
McCarney, Hugh, Ph.D.	Professor, Communications
McNelis, Barbara, Ph.D.	Professor, Education
Mennone, Michael, M.M.	Professor, Music
Merrer, Robert, Ph.D.	CSU Professor, Chemistry
Moryl, Richard H., M.A.	Professor, Music
Muska, Frank, Ph.D.	Professor, Division of Justice and Law Administration
Myhill, Carl S., M.S.	Professor, Mathematics
Nair, Vijay, M.L.S.	Librarian, Library Services
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, University Publications and Design
Pegolotti, James, Ph.D.	Librarian, Library Services
Posner, Jeanne, Ph.D.	Professor, Communications and Theatre Arts
Proctor, Richard, Ph.D.	Professor, Accounting
Quinnell, William, M.F.A.	Professor, Media Services
Rajcula, Jody, M.S.	Professor, Health Promotion and Exercise Sciences
Reimold, Richard, M.A.	Professor, Communications and Theatre Arts
Roach, James R., Ph.D.	President
Rosenberg, 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
Russock, Howard, Ph.D.	Professor, Biology
Sandifer, C. Edward, Ph.D.	Professor, Mathematics
Schmotter, James, Ph.D.	President
Schramm, Harold B., Ph.D.	J.D. Professor, Justice and Law Administration
Scrimgeour, James, Ph.D.	Professor, Writing, Linguistics and Creative Process
Sergi, Mary, A.S.	Administrative Assistant, President's Office
Serniak, Peter, M.S.	Director, Continuing Education
Shaw, Ronald, B.S.	Associate Vice President of Public Safety
Sherlock, Irene	Associate Director, University Publications and Design
Sheskin, David, Ph.D.	Professor
Shibuya, Ruth, Ph.D.	Professor, Health Education
Skinner, Steven, Ph.D.	Professor, Social Sciences
Skorina, Violet, Ph.D.	Associate Professor, English
Steinberg, Marjorie	Associate Professor, Social Work
Stevens, Helen	Assistant Professor, Education
Stewart, Albert, Ph.D.	Associate Professor, Marketing
Sullivan, Margaret, M.A.	Professor
Sullivan, Richard, M.S.	Vice President, Finance and Administration
Szabo, Alesia	Associate Librarian

Tax, Harriette, Ph.D.	Professor, Nursing
Tedesco, Jeannette, Ph.D.	Professor, Health Education
Tesch, Frederick, Ph.D.	Professor, Management
Theisen, George J., M.S.	Director, AV/TV Services
Thoren, Donald, B.S.	Director/Controller, Fiscal Affairs
Tritter, Henry, M.Ed.	Registrar
Tuvelle, Howard, M.M.	Professor, Music
Vacha, Kathryn, Ed.D.	Professor, Education and Educational Psychology
Veneziano, Robert, Ph.D.	Social Work
Wallace, John, M.A.	Director, Housing and Auxiliary Activities
Walther, Robert	Associate Director, Institutional Services
Walton, William, M.F.A.	Professor, Communications and Theatre Arts
Wells, Joanne, Ph.D.	Director, Counseling Center
Westfried, Alex, Ph.D.	Social Sciences
Wilds, Constance, M.S.	Dean, Student Affairs
Wohlever, James, Ph.D.	Professor, Mathematics
Woodcock, Robert, M.A., M.S.N.	Associate Professor, Nursing
Wright, Marie, Ph.D.	Professor, Management
Yake, Edith, M.A.	Associate Professor, Social Sciences
Yocum, Doris, Ph.D.	Professor, Philosophy
Young, Kenneth, Ph.D.	Professor, History

## Honorary Degree Recipients

- 1985 Nathan S. Ancell Doctor of Laws
- 1986 John W. Toland Doctor of Humane Letters
- 1993 Ellen M. Hancock Doctor of Humane Letters
- 1993 Marian Anderson (posthumously) Doctor of Humane Letters
- 1994 Clifford Wharton, Jr. Doctor of Humane Letters
- 1995 Ralph Braibanti Doctor of Humane Letters
- 1996 Jane Goodall Doctor of Humane Letters
- 1997 Leon Botstein Doctor of Humane Letters
- 1998 Dallas K. Beal Doctor of Humane Letters
- 1999 Montel Williams Doctor of Humane Letters
- 2000 The Most Reverend Edward M. Egan Doctor of Humane Letters
- 2002 Skitch Henderson Doctor of Humane Letters
- 2003 Constantine (Deno) Macricostas Doctor of Humane Letters
- 2004 L. Eudora Pettigrew Doctor of Humane Letters
- 2006 Catherine Crier, JD Doctor of Humane Letters
- 2008 M. Farooq Kathwari Doctor of Humane Letters
- 2009 Jonathan Alter Doctor of Humane Letters
- 2010 Wyclef Jean Doctor of Humane Letters
- 2011 Allan Houston Doctor of Humane Letters
- 2012 Ronald B. Bruder Doctor of Humane Letters
- 2015 M. Jodi Rell Doctor of Humane Letters