WCSU Graduate Catalog 2025-2026

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GRADUATE CATALOG: 2025-2026

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Updates to Online Graduate Catalog

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

Academic Departments, Programs, and Courses

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Macricostas School of Arts and Sciences

School of Professional Studies

School of Visual, Performing & Communication Arts

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CONNECTICUT STATE UNIVERSITY SYSTEM

Connecticut State Colleges and Universities

The 17 Connecticut State Colleges & Universities (ConnSCU) provide affordable, innovative and rigorous programs that permit students to achieve their personal and career goals, as well as contribute to the economic growth of Connecticut. The ConnSCU System encompasses four state universities – Western Connecticut State University in Danbury, Central Connecticut State University in New Britain, Eastern Connecticut State University in Willimantic and Southern Connecticut State University in New Haven – as well as 12 community colleges and the online institution Charter Oak State College.

Until the state's higher education reorganization of 2011, Western was a member of the former Connecticut State University System that also encompassed Central, Eastern and Southern Connecticut state universities. With origins in normal schools for teacher education founded in the 19th and early 20th centuries, these institutions evolved into diversified state universities whose graduates have pursued careers in the professions, business, education, public service, the arts and other fields. Graduates of Western and other state universities contribute to all aspects of Connecticut economic, social and cultural life.

In April 2011, Gov. Dannel P. Malloy and the Connecticut legislature unveiled a plan to consolidate the management of higher education. Specifically, they created a Board of Regents for Higher Education which replaced the governance structures for the Connecticut State University System (CSUS), the Connecticut Community Colleges, Charter Oak State College and the Board of Governors for Higher Education. The transition from the CSUS Board of Trustees to the Board of Regents occurred between July 1 and December 31, 2011.

CSCU leadership team works with the campus leaders, faculty and staff to help increase the educational attainment of Connecticut's adult population. All 17 college and university presidents report directly to the Board of Regents president, who reports to the Board of Regents for Higher Education. CSCU senior staff provide additional support and guidance for both the board and member institutions.

Connecticut Board of Regents for Higher Education

Western Connecticut State University is a public university accredited by the Board of Regents for Higher Education. The Board of Regents for Higher Education is the governing body for the 17 Connecticut State Colleges and Universities (CSCU). CSCU encompasses 85,000 students and offers more than 1,500 degree and certificate programs.

The Board of Regents is comprised of 15 members. Thirteen members are appointed by the Governor and legislative leaders and two are students chosen by their peers. There are also seven non-voting ex-officio members. For more information, the names and positions of administrative officers, and the names and principal affiliations of members of the governing board can be found at https://www.ct.edu/regents/members.

Connecticut Board of Regents for Higher Education
39 Woodland Street • Hartford, Connecticut 06105

GRADUATE PROGRAMS

Accelerated Pathway Programs

BBA to MBA in Business Administration Program	BBA/ MBA
BA to MA in History Program	BA/MA

Doctoral Programs

Instructional Leadership (Online Degree)	Ed.D.
Nursing Education (Online Degree)	Ed.D.
Doctor of Nursing Practice (Online Degree)	D.N.P.

Master's Degree

Addiction Studies	M.S.
Applied Behavior Analysis (Online Degree)	M.S.
Artificial Intelligence	M.S.
Biology: Integrative Biological Diversity	M.S.
Business Administration	M.B.A.
Cybersecurity option	M.B.A.
Business Analytics option	M.B.A.
Counselor Education	M.S.
Options:	
Clinical Mental Health Counseling	
School Counseling	
Health Administration (Online Degree)	MHA
History	M.A.
Homeland Security (Online Degree)	M.S.
Literacy and Language Arts	M.S.
Mathematics	M.A.
Master of Music	M.M.
Music Education option	
Jazz Pedagogy option	

Nursing Adult-Gerontology Clinical Specialist Adult-Gerontology Nurse Practitioner Psychiatric Mental Health Nurse Practitioner Acute Care Nurse Practitioner	M.S.
Special Education (PK-12)	M.S.
Teaching Secondary Education (Biology, Chemistry, English, Mathematics, Social Studies, or Spanish)	M.A.T

Master of Fine Arts

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

Certificate Programs

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

ACCREDITATION

Western Connecticut State University is accredited by the New England Commission of Higher Education. Inquiries regarding the accreditation status by the New England Commission should be directed to the administrative staff of the institution. Individuals may also contact the New England Commission of Higher Education, 3 Burlington Woods Drives, Suite 100, Burlington, MA 01803-4531; (781) 425-7785; info@neche.org. In addition, the university is accredited by the Connecticut Board of Regents for Higher Education.

Individual programs at the university are accredited by:

The American Chemical Society

The Association to Advance Collegiate Schools of Business

The Behavior Analyst Certification Board, Inc.

The Collegiate Commission on Nursing Education

The Connecticut State Department of Education

The Council for Accreditation of Counseling & Related Educational Programs

The Council for the Accreditation of Educator Preparation

The Council for Health Education Programs

The Council on Social Work Education (Baccalaureate level)

The National Association of Art and Design (NASAD)

The National Association of Schools of Music

The National Association of Schools of Theatre

ACADEMIC CALENDAR

FALL 2025 ACADEMIC CALENDAR

AUGUST

August 22 Cross Registration and Senior Citizen Registration begins

August 25 Last day for full-time students to withdraw with 100% refund and Academic Year Begins for Faculty

August 26 **CLASSES BEGIN** (Full semester courses and 1st half 8-week term)

SEPTEMBER

September 1 Labor Day – **NO CLASSES – UNIVERSITY CLOSED**

September 2 Last day for full-time students to withdraw from the university with 90% refund (full semester and 1st half 8-week term)

Last day for part-time students to withdraw from courses with 100% refund (full semester and 1st half 8-week term)
Last day to Add a course without permission (full semester and 1st half 8-week term)

September 9 Last day for full-time students to withdraw from the university with 60% refund (Full semester and 1st half 8-week term)

Last day for part-time students to withdraw from courses with 60% refund (Full semester and 1st half 8-week term)
Last day to Drop a course (Full semester and 1st half 8-week term)

September 12 Student Independent Study forms & Faculty Development forms due to Registrar's Office

September 15 Full-time to part-time and part-time to full-time status change deadline

September 16 Enrollment Reporting Census Date

September 19 WCSU Day of Service. No morning classes.

September 22 Last day for full-time students to withdraw from the university with 40% refund (Full semester and 1st half 8-week term)

Last day for part-time students to withdraw from courses with 40% refund (Full semester and 1st half 8-week term)
Last day to submit Pass/Fail Option forms and Audit forms to the Registrar's Office

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OCTOBER

October 1 Winter 2025 Intersession registration begins

October 6 Undergraduate incomplete submission deadline for Spring/Summer

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October 18 1st half 8-week term courses end

October 20 **CLASSES BEGIN** (2nd half 8-week term)

October 21 Midterm grades due. May report Stopped Attending (SA)

October 26 Last day for 100% refund (2nd half 8-week term)

NOVEMBER

November 1 Undergraduate Graduation Application Deadline for May Commencement

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November 3 Last day for 60% refund (2nd half 8-week term)

November 5 Spring registration begins (tentative). See Registrar's webpage for detailed information.

November 9 Last day for 40% refund (2nd half 8-week courses)

November 14 Last Day to WITHDRAW from Classes (Full semester)

November 17 Last Day to WITHDRAW from 2nd half 8-week term

November 26 Thanksgiving Recess begins – **NO CLASSES** (University open)

November 27-30 Thanksgiving Recess Continued – **NO CLASSES (UNIVERSITY CLOSED)**

DECEMBER

December 1 Non-matriculated student registration begins (tentative)

December 6 Last Day of Classes (Full semester courses) and Graduate incomplete submission deadline for spring/summer 2025

December 8-14 **Final Exam Week**

December 17 Fall Final Grades Due by 4:30 pm

WINTERSESSION 2026 ACADEMIC CALENDAR

December 15 Intersession Classes Begins

December 25 Christmas Holiday – **NO CLASSES (UNIVERSITY CLOSED)**

January 1 New Year's Holiday – **NO CLASSES (UNIVERSITY CLOSED)**

January 187 Intersession Classes End

January 21 Intersession Final Grades due by 4:30 pm

SPRING 2026 ACADEMIC CALENDAR

JANUARY

January 16 Cross Registration and Senior Citizen Registration begins

January 19 Martin Luther King Day – **UNIVERSITY CLOSED**

January 20 Last day for full-time student to withdraw with 100% refund

January 21 **CLASSES BEGIN** (Full semester courses and 1st half 8-week term)

January 27 Last day for full-time students to withdraw from the university with 90% refund (Full semester courses and 1st half 8-week term)

Last day for part-time students to withdraw from courses with 100% refund (Full semester courses and 1st half 8-week term)
Last day to Add a course without permission

FEBRUARY

February 1 Undergraduate Graduation Application deadline for August degree conferral

February 3 Last day for full-time students to withdraw from the university with 60% refund (full semester and 1st half 8-week courses)

Last day for part-time students to withdraw from courses with 60% refund (full semester and 1st half 8-week courses)
Last day to Drop a course

February 6 Student Independent Study forms and Faculty Development forms due to the Registrar's Office

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February 10 Full-time to part-time and part-time to full-time status change deadline

February 11 Enrollment Reporting Census Date

February 13-16 President's Holiday – **NO CLASSES (UNIVERSITY CLOSED)**

February 17 Last day for full-time students to withdraw from the university with 40% refund (Full semester and 1st half 8-week courses)

Last day for part-time students to withdraw from courses with 40% refund (Full semester and 1st half 8-week courses)
Last day to Withdraw from 1st half 8-week term courses
Last day to submit Pass/Fail Option forms and Audit forms to the Registrar's Office

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February 25 Summer registration begins (tentative)

MARCH

March 4 Undergraduate incomplete submission deadline for Fall 2025/Intersession 2026

March 16-22 Spring Break – **NO CLASSES**

March 23 **CLASSES BEGIN** (2nd half 8-week term)

March 24 Midterm grades due. May report Stopped Attending (SA)

March 29 Last day for 100% refund (2nd half 8-week term)

APRIL

April 1	Fall registration begins (tentative). See Registrar's webpage for detailed information.
April 3-5	Day of Reflection Recess – **NO CLASSES (UNIVERSITY CLOSED)**
April 6	Last day for 60% refund
April 12	Last day for 40% refund (2nd half 8-week courses)
April 13	Last Day to WITHDRAW from classes (full semester)
April 21	Last day to WITHDRAW from classes (2nd half 8-week courses)

MAY

May 1	Non-matriculated student registration begins (tentative)
May 10	Last Day of Classes (Full semester) Graduate Incomplete submission deadline for Fall 2025/Intersession 2026
May 11-17	**Final Exam Week**
TBD	Undergraduate and Graduate Commencement
May 20	Spring Final Grades Due by 4:30 pm

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Graduate Programs and Courses

Ancell School of Business
- Master of Business Administration
- Master of Business Administration: Cybersecurity
- Master of Health Administration
- Master of Science in Homeland Security

Macricostas School of Arts and Sciences
- Master of Arts – History
- Master of Arts – Mathematics
- Master of Science – Integrative Biological Diversity
- Master of Science – Artificial Intelligence

School of Professional Studies

Doctor of Education – Instructional Leadership
Master of Science – Applied Behavior Analysis
Master of Science – Counselor Education
Master of Science – Education
Master of Science in Education – Literacy and Language Arts
Master of Science in Education – Special Education (K-12)
Master of Arts in Teaching – Secondary Education
Certificate in Applied Behavior Analysis
Sixth-Year Certificate in TESOL
Doctor of Education – Nursing Education
Doctor of Nursing Practice
Master of Science – Nursing
School of Visual, Performing & Communication Arts
Master of Fine Arts – Visual Arts
Master of Fine Arts – Creative & Professional Writing
Master of Music: options in Music Education & Jazz Pedagogy
Administration
Faculty and Staff
Faculty Emeriti
Honorary Degree Recipients

GENERAL INFORMATION

University History

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

Mission Statement

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

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

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

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

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

Values

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

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

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

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

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

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

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

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

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

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

Graduate Studies

Mission, Role, and Scope of Graduate Programs

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

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

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

Graduate Council

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

Graduate Program Coordinators

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

Graduate Faculty

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

Graduate Catalog Addendum

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

Alumni Association

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

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

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

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

Statements, Policies, and Reports

Rights Reserved Statement

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

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

Educational Records and the 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 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 Board of Regents for the Connecticut State Colleges and Universities 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.

The university may disclose directory information without a student's prior written consent. The university designates the following as directory information: student's name; certain university-assigned identifiers (Western ID number); address; telephone number; photo ID; date of birth; major field of study; degree sought; student level (freshman, sophomore, etc.); dates of attendance; full-time or part-

time enrollment status; expected date of completion; the previous educational agency or institution attended; degrees and awards received; class rosters; and participation in officially recognized activities and sports, weight and height of athletic team members, and other similar information including performance statistics, photographic likenesses and video of athletic team members. Students may withhold directory information by notifying the Office of the Dean of Students in writing. Such a request would be honored until such time students requested 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 for Student Affairs or 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 an academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere).

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 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, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student. In this last case, the university will permit access only to that part of the record which pertains to the inquiring student.

The university is not required to permit students to inspect 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 to aid them in filing complaints with the Family Education Rights and Privacy Act (FERPA), U.S. Department of Education, Washington, D.C. 20202.

Affirmative Action Policy Statement

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

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

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

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

ADA Policy Statement

Western Connecticut State University does not discriminate on the basis of disability in the administration of, or access to, its programs, services or activities. Under this policy, a person with a disability is defined as "*a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having an impairment*." Should you wish to notify either my office or the above-referenced offices of barriers that

may exist in equal access to any program, service, or activity offered by Western Connecticut State University or to obtain information regarding the provisions of the Americans with Disabilities Act and your rights, you are highly encouraged to contact the ADA Compliance Coordinator listed. If you feel that you need a reasonable accommodation as a result of your disability to allow you to perform the essential functions of your position, please review the below procedures and forms for requesting a reasonable accommodation ("RA").

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

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 need 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 online Accommodation Intake Form and provide appropriate documentation 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 Werling Morel, AccessAbility Services Director. AccessAbility Services is in White Hall Room 005 and can be reached at (203) 837-8225 (voice), (203) 837-3235 (TTY) or by email at aas@wcsu.edu. Students are encouraged to contact the Office of AccessAbility Services with questions or concerns. Additional information about AccessAbility Services is available at www.wcsu.edu/accessability.

Discrimination in programs and services due to a disability is prohibited at Western Connecticut State University and is a violation of state and federal law. To file a complaint of discrimination because of a disability, contact Fred Cratty, ADA Coordinator, University Hall 115, at (203) 837-8665 or crattyf@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, public safety or other such policies and procedures. Students with disabilities are held to the same standards and must follow established policies and procedures as other students at Western Connecticut State University.

Non-Discrimination Policy Statement

Western Connecticut State University ("WCSU" or "University") is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities and employment without discrimination because of race, color, religious beliefs or association, sex, age, national origin, marital status, sexual orientation,

physical disability, including but not limited to blindness, learning disability or mental retardation, past or present history of mental disorder, or prior conviction of a crime, in accordance with state and federal laws. To that end, this statement of policy has been put forth to ensure that no qualified person be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity of the university.

To file a complaint of discrimination, or for inquiries concerning the University's Nondiscrimination Policy Statement, related laws and regulations for Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, please contact Mr. Fred Cratty, Chief Human Resources Officer, University Hall, Room 102, (203) 837-8665.

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

Protection from Adverse Action

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

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

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

Statement of Policy

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

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

The Board of Regents for Higher Education ("BOR") in conjunction with the Connecticut State Colleges and Universities ("CSCU") is committed to insuring that each member of every BOR governed college

and university community has the opportunity to participate fully in the process of education and development. The BOR and CSCU strive to maintain a safe and welcoming environment free from acts of sexual misconduct and intimate partner violence. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.

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

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

Definitions:

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

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

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

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

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

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

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

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

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

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

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

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

53a-70a, 53a-70b, 53a-71, 53a-72a, 53a-72b and 53a-73a of the Connecticut General Statutes.

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

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

- Prostituting another person;
- Non-consensual visual (e.g., video, photograph) or audio-recording of sexual activity;
- Non-consensual distribution of photos, other images, or information of an individual's sexual activity, intimate body parts, or nakedness, with the intent to or having the effect of embarrassing an individual who is the subject of such images or information;
- Going beyond the bounds of consent (for example, an individual who allows friends to hide in the closet to watch him or her having consensual sex);
- Engaging in non-consensual voyeurism;
- Knowingly transmitting an STI, such as HIV to another without disclosing your STI status;
- Exposing one's genitals in non-consensual circumstances, or inducing another to expose his or her genitals; or
- Possessing, distributing, viewing or forcing others to view illegal pornography.

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

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

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

- Physical abuse includes, but is not limited to, slapping, pulling hair or punching.
- Threat of abuse includes but is not limited to, threatening to hit, harm or use a weapon on another (whether victim or acquaintance, friend or family member of the victim) or other forms of verbal threat.
- Emotional abuse includes but is not limited to, damage to one's property, driving recklessly to scare someone, name calling, threatening to hurt one's family members or pets and humiliating another person.
- Cohabitation occurs when two individuals dwell together in the same place as if married.

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

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

Report Sexual Harassment/Misconduct

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

Protection from Adverse Actions

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

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

Options for Reporting an Incident of Sexual Misconduct

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

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

Reporting any of the above incidents to police does not commit you to further legal action. However, the earlier you report any such incident, the easier it will be for police to investigate the crime and to

prosecute the case successfully if that is your choice.

Protective and/or Restraining Orders

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

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

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

2. University Disciplinary Action:

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

Judicial/Disciplinary Option(s)

- External: If you wish to have the identified assailant prosecuted, the local police department and district attorney's office will handle the legal proceedings without expense to you. You do not need to hire an attorney.
- Internal: If the identified perpetrator is a member of the WCSU community, you also have the option to file a complaint through the university's disciplinary system (see Student Handbook). In either instance, a university representative will be available to assist you through the process.
- Available on-campus assistance and community resources are given, including a Bill of Rights, to all involved parties in this matter, including a reporting (third) party.

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

3. Anonymous Reporting

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

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

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

Smoking Policy

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

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

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

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

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

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

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

Annual Security Report

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

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

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

The Campuses

Midtown Campus

The Midtown campus, Western's original campus, is located in downtown Danbury. The many recent renovations, additions, and new buildings have transformed the Midtown campus into a modern college setting while retaining Western's traditional character. The Midtown campus features:

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

The Westside Campus

The 364-acre Westside campus features:

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

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

Western at Waterbury

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

Campus Transportation

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

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

Student Services

Student Affairs

The Student Affairs departments cultivate personal development through positive guidance and interaction with students so that they may make informed choices throughout their lives. The Division consists of various departments and oversees/is affiliated with a variety of services: AccessAbility Services; Center for Student Involvement; Club Sports; Commuters; Community Services; Counseling Center; Greek Life; Health Services; Housing & Residence Life; InterCultural Affairs; Intramurals; Judicial Affairs; Parent Services; Recreation; SGA/Student Organizations; Student Success (Orientation/ SCT); Substance Abuse and Prevention Programs (CHOICES); Testing Services; and Veterans Affairs Programming.

Counseling Services

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

Counseling is available to all matriculated undergraduate and graduate students at Western Connecticut State University. Students can contact the Counseling Services at (203) 837-8690 to make an appointment. The Counseling Services is located in the Student Health and Wellness Center across from the Police Station. Hours of operation are Monday through Friday between 8:30 a.m. and 4:30 p.m, closed from 12-1.

Career Success Center

The Career Success Center (CSC) provides a very wide range of virtual and in-person services to graduate students, undergraduate students, alumni, teaching faculty and employers to make connections and opportunities a reality. An online, virtual career center offers a breathtaking array of information, services, curated content, career software and smart (artificial intelligence) applications. Doing personal

assessments is a great way to begin, as well as registration with Handshake, the WCSU jobs/employer connection/event software. Researching future possibilities via Career Communities, information hubs unique to WCSU, that focus on interests, impact and opportunity to open up targeted knowledge, opportunities and connections. Professional skill development is essential to show value and chart success. Creating and engaging a network is a cornerstone of career success and will provide clarity, direction and options. Getting the right experiences through internships, jobs, and a myriad of other experiential learning opportunities will open professional doors. Popular, must-attend career events include live and virtual Career Fairs and a myriad of other events throughout the semester as listed on Handshake. Specialized workshops include Designing Your Life and LinkedIn; resume help and interview support are also available both online and as a workshop.

During the school year, all students can drop in for a live in-person (Westside Campus Center, Suite 300) and virtual career studio for on-the-spot personalized support. Specialized counseling sessions with career experts are also available. The Career and Life Design Guide is comprehensive in its breadth of the helpful services available at the Center and is available both online or hardcopy.

Career and life success is a process, so engaging with Career Success Center tools and services early and often is a must. Graduate students can start access to these important resources today via the Career Success Center Web Portal.

Career Success Center can be reached in person in the Westside Campus Center (Suite 300; M-F 10 am -5 pm), via email (careersuccess@wcsu.edu) or by calling (203) 837-8263.

International Student Services

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

Students applying for graduate admission are required to indicate their ability to finance their education. WCSU is unable to offer financial assistance to any student who does not hold U.S. citizenship. Applicants must demonstrate language ability and economic support in order to be considered for application. If a request for application is approved, appropriate academic transcripts must be sent to the university as soon as possible. In addition, the applicant is required to provide an official evaluation of his/her high school diploma and/or college- level courses that has been conducted by an international educational service that is approved by WCSU (https://www.wcsu.edu/admissions/credit-evaluation-services/). 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 living outside the U.S. should contact the Office of Graduate Admissions at (203) 837-8243 for graduate admission information.

All new students planning to enter the university in the fall semester must submit all application materials before March 1, while those wishing to enroll in the spring semester must submit all application materials before October 1.

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

Testing Center

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

WESTCONNect Cards (Student IDs)

The WESTCONNect Office issues identification cards (WESTCONNect Card) and security access codes and keys. In order to obtain your WESTCONNect Card, please visit our new student website at https://www.wcsu.edu/westconnect/new-student/ You may submit your photo online.

Your card will be used for security access and may also be used as a debit card for purchases on and off campus using the CONNect Cash program. On campus printing requires purchase using CONNect Cash funds only. The card will allow use of the fitness facilities and the university shuttle bus. If purchased, the card will also be programmed with a meal plan. Additionally, you may use the card account for GrubHub locally and nationally, and you may order food online from the on campus food service locations.

There is a $15 charge for replacement cards: damaged, lost, or stolen. Please check the website for all card use terms and conditions and information on extended office hours offered at the beginning of the fall and spring semesters.

You can manage your card account online as well including marking your card as lost or stolen to avoid misuse. Need to check your balances? Need to freeze your account? Want to make a deposit? To see your CONNectCash, meal plan, or print credit balances, log on to https://csgold.wcsu.edu/login/ldap.php

Insurance Requirements

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

Health Services

The Health Services office, located in the Student Health & Wellness Center on the Midtown Campus, provides students with acute care and health education when classes are in session. It is staffed by a nurse practitioner, a registered nurse, and an administrative assistant. Office hours are Monday through Friday, 8 a.m. – 4 p.m. Appointments are strongly recommended. Changes in hours are reported to the Office of the Dean of Students, University Police, and the Office of Housing and Residence Life.

There is no change for office visits at Health Services, however, there is a cost for certain diagnostic

tests, and/or medications dispensed at the office, and that cost is the student's responsibility.

Immunizations

All students must complete the Connecticut State University Student Health Service Form found online at https://www.wcsu.edu/healthservices/onlineforms/. 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). 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 before a room is assigned. Forms should be uploaded to the Health Services Patient Portal at https://wcsu.medicatconnect.com/.

Some academic and athletic programs may require additional immunizations or examinations prior to the student's participation. Students should refer to the individual departments for these requirements.

Substance Abuse Prevention Program (CHOICES)

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

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

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

Campus Ministries

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

The Catholic Campus Ministry invites students, faculty and staff alike to consider its Newman Center, located across the street from Newbury Hall on the Midtown campus, a home away from home. This hospitable Center is the heart of the Catholic Campus Ministry, which brings a range of worship, fellowship, outreach and educational opportunities to university life. All denominations, non-Catholic and non-Christians are welcome to be part of Newman Club or participate in any activities here with the Newman Club. The door is open to all.

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

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

Information Technology Services

Our mission is to provide reliable, innovative, and sustainable technology to support teaching, learning and collaboration. Our service areas include:

- Instructional Technology, including Blackboard Learn, Blackboard Collaborate, Kaltura, WebEx, etc.
- Information Systems such as Banner, Event Management System etc.
- Media Services – digital video and technology to support instruction and promotion of the University
- Office 365 – email plus new capabilities supporting file sharing and collaboration
- Network, Server and Telecommunication services
- Information Security – from our Network to the desktop and everything in between
- Technology Operations for user services, a new and improved Service Desk and support for our computer labs.

Information Technology & Innovation (IT&I) supports five staffed computer labs, three 24 hour computer labs and technology classrooms on both of Western's campuses. These facilities support a variety of software packages including: Microsoft Office, Visual Studio, Visio, SharePoint Designer and Adobe programs. These facilities also support specialized software on various machines and are equipped with both black and white and color laser printers and scanners. Students with a valid university ID card may use the computer facilities at Western. These facilities are staffed with student Computer Center Assistants to provide help if needed. Students who need extensive support and training should visit the Student Technology Training Center. To learn more about accounts, visit https://support.wcsu.edu/ and select "Accounts"

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 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 and Adobe products and Web page design. The facility provides both PC's and Macs. All computers have the ability to print to both black and white and color laser printers.

To learn more, visit http://www.wcsu.edu/iti/computers/

To report any problems, or if you have any questions please call the Information-Technology & Innovation Help Desk at call (203) 837-8467 or email requestit@wcsu.edu or log into our Service Desk Portal at wcsu.samanage.com to report an issue. Also, visit our Knowledge Base at support.wcsu.edu.

Midtown and Westside 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 are equipped with black and white laser printers. To gain access to these labs, students must swipe their university ID 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 CSCU and Western's computer policies. These facilities have the same software as the staffed computer centers.

To learn more, visit http://www.wcsu.edu/iti/ and select "Computer Centers" under WestConn IT Essentials.

Student Accounts/Resources: All Western students are eligible for the following accounts:

WCSU User Account – Students who wish to use any of the computer facilities at WCSU (Computer Centers, technology classrooms, 24-Hour Labs, etc.) or access the wireless network must obtain a WCSU User Account. Accounts are automatically created when students are either 1) accepted into a degree program by Admissions, or 2) registered for a class. An informational message containing instructions for setting up a password is sent to the student's personal email address given when applying through Admissions or first registering in person through the Registrar's office. To learn more about accounts, visit https://support.wcsu.edu/ and select "Accounts".

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

To get to WestConnduit, visit http://conduit.wcsu.edu/

Office365 Account – The Connecticut State Colleges and Universities 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, Office 365 gives you access to online storage, collaboration tools and Office Web Apps.

Students can get free copies of the latest Microsoft Office suite on WCSU's Office365 portal. For more information, visit https://support.wcsu.edu and select "Software."

myWCSU – Western has a mobile app for quick, on-the-go access to important information and services including news, announcements, email, phone numbers and more. Visit your mobile device's app store to and search for 'myWCSU' to download. myWCSU is accessible anytime, anywhere.

Western is Wireless Western is 100 percent 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. To use the Western wireless network and wireless printing, you must have a WCSU User Account.

To learn more about the wireless network and wireless printing, please visit https://support.wcsu.edu and select "Internet and WiFI."

E-Learning at Western – Blackboard Learn is a course-management system that enables efficient delivery of online education and supplement on-ground and hybrid learning. Students may access their Blackboard courses by clicking on the Essentials tab on the homepage and then selecting Blackboard.

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.

Information Technology Policies –Learn about Western's information technology policies at https://www.wcsu.edu/iti/policies/

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

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

Housing

Department of Housing and Residence Life

On-Campus Housing

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

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

Off-Campus Housing

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

Campus Life

Recreation

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

Recreation

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

Intramurals

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

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

Club Sports

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

Campus and Student Centers

wcsu.edu/campuscenter

John A. Murphy, Director (203) 837-8343
Mark Gegeny, Associate Director (203) 837-8211

Both the Campus & Student Centers are your "home away from home." You will find dining locations, lounges, university box office, a theater, conference and meeting rooms.

Additionally, the Midtown Student Center (SC) houses the Colonial Corner containing the MicroMart (snack bar), commuter lounge and event space, bookstore, game room, Counseling Center, the Intercultural Affairs Office, Judicial Affairs, Mail Services, the Center for Student Involvement (CSI), and the Substance Abuse Prevention office. The Student Government Association, student newspaper, radio station, Program Activities Council, Greek Council and Student Veterans Association are also located in this building.

The Westside Campus Center (CC) additionally houses the Campus & Student Centers Administrative Offices and Career Success Center, the testing center, as well as a computer lab. *The Daily Grind*, our late-night dining and entertainment venue, features Starbucks coffee, Tazo teas, Island Oasis, Pepsi products, pastries and snacks all served in a beautiful lounge setting fully equipped with wireless internet.

The Center for Student Involvement

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

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

Clubs and Organizations

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

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

The Echo | Student Center 217, (203) 837-8707

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

Greek Council | Student Center 219, (203) 837-8217

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

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

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

Program Activities Council (PAC) | Student Center 219, (203) 837-8421

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

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

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

Student Veterans Organization (SVO) | Student Center 208

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

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

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

Other Student Organizations

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

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

Governance

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

Judicial Affairs

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

Student Code of Conduct

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

Preamble

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

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

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

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

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

ADMISSION TO GRADUATE PROGRAMS

Application Requirements

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

Application Procedure

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

- a completed application, along with the application fee
- official transcripts from all colleges and universities attended
- proof of all prerequisite requirements, including minimum 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
- meet required GPA *
- 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 Studies, Old Main, Room 101, by calling (203) 837-8243 or email graduateadmissions@wcsu.edu. Or, prospective students may visit the website at www.wcsu.edu/graduate and apply online. Prospective students are encouraged to read the relevant sections of this catalog, including the portions that describe the degree program in which they are interested. General questions should be addressed to the Office of Graduate Studies; program-specific questions should be directed to the graduate coordinator identified in this catalog.

- GPA Calculation – All courses taken at all colleges and universities whether the courses were used towards earning a degree or not included in calculating the overall grade point average (GPA).

Application Deadline

Application for graduate admission at WCSU is program specific for most programs. For more information, visit the application deadline listing located on our website under the link "apply now."

International Applicants

Currently their are a limited number of graduate programs international students are eligible to apply for at WCSU. These programs will be identified in the program description. 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 Studies for general questions.

International Student Application Deadline: March 1st for Fall Semester Admission and October 1st for Spring Semester Admission.

For questions with regards to appropriate visa documents (I-20 for F-1 visa), please contact Donna Warner, International Services Coordinator, MSC 207, 181 White Street , Danbury, CT 06810.

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

https://www.wcsu.edu/international/

International Students: Instructions for International Students

Transfer of Credit

Students who wish to use transfer credits upon entry to a WCSU Graduate program must make this request at the time of initial application to the university. Transfer of courses completed after a student is admitted to a graduate program must be approved in advance in writing by completing the transfer credit form.

The amount of graduate credit transferable into a master's or doctoral degree program from other accredited institutions is limited to nine semester credits for programs less than 36 credits, programs 36 credits or greater can transfer up to 25% of the total credits. Some programs do not accept any transfer credits.

For programs with 36 or more credits, students must complete half the program (50% of the total credits) in residence at WCSU (including thesis requirements, alternative research project, departmental seminar, internships, practicums, culminating projects and/or comprehensive examination) as required for particular programs.

All transfer credits must represent satisfactory work (a grade of B or better) at the institution where the work was completed and must be in accordance with a planned program of study. Transfer credits older than 10 years are not accepted toward any graduate program at WCSU. Courses used to earn a degree are not transferrable to any graduate program at WCSU. Transfer 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 Studies. In addition, they must meet any specific requirements for admission to the program in which they are interested in pursuing. For program requirements, students should read the section of this catalog describing the program. General questions should be addressed to the Office of Graduate Studies 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 Studies 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 Studies reserves the right to exclude nondegree students from graduate courses offered to students in degree or certificate programs.

International Student

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

Audit Student

Students may audit any course with the permission of the instructor. Auditors are subject to those conditions established by the instructor. You must obtain approval to audit within the first four weeks for full-semester courses or within the first two weeks for courses scheduled less than a full semester. Audited courses carry no credit. Audit forms, obtained from the Office of Graduate Studies 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 Studies. Permission to take a course is given on a space-available basis, and some programs may not allow students to register for courses unless they have been admitted to the program. Special students who wish to continue their studies must apply and be admitted to a degree or certificate program.

Guest Student

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

Undergraduate Student

Students matriculated for an undergraduate degree at Western who meet special qualifications may be

permitted to enroll in particular graduate courses. Interested students may obtain details from the Office of Graduate Studies.

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, White Hall 321 A, 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, FINANCIAL AID, AND VETERANS AFFAIRS

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 pau an application fee when filing an application for admission to the Office of Graduate Admissions.

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.

Tuition & Fees Information

Click here to view the Tuition and Fees.

Auditing a Class

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

Refund Policies

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

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

- Withdrawal through the first week of classes:……100% refund
- Withdrawal though the second week of classes:……60% refund
- Withdrawal through the third and fourth week of classes:……40% refund

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Board Fee Refund

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

Procedures for Students Receiving Assistance under Title IV

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

The Office of Financial Aid and Student Employment

How to Apply for Financial Aid

To be considered for financial aid, a graduate student must be accepted to the university, have a processed and valid FAFSA on file by March 1, and be matriculated in at least six credits per semester. Visit wcsu.edu/finaid/graduate-financial-aid for more information on the financial aid process for graduate applicants.

Maintaining Eligibility

What is Satisfactory Academic Progress (SAP)?

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

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

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

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

Financial Aid Programs Affected by Satisfactory Academic Progress

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

- Federal Pell and Supplemental Educational Opportunity (SEOG) Grants
- Federal Loans: Direct Subsidized/Unsubsidized; Direct Parent/Graduate PLUS Loan

- Federal Work Study Program
- Roberta B. Willis Scholarship
- Connecticut State University Grant
- State scholarship and grant programs

How is SAP Determined?

Qualitative Measure

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

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

QuantitativeMeasure

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

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

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

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

Previous Transfer Credits	**Attempted Fall 2023**	**Attempted Spring 2024**	**Total**
30	12	15	57

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

$$120 \times 1.50 = 180$$

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%: .

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 (SAP) at the end of each term once grades are posted. Courses taken during the Winter and Spring Break intersessions will be included in the SAP calculations at the end of the spring semester payment period.

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

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

Failure to Meet Satisfactory Academic Progress

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

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

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

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

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

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

Regaining Eligibility

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

SAP Appeal Process

SAP Appeals will be accepted within 14 days of the date of SAP status notification, but no later than October 1 (fall) or March 1 (spring), whichever comes first.

If, after one *SAP Warning term*, the student does not meet the Satisfactory Academic Progress criteria, s/he may submit an appeal for reinstatement of financial aid eligibility. Appeals may be based on death of a relative, injury or illness of the student, or other special circumstances. SAP appeals must be submitted using the WCSU Financial Aid Appeals Form and select Satisfactory Academic Progress Appeal to proceed.

If the appeal is approved, the Office of Financial Aid & Student Employment will be notified. Please allow 3-5 business days for your financial aid application to be reviewed and processed. Financial aid will be reinstated based on availability of funding. Once the financial aid offer is ready, the student will receive an email notification to their WCSU email.

Should an appeal be denied, financial aid will be canceled for the next term. **All SAP Appeal decisions are final.**

Appeal Outcome and Academic Plan

If your appeal is approved the Office of Financial Aid & Student Employment will be notified. Please allow 3-5 business days for your financial aid application to be reviewed and processed. Once your aid offer is ready, you will receive a Financial Aid Offer notification to your WCSU email.

Students who fail to meet the standard will be ineligible for financial aid in the subsequent term or until they meet the requirements for 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 to maintain financial aid eligibility.

Financial Aid Withdrawal Policy

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

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

Thus, a student who withdraws in the second week of classes has earned less of their 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 their 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 their 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. If 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 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 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 their program of study and/or interests and work schedules can be arranged around the student's academic schedule.

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

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

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

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

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

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

OFFICE OF VETERAN AFFAIRS

The Veterans Affairs Coordinator assists Veterans, members of the Selected Reserve and military-connected families in transitioning to higher education and is responsible for certifying the enrollment and changes in enrollment for students eligible for Veteran education benefits. The Office of Veterans Affairs is located on the Midtown campus in Old Main, Room 101 with office hours Monday through Friday, 8:00 a.m. to 4:00 p.m. All current/former service members and family members are encouraged to contact the Office of Veteran Affairs in order to ease the transition into WCSU.

VA Education Benefits & Important Student Policies/Guidelines

The U.S. Department of Veteran Affairs offers many benefits to advance the education and skills of Veterans and service members. Spouses and family members may also be eligible for education and training assistance. To learn more about each program listed below, apply for education benefits, restore

your education benefits, change your GI Bill® School or GI Bill® Program of Study, please visit https://www.va.gov.

- Chapters 30: Montgomery GI Bill®
- Chapter 31: Veteran Readiness & Employment (VR&E)
- Chapter 33: Post 9/11 GI Bill® (Veteran)
- Chapter 33: Post 9/11 GI Bill® (Dependent)
- Chapter 33: Post 9/11 GI Bill® (Yellow Ribbon Program)
- Chapter 35: Dependents' Educational Assistance
- Chapter 1606: Selected Reserve Educational Assistance

Matriculation: A student can be certified, for VA purposes, as a non-matriculated student for up to two semesters. The student can be certified beyond two semesters only if they are admitted to WCSU as a degree seeking student. The two-semester limit does not apply to a "guest student" taking courses at WCSU that will be applied their program of study at another school.

Course Applicability: Only courses that satisfy degree requirements may be certified for VA purposes. If a student takes a course that does not fulfill a program requirement, including audited courses & repeating courses successfully completed, it cannot be certified.

Enrollment Status: An undergraduate student must register for a minimum of 12 credit hours of degree seeking courses, whereas a graduate student must register for a minimum of 9 credit hours of degree seeking courses in order to qualify for full time housing allowance benefits with the VA during the fall and spring semesters.

Satisfactory Academic Progress: U.S. Department of Veterans Affairs (VA) regulations require that all students receiving VA educational benefits meet the University's satisfactory academic progress (SAP) standard and the University's academic standing policy as stated in the University catalog. Students who are dismissed will be reported to the VA and subsequent enrollments will not be reported to the VA until the student is reinstated or re-admitted to matriculated status. The enrollment of students who appeal their academic dismissal and who are allowed to attend in a non-matriculated status during the appeal process will not be reported to the VA. Should the appeal be successful, the student's enrollment will be reported retroactively to the VA for the enrollment period to which the appeal applies.

VA Educational Benefits and Repeated Courses: Repeating courses completed in a previous semester or accepted and applied as transfer credits may affect eligibility for receipt of educational benefits. Students who are receiving VA educational benefits will only receive payment for repeated courses if the initial grade did not meet institutional or programmatic requirements, whichever is more stringent. A student may retake a course to obtain a higher grade as outlined in the Course Grade Replacement Policy, however, benefits will not be paid if the initial course received a passing grade. Students who wish to obtain information on how repeat courses may affect their VA educational benefits should contact the School Certifying Official.

VA Pending Payment Compliance: In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;

- Assess a late penalty fee to;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.
- However, to qualify for this provision, such students will be required to:
- Provide Chapter 33 Certificate of Eligibility (or its' equivalent) or for Chapter 31, VA VR&E's contract with the school on VA Form 28-1905 (or its' equivalent) by the first day of class.
- Note: Chapter 33 students can register at the VA Regional Office to use E-Benefits to get the equivalent of a Chapter 33 Certificate of Eligibility. Chapter 31 students cannot get a completed VA Form 28-1905 (or any equivalent) before the VA VR&E case manager issues it to the school.
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Tuition Waivers: In addition to the federal benefits offered by the U.S. Department of Veteran Affairs, Veterans and Air/Army National Guard members who meet certain criteria may be eligible to receive a tuition waiver at WCSU after any federal tuition benefit received. The tuition waiver does not apply to other college costs such as books, fees, parking, and room and board and eligibility is not retroactive. For more information regarding eligibility requirements and how to apply, please visit https://www.wcsu.edu/veterans.

Out-of-State Residency Reclassification: In accordance with Section 702 of the Veterans Choice Act, certain out-of-state Veterans and their dependents may be eligible for in-state tuition and fee rates at WCSU. Covered individuals include:

- A Veteran using VA educational benefits under the Chapter 33: Post-9/11 GI Bill®, Chapter 30: Montgomery GI Bill-Active Duty (MGIB-AD), or Chapter 31: Veteran Readiness and Employment (VR&E), who lives in Connecticut (regardless of his/her formal state of residence) and enrolls in WCSU after being discharged from a period of active-duty service of 90 days or more. **Please note:** Section 702 of the Veterans Choice Act covers you only after discharge, not while you are still on active duty or while you are a member of the Active Guard Reserve (ARG).
- A spouse or child using transferred VA educational benefits under the Chapter 33: Post-9/11 GI Bill® or Chapter 35: Survivors and Dependents Assistance (DEA) program who lives in Connecticut (regardless of his/her formal state of residence) and enrolls in WCSU after the transferor's discharge from a period of active-duty service of 90 days or more.
- A spouse or child using VA educational benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in Connecticut (regardless of his/her formal state of residence) and enrolls in WCSU after the servicemember's death in the line of duty following a period of active-duty service of 90 days or more.

For more information or to reclassify residency status, please contact the WCSU Veteran Affairs Office.

Military Tuition Assistance (TA)

What is Military Tuition Assistance (TA)? Military Tuition Assistance (TA) is a benefit paid to eligible members of the Army, Navy, Marines and Air Force and Coast Guard and can only be used while the

student is in the service. TA is not the same as the GI Bill. The GI Bill is for Veterans and their dependents and is administered from the Veterans Administration.

What Will Military Tuition Assistance Cover? Congress has given each service the ability to pay the cost of the tuition expense, up to $250 per semester hour, not to exceed $4,500 per fiscal year (October 1 – September 30th). Please note: The total amount of student TA cannot exceed the total amount of tuition. This money is usually paid directly to the institution by the individual services. TA may be used for fall and spring semesters only. You may not use TA at WCSU for summer or winter sessions. This policy only applies to this type of educational benefit and does not apply to Veterans or those using Veteran benefits under the Post 9/11 GI Bill ®.

How Do I Use My Military Tuition Assistance? Prior to registering for classes at WCSU, you should consult with your unit or base Educational Services Office (ESO) in order to receive firsthand guidance and information regarding your service's TA requirements. TA is administered and paid from each service's own funds. The eligibility requirements, application steps, and processing procedures vary from branch to branch. Your unit or ESO will confirm that you meet the eligibility requirements and will review your branch's application procedures. You must have the required authorization from your branch before you can use your TA education benefit. Please note: It is the service member's responsibility to complete and submit TA applications no later than 14 days prior to the start of the semester. Once you have arranged for your TA with your unit or ESO, you may enroll in a course.

Return of Unearned Military Tuition Assistance (TA): Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, they may no longer be eligible for the full amount of TA funds originally approved. To comply with the Department of Defense (DoD) policy, Western Connecticut State University will return any unearned TA funds on a prorated basis through at least the 60% portion of the period for which the funds were approved. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending. All unearned TA funds will be returned directly to the Military Agency of the DoD and not the service member. After 60% of the semester has passed, TA will not be evaluated for a return to the DoD.

The return of TA funds may result in a balance due on the student account. However, in instances where a Service member stops attending due to a verifiable military service obligation, Western Connecticut State University will work with the affected Service member to identify solutions that will not result in student debt for the returned portion.

Institution's Schedule for Return of Unearned TA 60% completion point is shown in bold print

16-Week Course Withdraw Submitted:

Before or during Week 1-2: 100% Return

During Week 3-4: 75% Return

During Week 5-8: 50% Return

During Week 9-10: 40% Return (60% of Course Completed)

During Week 11-16: 0% Return

8-Week Course Withdraw Submitted:

Before or During Week 1: 100% Return

During Week 2: 75% Return

During Week 3-4: 50% Return

During Week 5: 40% Return (60% of Course Completed)

During Week 6-8: 0% Return

For courses that have durations differing from those listed above: Unearned TA funds will be returned on a prorated basis, depending on the length of the course. To determine the amount of TA that needs to be returned, the institution will determine the date the withdrawal was submitted, and then divide that by the number of days in the term to determine the percentage of TA that was earned by the student.

o Example: The student enrolled in a course that's duration is 30 days. The withdrawal was submitted on the 14th day. The institution would perform the calculation to determine how much TA was earned by the student's attendance (14 divided by 30 equals 46.6%. 47% of the TA authorized was earned by the student, which means 53% of what was authorized will be returned to the DoD).

Leave of Absence Due to Military Deployment

The faculty and staff at WCSU value the service of those students in the armed forces and have created a dedicated Leave of Absence policy for these students being activated. To be eligible, students called to active duty must present a copy of their orders to the Office of Veteran Affairs as soon as possible. The office will notify the instructors and the appropriate offices about their activation.

The length and dates of the activation may vary, and students are encouraged to discuss their options available to them with their instructors. Students may not be eligible for incomplete grades if the activation is prior to the midpoint of the term or if the nature of the course prohibits the student from working independently. The final determination of the student's eligibility and deadline for any incomplete grades is left to the discretion of the instructor.

For activations longer than 3 weeks, students may:

1. Withdraw from all courses and request of Military Leave of Absence.
2. Work with instructors and determine if an incomplete grade is appropriate.
3. Take the course as a Pass/Fail pursuant with the Pass/Fail policy.
4. Any combination of the above.

Students who have been issued an incomplete grade during a long-term activation should understand that the work missed while on active duty must be completed within the time limit established by the instructor and will be within 3 months of the end of the activation. Work not completed by the established deadline may result in a failing grade for the course.

For activations less than 3 weeks, instructors should treat the student's absence as excused absences. Students must work with their instructors to ensure that any missed work is completed in a timely

manner after returning from activation.

All students who are being activated for more than 3 weeks must complete a Leave of Absence Form and return it to the Graduate Office prior to leaving the institution. This allows students to return to the university under the program requirements when they left and return without reapplying for admission. This Leave of Absence is good for one year but may be extended if the student's active duty status is extended. Students who take a Leave of Absence and do not return after their activation must complete the readmissions process with the Graduate Office.

Readmission for Military Servicemembers

Western Connecticut State University (WCSU) acknowledges that students may be temporarily unable to attend classes or be required to suspend their studies in order to perform military service. WCSU encourages such students to resume their education once a military service obligation has ended and adopts this policy to ensure the timely readmission of such students.

In accordance with federal regulations, 34 C.F.R. § 668.18 and the Department of Defense (DoD) Voluntary Education Partnership Memorandum of Understanding (MOU), the university will promptly readmit servicemembers who seek readmission to a program that was interrupted due to a uniformed service obligation.

Eligibility:

This policy shall apply to:

1. Servicemembers who are unable to attend classes for more than 30 consecutive days; and
2. Servicemembers who are unable to attend classes for less than 30 days when such an absence would result in a withdrawal from the university.

A student is eligible for readmission under this policy if, during an absence, the student performs uniformed service, voluntary or involuntary, in the Armed Forces, including the National Guard or Reserve, active duty, active duty for training or full-time National Guard (under federal authority). The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

Notification:

A student must provide oral or written notice of a uniformed service obligation to the Office of Veteran Affairs as far in advance as possible, unless precluded by military necessity. Such notice does not need to indicate when the student will return to the university.

The student must also give oral or written notice of his/her intent to return to WCSU within three years after the completion of the period of service. Immediately upon the student's return to school, the student must provide notice that he/she may be entitled to the tuition and enrollment benefits outlined in this policy. The returning student may be required to provide supporting documentation.

Notification under this section must be provided, by the student, to the Veterans Affairs Coordinator, Kelly Visokay via email at visokayk@wcsu.edu or at (860)837-8840.

Tuition and Fees:

A returning student must be charged the same tuition and fees in effect during the last academic year the student attended, unless veterans' education benefits or other servicemember education benefits will pay the amount in excess. For subsequent academic years, the returning student may not be charged tuition and fees in excess of what other students in the program are charged.

Readmission Requirements:

A returning student will be permitted to reenroll in the next class(es) scheduled in the same academic program, unless the student requests a later date of reenrollment or agrees to a different program. A returning student will be readmitted into the same academic program the student was enrolled in prior to the military service obligation. If the exact program no longer exists, the student must be admitted to the program that is most similar, unless the student requests or agrees to admission to a different program. Returning students will be reenrolled with the same enrollment status, number of completed credit hours, and academic standing as the last academic year of attendance.

If the university determines that a returning student is not prepared to resume the program or is unable to complete the program, the university must make reasonable efforts to enable the student to resume or complete the program at no additional cost to the student. If such efforts are unsuccessful or place an undue hardship on the university, the university is not required to readmit the student.

In accordance with federal regulations, returning students who receive a dishonorable or bad conduct discharge from the Armed Forces (including the National Guard and Reserves) are not eligible for readmission under this policy. However, servicemembers who receive dishonorable or bad conduct discharge may remain eligible for readmission even though they will not be entitled to the benefits outlined in this policy.

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

ACADEMIC INFORMATION AND POLICIES

Course Registration

Student Responsibility

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

General Program Information

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

Course Schedules

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

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

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

Student Independent Study (SIS)

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

Faculty-Developed Course

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

Registration Procedures

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

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

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

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

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 Studies, Western Connecticut State University, 181 White Street, Danbury, CT 06810

In Person: Students may register in person in the Office of Graduate Studies, 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.

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

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

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

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

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

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

Students who find it necessary to drop a course must immediately notify the Office of Graduate Studies in writing. An official form for this purpose may be obtained in the Office of Graduate Studies. Failure

to withdraw in writing will generate a grade of F for the course. Ordinarily, students do not withdraw from a course after mid-semester. It is not possible to withdraw by phone.

Students may withdraw from a full-semester course without academic 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 Studies. Later requests for withdrawal from a course without penalty are initiated through conference with the instructor.

Graduate Repeat Policy

A student may repeat a course if they choose to. The student shall receive credit for the course only once toward earning of the degree. After being awarded a degree or certificate, students cannot go back and retroactively repeat courses to replace grades within the same program. The Dean, in consultation with the program coordinator and/or student's advisor, may allow a student to repeat a course more than once. The transcript will show all grades earned, regardless of whether they are calculated into the Cumulative GPA or not.

For the first repeated course, in 30-credit programs, the highest grade earned by the student will replace the lower grade in calculating the student's grade point average (GPA). For the first two repeated courses, in programs with more than 30 credits, the highest grade earned by the student will replace the lower grade in calculating the student's GPA. If a student repeats courses beyond two courses, all grades obtained for the courses beyond the first two will be considered in calculating the student's GPA. Replacement can be pursued only once per course.

Please note that: Some programs may require that all grades be used to calculate the GPA. Some courses may not be repeatable, as specified in their course description.

State Authorization Reciprocity Agreement

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts. The Connecticut Office of Higher Education became a member of SARA in 2017, thus allowing Western Connecticut State University to apply to be a member of SARA. This allows Western Connecticut State University to accept students from all SARA approved states.

Student Complaints

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

generally investigated. Additionally, the Office of Higher Education does not investigate anonymous complaints or provide legal advice.

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

1. The student must attempt to resolve the complaint by exhausting the institution's established internal grievance procedures. These are usually published in the institution's catalog, student handbook and/or posted on the institution's website. Absent extenuating circumstances, the Office of Higher Education will not investigate complaints filed by students who have not first sought a resolution with the institution.
2. If all remedies at the institutional level have been exhausted and the complaint is not resolved, the student may file a complaint with the Office of Higher Education. To file a complaint, please follow this link: https://veoci.com/v/p/181953/workflow/gjrt4qhrrvkvAll documentation for review related to the complaint must be provided by the student as part of the filing.
3. The Office of Higher Education will process the complaint and provide copies of all documents filed with the complaint to the institution. The institution has 20 days to respond. After receiving a response and conducting an investigation, the Office of Higher Education will issue a findings report to all parties. The findings report is final.

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

All correspondence, including institutional applications and student complaints, should be sent to: Emily.Bjornberg@ct.gov or post to:

Emily Bjornberg

NC-SARA State Portal Entity

Senior Consultant, Academic Affairs

Connecticut Office of Higher Education

450 Columbus Blvd, Suite 707

Hartford, CT 06103

860-575-1127 (cell)

860-947-1824 (office)

Emily.Bjornberg@ct.gov

State Website: http://www.ctohe.org/SARA/Default.shtml

Completion of Graduate Program

Graduate Degree Requirement

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

Time to Complete Degree Requirements

All graduate programs must be completed within six years.

Awarding of Credit

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

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

Maintaining Matriculation **

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

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

Grade Point Average (GPA) Required for Graduation

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

Grades

The GPA is computed using quality points earned for graduate credit at Western Connecticut State University. Grades for courses accepted in transfer are not computed in the GPA. The Office of Graduate 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 (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 Studies. A leave of absence will permit a return to studies without formal reapplication for admission, usually after an absence of no more than two consecutive semesters. Students on leave of absence should keep in mind the need to maintain their matriculation status and time frame for completion of the degree.

Academic Policies

Attendance and Examination Policies

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

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

Probation & Suspension

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

Any graduate student whose cumulative graduate grade point average falls below 3.0 or "B" is automatically placed on academic probation. If, at the end of the following semester of enrollment, the student's cumulative grade point average increases but remains below 3.0, the student may be continued on terminal academic probation for a maximum of one additional semester. At the end of that semester, the student must have a 3.0 cumulative grade point average, or be dismissed from the division by the academic dean of the student's academic discipline for unsatisfactory academic performance. Semesters include fall, spring and summer.

Grade Appeal Policy

Western Connecticut State University Student Handbook

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

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

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

Student confers with instructor:

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

Written grievance to professor:

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

prepare a packet of information for the instructor, the chairperson and the dean).

Ability to choose a mentor/adviser:

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

Written grievance to department chair:

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

Written grievance to academic dean:

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

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

If the student is not satisfied, the student may ask, within five working days of receiving the dean's decision, that the dean contact the president of the University Senate to convene the Ad Hoc Committee on Grade Appeals. The dean shall forward the request to the senate president within five working days of receipt. The dean shall also notify the Provost/Academic Vice President, in writing, that the senate is being asked to convene an ad hoc committee.

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

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

Professor submits materials as requested by ad hoc committee:

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

Committee Decisions and Next Steps:

Denial:

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

If Palpable Injustice is Found:

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

Student Requests Committee to Recommend to Provost:

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

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

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

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

Academic Honesty Policy

1. PURPOSE

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

2. POLICY

2.1 Principles

2.1.1 Academic Honesty Code

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

2.1.2 Faculty Responsibility

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

2.1.3 Student Responsibility

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

2.2 Academic Honesty Violation

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

Cheating includes, but is not limited to:

Submitting material that is not one's own.

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

Obtaining and/or using unauthorized material.

Fabricating information.

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

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

Cooperating with or helping another student to cheat.

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

Altering exam answers and requesting that the exam be regraded.

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

Plagiarism includes, but is not limited to:

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

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

Paraphrasing materials or ideas of others without identifying the sources.

2.3 Resolution of Academic Honesty Violations

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

2.3.1 Action Initiated by the Faculty Member

If a faculty member believes a student has committed an academic honesty violation, the faculty

member should complete the Academic Honesty Report. The faculty member will request a meeting with the student within five university calendar days (excluding Saturdays, Sundays, and holidays) to attempt to resolve the incident. As a result of this meeting, if the faculty member determines a violation has occurred, he or she should give the student a copy of two things: (a) this policy statement, and (b) the completed Academic Honesty Report. The faculty member retains a copy of the Academic Honesty Report of this incident, and forwards a copy of the Academic Honesty Report to the faculty member's department chair, school dean, associate vice president for academic affairs, and dean of students. The faculty member may assign a penalty; see section 2.5 below. If the faculty member is unable to contact the student, or if the student fails to meet with the faculty member, the faculty member may assign the penalty. If a penalty is assigned, the faculty member will send the student a copy of this policy statement and a completed Academic Honesty Report. The faculty member will send these documents by registered mail to the student's current mailing address on file with the university, and provide a copy to the faculty member's department chair, school dean, associate vice president for academic affairs (if violation occurs in a graduate course), 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 (if a violation occurs in a graduate course), 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 (if violation occurs in a graduate course), 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 (if a violation occurs in a graduate course), and the dean of students. Within ten university calendar days of the dean's decision, the student or the faculty member may appeal the dean's decision to the Senate Ad Hoc Committee on Grade Appeals (see page 45 of the 2018-2020 Undergraduate Catalog). If the decision is not appealed, the dean will send a copy of the Academic Honesty Report along with the results of the dean's review of the report to the student, the faculty member, the associate vice president for academic affairs, and the office of the dean of students, where it will be filed for future reference. Students may still be subject to further disciplinary action by the university through the student code of conduct, administered by the dean of students (or his/her designee).

2.3.2.3 Senate Ad Hoc Committee on Grade Appeals

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

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

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

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

2.4 Maintenance of Academic Honesty Reports

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

2.5 Penalties

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

3. REVIEW AND RESPONSIBILITIES

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

2-University Senate

3-President

Review: Every three years (and as needed)

President

Policy History

Issue #1: 2006

Issue #2:

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

Administrative Approval: 9/6/06

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

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

ANCELL SCHOOL OF BUSINESS

Overview

Degree Programs

MBA Master of Business Administration

- Cybersecurity *(New)*
- Business Analytics *(New)*

MHA Master of Health Administration (Online Program)

Courses

Accounting
Finance
Management
Management Information Systems
Marketing

ANCELL SCHOOL OF BUSINESS

Jim Donegan, Interim-Dean, WS 376 — Phone (203)837-9600, doneganj@wcsu.edu

Susan Hemenway , Administrative Assistant, WS 374 — Phone (203) 837-8521, Fax (203) 837-8527, cotec@wcsu.edu

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

Departments

Accounting Chairperson — Michele Ganon, WS 303, (203) 837-8742

*

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

*

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

*

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

*

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

Accreditation

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

Mission

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

Graduate Programs

Master of Business Administration

Master of Health Administration

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

Master of Business Administration

TBA

Phone (office): (203) 837.8243

GraduateAdmissions@wcsu.edu

Accounting Faculty	X. Jiang; Y. Kim.
Finance Faculty	H. Naimot; J. K. Robinson; L. Vo.
Management Faculty	S. Bazan; M. Dugal; L. Forbes; Y. Hayajneh; D. Weltmann.
Management Information Systems	J. Flynn; P. Nugent.
Marketing	E. AbouElgheit; J. McCartney.

Program Overview and Mission

Western's Master of Business Administration (M.B.A.) program is accredited by the Association to Advance Collegiate Schools of Business (AACSB). Western's M.B.A. program focuses on preparing students for managerial positions and leadership roles in contemporary organizations. Students acquire vital knowledge about business and organizational functions and activities. Students are challenged to think strategically and to hone skills needed to succeed in competitive environments.

Western's M.B.A. is designed with flexibility in mind to meet the needs of our students:

> Working Professionals: Students can take one or two courses in the fall, spring, summer and intersession, completing the degree in as little as two years.
>
> Full-time Students: For students able to make a full-time commitment including summer and intersession, the program can be completed in 12-14 months depending on required prerequisites. Our scheduling also meets the needs of Accounting graduates who are completing Connecticut's 150 credit hour requirement prior to joining accounting firms.

Most graduate classes meet one night a week on Monday through Thursday evenings at 5:30 p.m. Some courses may be offered in online or hybrid formats and occasionally at 8 p.m. or on weekends. Small classes, usually fewer than 25 students, encourage interaction and collegiality among the students.

Program Learning Goals and Outcomes

1. COMMUNICATION: MBA graduates will demonstrate effective oral and written communication skills.

- Graduates will demonstrate effective writing skills that are appropriate to multi-national and multi-layered organizations.
- Graduates will demonstrate effective oral communication skills that encompass diverse perspectives.

2. LEADERSHIP AND TEAMS: MBA graduates will demonstrate managerial level skills required to develop successful careers.

- Graduates will be effective leaders.
- Graduates will be effective collaborators.

3. ETHICS: MBA graduates will demonstrate ethical awareness.

- Graduates will apply social frameworks to achieve a positive societal impact *
- Graduates will be able to evaluate and apply relevant ethical considerations to decision-making.

4. CRITICAL THINKING: MBA graduates will be effective critical thinkers.

- Graduates will utilize critical thinking to assess business environments.
- Graduates will apply qualitative and quantitative reasoning to make business decisions.

Admission Requirements

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

- a completed application for graduate study – Online application: https://www.wcsu.edu/graduate/application/
- an official transcript from each college or university previously attended, including all undergraduate and graduate courses, grades, and degrees
- a list of three references, with contact information, preferably from employers or former professors
- a current resume or curriculum vita
- a meeting with the program coordinator after submitting all application documents
- Recommended is a statement why the applicant desires to pursue an M.B.A. at WCSU.
- The Test of English as a Foreign Language (TOEFL) may be required for non-native English speakers with limited exposure to English.
- for applicants with an undergraduate GPA below 2.75 an official copy of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) test scores. GMAT/GRE scores must be from no more than five years prior to the date of enrollment.

Admission to the M.B.A. program is based on the information in the above items and the meeting with the program coordinator. No admission decision can be made until all of the required materials are in the applicant's file in the Office of Graduate Admissions. Previous academic achievements, GMAT/GRE test scores, recommendations, and work experience are important factors. If you are admitted to the program you will be required to submit proof of immunization before you can register for courses. For

more information go to https://www.wcsu.edu/healthservices/onlineforms/ for Connecticut State University Immunization Requirements and Connecticut State University Student Health Services Form.

Admission Formula

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

GMAT/GRE Exam Waivers

You may receive a GMAT/GRE waiver if you have significant professional business and management experience, recognized professional certification (CPS, CFA, CMA, CIA, CFP), past graduate degree (master's or higher), or a minimum undergraduate GPA of 2.75, or take 2 M.B.A. 3 S.H. program courses as a non-matriculated student in one semester, and receive an average grade of 3.67 or better. Contact M.B.A. Coordinator for details on this process.

Degree Requirements

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

- completed prerequisite courses (minus waived)
- completed 37 graduate credits (minus waived and transferred credits) with a cumulative GPA of 3.0 B or better
- participated in program-level assessments
- completed the program within an six-year period
- filed the application for the degree with the Office of Graduate Admissions by December 1 for the May commencement, February 1 for an August conferral, or
  October 1 for a January conferral

Waiver of Courses

The number of courses required for the M.B.A. degree may be reduced by waiver of some or all of the prerequisite courses (a maximum of 7 semester hours). These waivers are based on the applicant's undergraduate business degree transcript completed business courses with satisfactory grades of B or better, or relevant graduate courses with satisfactory grades of B or better.

Transfer of Courses

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

Substitution of Courses

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

Course Restrictions

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

Graduate Student Success Manual Graduate Student Success Manual

This manual, targeted to our Ancell graduate students, provides information about student life here at WCSU, and on the Westside campus. The goal is to ease the transition of graduate students to the program at the Ancell School of Business (ASB).

Program Course Rotation – Course Rotation

Master of Business Administration

Prerequisite Cluster	*(courses may be waived) 7 SH*	
ACC 501	Introduction to Financial Statements	1 SH
ACC 502	Introduction to Managerial Accounting	1 SH
FIN 504	Introduction to Business Statistics	1 SH
FIN 508	Introduction to Economics and Finance	1 SH
MGT 504	Essentials of Operations Management	1 SH
MGT 505	Essentials of Organizational Behavior	1 SH
MIS 512	Essentials of Management Information Systems	1 SH
Required M.B.A. Courses	*(courses cannot be waived) 30 SH*	
ACC 507	Strategic Cost Management	3 SH
FIN 560	Analysis of Financial and Investment Decisions	3 SH
MGT 506	Strategic Management	3 SH
MGT 521	Strategic Integration of Operations	3 SH
MGT 530	Leadership	3 SH
MIS 516	Information Analysis	3 SH
MKT 534	Strategic Marketing Management	3 SH
MKT 539	Effective Managerial Communication	3 SH
MKT 592	International Business Strategy	3 SH
Elective	*(chosen in consultation with M.B.A. coordinator)*	3 SH
Total SH:	***37 SH***	

MASTER OF BUSINESS ADMINISTRATION – CYBERSECURITY

MBA – Concentration in Cybersecurity

TBA

Phone (office): (203) 837.8243
GraduateAdmissions@wcsu.edu

Accounting Faculty	X. Jiang; Y. Kim.
Finance Faculty	H. Naimot; J. K. Robinson; L. Vo.
Management Faculty	S. Bazan; M. Dugal; L. Forbes; Y. Hayajneh; D. Weltmann.
Management Information Systems	J. Flynn; P. Nugent.
Marketing	J. McCartney.

Program Overview and Mission

Western's Master of Business Administration (M.B.A.) – Concentration in Cybersecurity in program is accredited by the Association to Advance Collegiate Schools of Business (AACSB, https://www.aacsb.edu/about). Western's M.B.A. program focuses on preparing students for managerial positions and leadership roles in contemporary organizations. Students acquire vital knowledge about business and organizational functions and activities. Students are challenged to think strategically and to hone skills needed to succeed in competitive environments.

Western's M.B.A. in Cybersecurity is designed with flexibility in mind to meet the needs of our students:

Working Professionals: Students can take one or two courses in the fall, spring, summer and intersession, completing the degree in as little as two years.

Full-time Students: For students able to make a full-time commitment including summer and intersession, the program can be completed in 12-14 months depending on required prerequisites. Our scheduling also meets the needs of Accounting graduates who are completing Connecticut's 150 credit hour requirement prior to joining accounting firms.

Most graduate classes meet one night a week on Monday through Thursday evenings at 5:25 p.m. Some courses may be offered in online or hybrid formats and occasionally at 8 p.m. or on weekends. Small classes, usually fewer than 25 students, encourage interaction and collegiality among the students.

Program Learning Goals and Outcomes

1. COMMUNICATION: MBA graduates will demonstrate effective oral and written communication skills.

- Graduates will demonstrate effective writing skills that are appropriate to multi-national and multi-layered organizations.
- Graduates will demonstrate effective oral communication skills that encompass diverse perspectives.

2. LEADERSHIP AND TEAMS: MBA graduates will demonstrate managerial-level skills required to develop successful careers.

- Graduates will be effective leaders.
- Graduates will be effective collaborators.

3. ETHICS: MBA graduates will demonstrate ethical awareness.

- Graduates will apply social frameworks to achieve a positive societal impact *
- Graduates will be able to evaluate and apply relevant ethical considerations to decision-making.

4. CRITICAL THINKING: MBA graduates will be effective critical thinkers.

- Graduates will utilize critical thinking to assess business environments.
- Graduates will apply qualitative and quantitative reasoning to make business decisions.

5. CYBERSECURITY: Graduates will learn to strategically manage resources, proactively mitigate cybersecurity risks, and safeguard organizations against cyber threats.

*Required by current AACSB standards: "**Societal Impact.** Societal impact as an expectation of all accredited schools reflects AACSB's vision that business education is a force for good in society and makes a positive contribution to society, as identified in the school's mission and strategic plan. This includes an expectation that the school explicates its intended strategies to effect a positive impact on society, that the school's curriculum contains some components relating to societal impact, that the school's intellectual contributions portfolio contains some contributions focused on societal impact, and that the school is fostering and promoting curriculum and/or curricular activities that seek to make a positive societal impact."

Admission Requirements

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

- a completed application for graduate study – Online application: https://www.wcsu.edu/graduate/application/
- an official transcript from each college or university previously attended, including all undergraduate and graduate courses, grades, and degrees
- a list of three references, with contact information, preferably from employers or former professors
- a current resume or curriculum vita
- Optional essay: why the applicant desires to pursue an M.B.A. in Cybersecurity at WCSU.
- The Test of English as a Foreign Language (TOEFL) may be required for non-native English speakers with limited exposure to English. We also accept Duolingo.
- for applicants with an undergraduate GPA below 2.75 an official copy of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) test scores. GMAT/GRE scores must be from no more than five years prior to the date of enrollment.

Admission to the M.B.A. in Cybersecurity program is based on the information in the above items and the meeting with the program coordinator. No admission decision can be made until all of the required materials are in the applicant's file in the Office of Graduate Admissions. Previous academic achievements, GMAT/GRE test scores, recommendations, and work experience are important factors. If you are admitted to the program you will be required to submit proof of immunization before you can register for courses. For more information, go to https://www.wcsu.edu/healthservices/onlineforms/ for Connecticut State University Immunization Requirements and Connecticut State University Student Health Services Form.

Admission Formula

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

GMAT/GRE Exam Waivers

You may receive a GMAT/GRE waiver if you have significant professional business and management experience, recognized professional certification (CPS, CFA, CMA, CIA, CFP), past graduate degree (master's or higher), or a minimum undergraduate GPA of 2.75, or take 2 M.B.A. 3 S.H. program courses as a non-matriculated student in one semester, and receive an average grade of 3.67 or better. Contact M.B.A. Coordinator for details on this process.

Degree Requirements

The M.B.A. in Cybersecurity degree will be conferred upon the matriculated M.B.A. in Cybersecurity graduate student who has

- completed prerequisite courses (minus waived)
- completed 37 graduate credits (minus waived and transferred credits) with a cumulative GPA of 3.0 B or better
- participated in program-level assessments
- completed the program within an six-year period
- filed the application for the degree with the Office of Graduate Admissions by December 1 for

the May commencement, February 1 for an August conferral, or October 1 for a January conferral

Waiver of Courses

The number of courses required for the M.B.A. in Cybersecurity degree may be reduced by waiver of some or all of the prerequisite courses (a maximum of 7 semester hours). These waivers are based on the applicant's undergraduate business degree transcript completed business courses with satisfactory grades of B or better, or relevant graduate courses with satisfactory grades of B or better.

Transfer of Courses

Up to 12 semester hours of graduate credit may be transferred to the M.B.A. in Cybersecurity 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. in Cybersecurity program to accommodate special considerations. Please see the M.B.A. Coordinator.

Course Restrictions

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

Graduate Student Success Manual **Graduate Student Success Manual**

This manual, targeted to our Ancell graduate students, provides information about student life here at WCSU, and on the Westside campus. The goal is to ease the transition of graduate students to the program at the Ancell School of Business (ASB).

Courses Rotation

Program course rotation. Course Rotation

Master of Business Administration – Concentration in Cybersecurity

Prerequisite Cluster	(7 credits – courses may be waived)	
ACC 501	Introduction to Financial Statements	1 SH
ACC 502	Introduction to Managerial Accounting	1 SH
FIN 504	Introduction to Business Statistics	1 SH

FIN 508	Introduction to Economics and Finance	1 SH
MGT 504	Essentials of Operations Management	1 SH
MGT 505	Essentials of Organizational Behavior	1 SH
MIS 512	Essentials of Management Information Systems	1 SH
Required M.B.A. Courses	(15 credits)	
ACC 506	Strategic Management	3 SH
FIN 560	Analysis of Financial and Investment Decisions	3 SH
MGT 507	Strategic Cost Management	3 SH
MIS 516	Information Analysis	3 SH
MKT 534	Strategic Marketing Management	3 SH
Concentration Courses	(9 credits)	
MIS 563	Information Security Management	3 SH
MIS 565	Cybersecurity Risk Management	3 SH
MIS 567	Data Communications and Networking	3 SH
Elective Courses	(6 credits)	….
MKT 539	Effective Managerial Communication	3 SH
MKT 592	International Business Strategy	3 SH
JLA 555	Cybersecurity of the Homeland	3 SH
MGT 544	Negotiations and Conflict Resolution	3 SH
MGT 580	Health Delivery Systems	3 SH
MGT 582	Managing Health Services Organizations	3 SH
MGT 530	Leadership	3 SH
MGT 547	Human Resource Management	3 SH
MGT 521	Strategic Integration of Operations	3 SH
Total SH:	37 SH	

MASTER OF BUSINESS ADMINISTRATION – BUSINESS ANALYTICS

MASTER OF BUSINESS ADMINISTRATION – Concentration in BUSINESS ANALYTICS

TBA

Phone (office): (203) 837.8243
GraduateAdmissions@wcsu.edu

Accounting Faculty	X. Jiang; Y. Kim.
Finance Faculty	H. Naimot; J. K. Robinson; L. Vo.
Management Faculty	S. Bazan; M. Dugal; L. Forbes; Y. Hayajneh; D. Weltmann.
Management Information Systems	J. Flynn; P. Nugent.
Marketing	E. AbouElgheit; J. McCartney.

Program Overview and Mission

The Master of Business Administration (M.B.A.) program at Western Connecticut State University (WestConn) is accredited by the Association to Advance Collegiate Schools of Business. WestConn's M.B.A. program focuses on preparing students for managerial positions and leadership roles in contemporary organizations. Students acquire vital knowledge about business and organizational functions and activities. Students are challenged to think strategically and refine skills needed to succeed in competitive environments.

WestConn's M.B.A. in Business Analytics will provide graduates with the skills needed to leverage data for strategic insights and tactical decisions. This concentration is designed to provide students with a strong foundation in data analysis, statistical techniques, current analytic platforms, and the practical application of those analytics tools and methodologies. Graduates of the program will possess valuable expertise, bridging the gap between decision makers and data scientists, providing considerable value to their employers.

Full-time Students: For students able to make a full-time commitment, including summer and intersession, the program can be completed in 12-14 months, depending on required prerequisites. Our scheduling also meets the needs of accounting graduates who are completing Connecticut's 150 credit hour requirement prior to joining accounting firms.

Most graduate classes meet one night a week on Monday through Thursday evenings at 5:25 p.m. Some courses may be offered in online or hybrid formats and occasionally at 8 p.m. or on weekends. Small classes, usually fewer than 25 students, encourage interaction and collegiality among the students.

MBA Program Learning Goals and Outcomes

1. COMMUNICATION: MBA graduates will demonstrate effective oral and written communication skills.

- Graduates will demonstrate effective writing skills that are appropriate to multi-national and multi-layered organizations.

- Graduates will demonstrate effective oral communication skills that encompass diverse perspectives.

2. LEADERSHIP AND TEAMS: MBA graduates will demonstrate managerial-level skills required to develop successful careers.

- Graduates will be effective leaders.

- Graduates will be effective collaborators.

3. ETHICS: MBA graduates will demonstrate ethical awareness.

- Graduates will apply social frameworks to achieve a positive societal impact *

- Graduates will be able to evaluate and apply relevant ethical considerations to decision-making.

4. CRITICAL THINKING: MBA graduates will be effective critical thinkers.

- Graduates will utilize critical thinking to assess business environments.

- Graduates will apply qualitative and quantitative reasoning to make business decisions.

Technical Skill Development

1. Data Science and Analytical Foundations: Develop foundational knowledge in data science concepts and techniques and apply them to business decision-making, including data acquisition, cleaning, processing, and statistical analysis.
2. Predictive Analytics and Data Mining: Apply statistical and predictive modeling techniques, including data mining and machine learning, to analyze complex datasets and uncover actionable business insights.
3. Data Visualization and Business Intelligence: Demonstrate proficiency in business intelligence tools and data visualization techniques to create meaningful dashboards and communicate data-driven insights to stakeholders.
4. Digital Marketing Analytics: Use analytics to measure and optimize digital marketing strategies, understanding customer behavior, campaign performance, and the impact of digital channels on brand growth and ROI.
5. Strategic Decision-Making: Integrate data analytics into strategic business decisions, recognizing the ethical and practical implications of data-driven approaches and effectively communicating findings to non-technical audiences.

6. Hands-on Analytical Tool Proficiency: Gain hands-on experience with industry-standard analytical tools and platforms, such as R, Python, Tableau, Power BI, or Google Analytics, to manage and analyze real-world data.
7. Problem Solving and Critical Thinking: Develop problem-solving skills to frame business problems, identify relevant data sources, apply appropriate analytical methods, and interpret the results in a business context.

Application of Strategic Knowledge

1. Strategic Data-Driven Decision-Making: Develop the ability to leverage data analytics as a strategic tool in business decision-making, enhancing managerial judgment in identifying trends, patterns, and opportunities for growth.
2. Managerial Interpretation of Data Insights: Cultivate skills to interpret complex data insights, translating technical analysis into actionable business strategies that drive value and competitive advantage.
3. Evaluating and Communicating Insights to Stakeholders: Enhance communication skills to effectively present data-driven insights to diverse stakeholders, fostering data literacy and enabling informed decision-making at all organizational levels.
4. Ethical and Responsible Analytics: Develop a strong understanding of the ethical implications and responsibilities associated with data analytics, including data privacy, transparency, and fairness in business applications.

Admission Requirements

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

- A completed application for graduate study – Online application: https://www.wcsu.edu/graduate/application/
- An official transcript from each college or university previously attended, including all undergraduate and graduate courses, grades, and degrees
- A list of three references, with contact information, preferably from employers or former professors
- A current resume or curriculum vitae
- An optional essay on why the applicant desires to pursue an M.B.A. in Business Analytics at WCSU.
- The Test of English as a Foreign Language (TOEFL) may be required for non-native English speakers with limited exposure to English. We also accept Duolingo.
- For applicants with an undergraduate GPA below 2.75, an official copy of the Graduate Management Admissions Test (GMAT) or the Graduate Record Examination (GRE) test scores is required. GMAT/GRE scores must be from no more than five years prior to the date of enrollment.

Admission to the M.B.A. in Business Analytics program is based on the information in the above items and the meeting with the program coordinator. No admission decision can be made until all of the required materials are in the applicant's file in the Office of Graduate Admissions. Previous academic achievements, GMAT/GRE test scores, recommendations, and work experience are important factors. If you are admitted to the program, you will be required to submit proof of immunization before you can register for courses. For more information, go to https://www.wcsu.edu/healthservices/onlineforms/ for Connecticut State University Immunization Requirements and Connecticut State University Student Health Services Form.

Admission Formula

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

GMAT/GRE Exam Waivers

You may receive a GMAT/GRE waiver if you have significant professional business and management experience, recognized professional certification (CPS, CFA, CMA, CIA, CFP), past graduate degree (master's or higher), or a minimum undergraduate GPA of 2.75, or take 2 M.B.A. 3 S.H. program courses as a non-matriculated student in one semester, and receive an average grade of 3.67 or better. Contact the MBA Coordinator for details on this process.

Degree Requirements

The MBA with Business Analytics concentration program will require successful completion of 37 required credit hours. The MBA (Business Analytics) degree will be conferred upon the matriculated student who has:

- Completed prerequisite courses (minus waived)
- Completed 37 graduate credits (minus waived and transferred credits) with a cumulative GPA of 3.0 B or better
- Participated in program-level assessments
- Completed the program within a six-year period
- Filed the application for the degree with the Office of Graduate Admissions by December 1 for the May commencement, February 1 for an August conferral, or October 1 for a January conferral.

Waiver of Courses

The number of courses required for the M.B.A. in Business Analytics degree may be reduced by waiver of some or all of the prerequisite courses (a maximum of 7 semester hours). These waivers are based on the applicant's undergraduate business degree transcript, completed business courses with satisfactory grades of B or better, or relevant graduate courses with satisfactory grades of B or better.

Transfer of Courses

Up to 12 semester hours of graduate credit may be transferred to the M.B.A. in Business Analytics 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 WestConn's M.B.A. program.

Substitution of Courses

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

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.

This manual, targeted to our Ancell graduate students, provides information about student life at WestConn and the Westside campus. The goal is to ease the transition of graduate students to the program at the Ancell School of Business (ASB).

Courses Rotation

Program course rotation. Course Rotation

Master of Business Administration – Concentration in Business Analytics

Prerequisite Cluster	**(7 credits – courses may be waived)**	
ACC 501	Introduction to Financial Statements	1 SH
ACC 502	Introduction to Managerial Accounting	1 SH
FIN 504	Introduction to Business Statistics	1 SH
FIN 508	Introduction to Economics and Finance	1 SH
MGT 504	Essentials of Operations Management	1 SH
MGT 505	Essentials of Organizational Behavior	1 SH
MIS 512	Essentials of Management Information Systems	1 SH
Required M.B.A. Courses	**(15 credits)**	
ACC 507	Strategic Cost Management	3 SH
FIN 560	Analysis of Financial and Investment Decisions	3 SH
MGT 506	Strategic Management	3 SH
MIS 516	Information Analysis	3 SH
MKT 534	Strategic Marketing Management	3 SH
Concentration	**(9 credits) Choose them from the**	

Courses	**following list:** MIS 5XX Introduction to Data Science and Business Analytics FIN 5XX Statistical Analysis, Data Mining, and Predictive Analytics ACC 5XX Business Intelligence and Data Visualization MKT 596 Digital Marketing Analytics	
Electives	**(6 credits)**	
MKT 539	Effective Managerial Communication	3 SH
MKT 592	International Business Strategy	3 SH
JLA 555	Cybersecurity of the Homeland	3 SH
MGT 544	Negotiations and Conflict Resolution	3 SH
MGT 530	Leadership	3 SH
MGT 547	Human Resource Management	3 SH
MGT 521	Strategic Integration of Operations	3 SH
Total SH:	***37 SH***	

MASTER OF HEALTH ADMINISTRATION (Online)

Master of Health Administration (Online)

Dr. Yaseen Hayajneh Old Main 101

Phone: (203) 837-8183
hayajnehy@wcsu.edu

Accounting Faculty	X. Jiang; Y. Kim.
Finance Faculty	H. Naimot; J. K. Robinson; L. Vo.
Management Faculty	S. Bazan; M. Dugal; L. Forbes; Y. Hayajneh; D. Weltmann.
Management Information Systems	J. Flynn; P. Nugent.
Marketing	J. McCartney.

Accreditation

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

Program Overview and Mission

Western's Master of Health Administration (M.H.A.) program prepares students for managerial positions in a range of health services organizations. The MHA program is an online program designed for part-time study; classes are offered online.

Program Learning Outcomes

1. Demonstrate effective written and oral communication skills when facilitating group interactions, preparing written analyses, presenting compelling arguments and solutions, preparing well-documented plans, reports, and papers and when sharing core health administration principles, concepts and practices.

2. Apply leadership techniques appropriate for the context to inspire and influence individuals and teams to pursue a shared vision and goals.

3. Demonstrate awareness of the multidisciplinary nature of healthcare operations and take responsibility for acting effectively and professionally in teams as a team leader and/or as a member.

4. Apply critical thinking and analytical skills to assess situations, identify challenges and opportunities, solve problems, implement solutions, and evaluate results in health care delivery.

5. Make decisions and conduct oneself according to high ethical and professional standards.

6. Apply knowledge of management and leadership theories and practices to design, organize, mange and improve health care systems and organizations in compliance with industry standards and overall mission.

7. Apply the knowledge of health care organization's structure, operation, finance, accounting, technology and context to design systems of care, develop operational plans and strategic plans in line with organization's overall mission and strategy.

8. Identify and evaluate ways to strengthen the U.S. healthcare system by critically comparing it to international health care systems.

Admission Requirements

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

- a completed application for graduate study – Online application: http://wcsu.edu/graduate/application.asp
- submit official transcripts of all undergraduate and graduate courses and degrees
- 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
- at least one year of full-time work experience or equivalent.

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

Degree Requirements

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

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

Waiver of Courses

A maximum of nine graduate credits may be waived (with substitution) based on undergraduate course

work. The total number of waived and transferred course credits may not exceed 15 semester hours.

Transfer of Courses

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

Course Restrictions

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

Graduate Student Success Manual Graduate Student Success Manual

This manual, targeted to our Ancell graduate students, provides information about student life here at WCSU, and on the Westside campus. The goal is to ease the transition of graduate students to the program at the Ancell School of Business (ASB).

Program Course Rotation – Course Rotation

Master of Health Administration

Management Core 6 SH	
MGT 530 Leadership	3 SH
MGT 547 Human Resource Management	3 SH
	*
Health Services Core 18SH	
MGT 580 Health Delivery Systems	3 SH
MGT 581 Health Services Financial Management	3 SH
MGT 582 Managing Health Services Organizations	3 SH
MGT 585 Health Services Quality Tools	1.5 SH
MGT 589 Health Services Tech and Innovation	1.5 SH
MGT 591 Introduction to Health Policy	3 SH
MGT 595 Strategic Managing for Health Services	3 SH
	*
Elective Courses 12 SH	
Electives	12 SH
Total Semester Hours: 36 SH	

Management Department Electives:

MGT 550 Selected Topics in Management	3 SH
MGT 544 Negotiations and Conflict Resolution	3 SH
MGT 548 Organizational Excellence	3 SH
MGT 588 Healthcare Administrative Residency	3-6 SH

MGT 584 Long Term Care Administration	3 SH
MGT 586 Health Services Marketing	3 SH
MGT 587 Health Services Law	3 SH
MGT 598 Faculty-Developed Study	3 SH
MGT 599 Student-Developed Study	3 SH

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

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

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

Accounting

ACC 501 Introduction to Financial Statements 1 SH

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

ACC 502 Introduction to Managerial Accounting 1 SH

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

ACC 504 Financial Accounting Concepts 3 SH

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

ACC 507 Strategic Cost Management 3 SH

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

ACC 515 Advanced Topics in Business Valuation 3 SH

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

ACC 516 Financial Statement Analysis 3 SH

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

ACC 517 Advanced Accounting Topics 3 SH

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

ACC 518 Advanced Topics in Tax 3 SH

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

ACC 598 Faculty-Developed Course

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

ACC 599 Student-Developed Study

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

Finance

FIN 504 Introduction to Business Statistics 1 SH

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

FIN 508 Introduction to Economics and Finance 1 SH

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

FIN 560 Analysis of Financial and Investment Decisions 3 SH

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

FIN 598 Faculty-Developed Course

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

FIN 599 Student-Developed Study

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

Management

MGT 501 Organizational Behavior 3 SH

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

MGT 504 Essentials of Operations Management 1 SH

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

MGT 505 Essentials of Organizational Behavior 1 SH

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

MGT 506 Strategic Management 3 SH

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

MGT 521 Strategic Integration of Operations 3 SH

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

MGT 525 Managing Public Organizations 3 SH

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

MGT 526 Public Financial Management 3 SH

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

MGT 530 Leadership 3 SH

This course focuses on the competencies that the latest research has identified as essential to effective leadership, such as providing vision, creating and managing change, risk taking, sensing the environment, developing crisis management skills, and maximizing human resources. Utilizing readings from history, literature, video, and the latest business books, this course will challenge students to identify successful leadership competencies and to examine and develop their own leadership skills. *Prerequisite*: Undergraduate courses in Organizational Behavior or MGT 505 Essentials of Organizational Behavior or equivalent.

MGT 544 Negotiations and Conflict Resolution 3 SH

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

MGT 547 Human-Resource Management 3 SH

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

MGT 580 Health Delivery Systems 3 SH

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

MGT 581 Health-Services Financial Management 3 SH

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

MGT 582 Managing Health-Services Organizations 3 SH

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

MGT 583 Continuum of Gerontological Services 3 SH

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

MGT 584 Long-Term Care Administration 3 SH

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

MGT 585 Health Services Quality Tools 1.5 SH

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

MGT 586 Health-Services Marketing 3 SH

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

MGT 587 Health-Services Law 3 SH

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

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

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

MGT 589 Health Services Information Technology and Innovation 1.5 SH

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

MGT 591 Introduction to Health Policy 3 SH

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

MGT 595 Strategic Managing for Health Services 3 SH

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

MGT 598 Faculty-Developed Study

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

MGT 599 Student-Developed Study

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

Management Information Systems

MIS 512 Essentials of Management Information Systems 1 SH

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

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 155, MIS 260 or MIS 512

MIS 563 Information Security Management 3 SH

This course integrates the fundamentals of security program management. Students will learn to how to design, deploy, and manage security controls and policies to safeguard against contemporary cyber threats and regulatory requirements. The course combines lectures and the use of cybersecurity tools for designing effective security programs. The security management addresses the application of industry-standard frameworks to assess information technology risk qualitatively and quantitatively. The course also explores the continuity of operations, guiding students on protecting operations from cyber disruptions and preparing organizations to sustain operations post-cyber incidents. *Prerequisites: MIS 512 and MIS 516.*

MIS 565 Cybersecurity Risk Management 3 SH

This course introduces the student to the risk management framework and industry-accepted methods for performing risk assessment and risk mitigation. The student will learn how to create an inventory of all information assets, assign values to those assets, and explore all vulnerabilities that the assets face and the loss in value if a threat is realized. The course also covers how to assess an organization's risk appetite which affects the degree to which management believes it needs to reduce the level risk by implementing managerial, technical, and policy controls. *Prerequisites: MIS 512 and MIS 516.*

MIS 567 Data Communicaitons and Networking 3 SH

This course provides students with a comprehensive understanding of the technical and management aspects of data communications and networking. This course will cover network models, network technologies, network security, network design, and network management. In addition, the emerging trends in the networking field will be discussed.

MIS 598 Faculty-Developed Study

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

MIS 599 Student-Developed Study

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

Marketing

MKT 509 Fundamentals of Marketing Management 3 SH

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

MKT 533 Promotion and Advertising Strategy 3 SH

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

MKT 534 Strategic Marketing Management 3 SH

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

MKT 539 Effective Managerial Communication 3 SH

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

MKT 591 Selected Topics in Marketing 1-6 SH

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

MKT 592 International Business Strategy 3 SH

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

legal and ethical aspects.

MKT 598 Faculty-Developed Course

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

MKT 599 Student-Developed Study

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

MACRICOSTAS SCHOOL OF ARTS AND SCIENCES

Overview

Degree Programs

MASTER of Arts
History
Mathematics

MASTER OF SCIENCE

Addiction Studies

Artificial Intelligence

Integrative Biological Diversity

Courses

Biology
Chemistry
Communication
Earth Science
History
Mathematics
Physics, Astronomy, and Meteorology

Psychology

MACRICOSTAS SCHOOL OF ARTS AND SCIENCES

Michelle Brown, Dean, WA 300	Phone: (203) 837-9400 brownm@wcsu.edu
Sheryl Scott, Interim Administrative Assistant ,WA 300	Phone: (203) 837-9401 scotts@wcsu.edu
Secretary	Phone: (203) 837-9402 *Fax: (203) 837-8525*

Departments

Biological and Environmental Sciences Chairperson	Theodora Pinou, SB 242, (203) 837-8793
*	
Chemistry Chairperson	Russell Selzer, SB 334, (203) 837-8448
Chemistry Associate Chairperson	Paula Secondo, SB 339, (203) 837-8795
*	
Communication and Media Arts Co-Chairpersons	Petkanas, William, HI 201H, (203) 837-8255 Lever-Mazzuto, Katie, HI 201H, (203) 837-8872
*	
Computer Science Chairperson	Daniel Coffman, WS 111, (203) 837-8746
*	
History & Non-Western Cultures Co-Chairpersons	Joshua Rosenthal, WA 216, (203) 837-8449 Wynn Gadkar-Wilcox, WA 221, (203) 837-8565
*	
Mathematics Chairperson	Michael Shoushani, HI 101K, (203) 837-8745
*	
Philosophy & Humanistic Studies Chairperson	Usekes, Cigdem, WH 021C, (203) 837-3294 Stuart Dalton, WH 021A, (203) 837-3282
*	
Physics, Astronomy & Meteorology Chairperson	Rob Eisenson, SB 277, (203) 837-8989
Physics, Astronomy &	Dennis Dawson, SB 278, (203) 837-8671

MACRICOSTAS SCHOOL OF ARTS AND SCIENCES

Meteorology Associate Chairperson	
*	
Psychology Chairperson	Daniel Barrett, WA 310, (203) 837-8869
*	
Social Sciences Chairperson	Bandhauer, Carina, WA 211, (203) 837-8650
Social Sciences Associate Chairperson	Hegel-Cantarella, WA 217, (203) 837-3914
*	
World Languages and Literatures Chairperson	Stacey Hawkins, HI 218C, (203) 837-8485

Mission and Objectives

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

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

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

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

Graduate Programs

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

Master of Arts degree programs:

History

MACRICOSTAS SCHOOL OF ARTS AND SCIENCES

Mathematics

Master of Science degree programs:

Addiction Studies

Integrative Biological Diversity

MASTER OF ARTS IN HISTORY

Master of Arts in History

Michael Nolan, Graduate Coordinator, WA 223

Phone: (203) 837-8483

nolanm@wcsu.edu

Patricia Lerner, Department Secretary, WA 224

Phone: (203) 837-8484

lernerp@wcsu.edu
Fax: (203) 837-8905

Faculty: K. Allocco; J. Duffy; W. Gadkar-Wilcox; K. Gutzman; L. Lindenauer; M. May; M. Nolan; J. Rosenthal

Program Learning Goal

The goal of the Master of Arts (M.A.) in History degree program is for students to develop their skills in analyzing and interpreting historical events and interrelational developments in diverse areas of the world.

Program Learning Objective

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

Program Learning Outcome

Through our required comprehensive examination and our MA thesis option, students will demonstrate a mastery of a body of advanced secondary literature, a mastery over key events and figures, and an ability to answer key questions in innovative ways appropriate to their specific track and chosen field of study within history.

Admission Requirements

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

Requirements include an earned bachelor's degree from an accredited institution of higher education

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

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

- A completed graduate admission application form and fee.
- Official transcripts for all undergraduate and graduate courses and degrees.
- A statement of purpose, two to four pages, typed and double-spaced. The statement should describe the applicant's relevant past experience, academic and career goals, and interest in the M.A. in History program.
- Two letters of recommendation from individuals who can effectively assess the applicant's general academic potential.
- Acceptance by the History Graduate Admissions Committee.

Degree Requirements

A minimum of 30 semester-hour credits is required for the M.A. in History.

Student must:

a. Complete at least 12 semester hours (four courses) in one of three major fields below:

- American History (AH)
- European History (EH)
- World History (WH)

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

c. Pass a written comprehensive examination in the major field. The comprehensive examination will consist of four questions from at least two different faculty members. At least two of the questions have to be in the major field. To be eligible to take the comprehensive examination, the student must complete all course work prior to or within the semester in which the comprehensive exam is taken. The student must have at that time an average of "B" or better in his or her coursework. Students should contact the graduate coordinator to schedule the comprehensive examination.

Acceptable Variations:

1. Students choosing to do a master's thesis must complete the six (6) semester-hour thesis course (HIS 592) instead of two elective courses.

2. With the graduate coordinator's approval, students may take a maximum of six (6) semester hours in 500-level courses in allied fields (such as English) or in 400-level History courses.

COURSES OFFERED

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

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

Consult the graduate program coordinator for appropriate course selections.

MASTER OF ARTS IN MATHEMATICS

Master of Arts in Mathematics

Xiaodi Wang, Graduate Coordinator, HI 101L
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Faculty: D. Burns; S. Christofi; B. Hall; S. Hayes; S. Lightwood; A. Lubell; P. Maida; C. Rocca; M. Shoushani, X

This program is currently under program restructure and will not be accepting applications for the fall 2023 and spring 2024 terms.

Program Overview and Mission

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

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

Program Learning Goals and Objectives

Upon the completion of the MA in Mathematics program, graduates will

· Demonstrate knowledge of concepts and theories in Algebra, Analysis, Ordinary and Partial Differential Equations, and Applied Statistics. These include:

o theories of measure and integration,

o algebraic structures,

o families of ordinary and partial differential equations and properties of their solutions, and

o applications of statistical techniques and models.

· Be able to prove statements about fundamental concepts in the listed areas,

· Develop and apply problem solving techniques in applied and pure mathematics,

· Develop and use mathematical models in applied areas and analyze the outcomes of those models, with technology assistance when necessary,

· Demonstrate in depth knowledge in two areas of their choice. Possible demonstrations of this knowledge include:

  o Data processing using modern techniques and algorithms such as multivariate statistical analysis or signal analysis

  o Apply major theoretical, analytical, and computational techniques and concepts to analyze, construct, and solve ordinary and partial differential equations used in realistic models of practical importance

  o Proving statements involving measure theory and Lebesgue integration

  o Solving problems and demonstrating proofs involving field extensions, quotient structures, and Galois theory

  o Demonstrating understanding of algebraic structures from a geometric standpoint

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 an applicant does not meet this requirement, s/he is required to complete appropriate courses that are prerequisites to graduate study in mathematics with a GPA of 3.0 or above, these must include at least six of the following seven classes:

  o MAT 222: Introduction to Statistics,

  o MAT 322: Probability

  o MAT 272: Introduction to Linear Algebra,

  o MAT 281: Calculus III,

  o MAT 282: Ordinary Differential Equations,

  o MAT 375: Algebraic Structures,

  o MAT 383: Introduction to Analysis,

Which classes they complete will depend on their background and their educational goals.

· 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.

Possible partial financial support

· Pending availability of funds, students with a strong undergraduate STEM background and demonstrated communication skills, may apply to receive Graduate or Teaching Assistantships to teach Developmental Math Courses as a means of receiving partial financial support for the

MA program and earn teaching experience. Preference will be given to the strongest academically prepared candidate(s).

Degree Requirements

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

1. a minimum of 30 semester hours of course work as described below, and

2. a culminating experience, which consists of a comprehensive examination and may include a thesis.

Comprehensive Examination

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

· a two-hour exam based on two semesters (six credits) of study in algebra, analysis, statistics, or differential equations (analytical and numerical)

· a one-hour exam based on one semester (three credits) of study in algebra, analysis, statistics, or differential equations (analytical or numerical)

The exams must be complementary so that the student will be tested in areas of both pure and applied mathematics.

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

· repeat that particular section of the examination on the next examination date or

· choose another option with the approval of the department graduate committee.

Passing of appropriate certification exams (such as Society of Actuaries and Certified Financial Analyst professional exams) which cover the appropriate material can be considered as a substitute for one of,

but not both, exams.

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

The comprehensive examination approach must be planned and agreed upon by the student and the graduate coordinator.

Thesis

In lieu of the two-hour exam, exceptional students (Graduate GPA>=3.75) may complete a thesis. They will still take the one-hour exam and the content of that exam must be complementary to the thesis so

that the student has demonstrated facility with both applied and pure mathematics. Students who publish an article in a peer-reviewed journal may submit the article for consideration for their thesis.

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

Master of Arts in Mathematics

The M.A. in Mathematics requires completion of 30 semester hours including 4 required courses (12 SH), 4 additional courses from our regular offerings (12 SH), and 2 additional courses from our regular offerings, special topics, or independent study (6 SH).

The Master of Arts in Mathematics degree program must be planned and agreed upon by the student and the graduate coordinator.

REQUIRED (12 SH)

MAT 507	Applied Statistics I	3 SH
MAT 512	Group Theory	3 SH
MAT 514	Measure Theory and Integration	3 SH
MAT 568	Partial Differential Equations	3 SH

Regular Offerings (12-18 SH)

MAT 505	Mathematical Logic	3 SH
MAT 508	Applied Statistics II	3 SH
MAT 513	Modern Algebra II	3 SH
MAT 518	Complex Analysis	3 SH

MAT 522	Advanced Geometry	3 SH
MAT 528	Number Theory	3 SH
MAT 529	Historical Development of Mathematics	3 SH
MAT 569	Numerical Methods for Ordinary and Partial Differential and Partial Differential Equations (OPDEs)	3 SH
MAT 570	Applications of Machine Learning and Wavelets	3 SH
MAT 571	Functional Analysis	3 SH

Other (0-6 SH)

MAT 540	Topics in Mathematics	3 SH
MAT 598	Faculty-Developed Study	3 SH
MAT 599	Student-Developed Study	3 SH

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

2 + 1 HR Comprehensive Exam __ OR 1 HR Comprehensive Exam ___ AND Thesis 3 to 6 S.H.__

MASTER OF SCIENCE IN ADDICTION STUDIES

Mary Murphy, Graduate Coordinator — Phone: (203) 837-8944 — murphym@wcsu.edu

Carol O'Connor, Psychology Dept Admin Asst. — WA 304, 203-837-8470

Full-time faculty, Licensed Clinical Psychologists: N. Gallucci, Ph.D.; M. Murphy, LADC, Ph.D.

Part-time faculty: J. Conrad, LADC; B. Gee, Ph.D.; K. Heybruck, MPH; S. Murphy, Ph.D.; R. Murtaugh, MBA, LADC ; J. Poling, Ph.D.; R. Woodward, LADC

MS Addiction Studies Website

Mission

Our mission is to develop professionals with the knowledge and values to be career-long learners, and effective and ethical providers in the treatment of addiction. We serve the state of Connecticut by providing the highest quality training in best practices for treating and preventing substance use disorders through integrated behavioral health services with a focus on treatment and recovery in high need and high demand areas.

Program Objectives

The M.S. in Addiction Studies Program will produce professionals who can:

1. Apply evidence-based principles to lead effective individual, family and group counseling for Substance Use Disorders (SUDs).

2. Develop and implement best-practice treatment plans and propose risk reduction interventions.

3. Employ and articulate the professional values and ethics specific to intervention and prevention in this field.

4. Utilize current DSM diagnostic criteria for Substance Use Disorders (SUD) and related psychological disorders across diverse populations, and provide referral, consultation and collaboration with mental health providers and/or medical providers to ensure continuity of care, adherence to best practice treatment standards for the individual's Co-occurring Diagnosis (COD), and achieve through the treatment of SUDs & CODs, optimal treatment outcomes.

5. Demonstrate the ability to conduct effective program reviews on addiction services and psychopharmacological treatment.

Licensure

Graduates will be prepared to meet CT Department of Public Health educational requirements to become a Licensed Alcohol and Drug Counselor (LADC). Students are responsible for knowing the up to date guidelines for licensure as described by DPH at https://portal.ct.gov/dph/practitioner-licensing–investigations/alcohol-drug-counselor/alcohol-and-drug-counselor-licensure-requirements

The LADC in Connecticut requires a Master's degree from an accredited institution of higher education in social work, marriage and family therapy, counseling, psychology or a related field that included a minimum of eighteen graduate semester hours in counseling or counseling-related subjects as well as supervised experience in the field. Additional requirements for licensure are:

– 300 hours of supervised practical training in Alcohol and Drug Counseling.

– Two years of supervised work experience.

– The M.S. in Addiction Studies program includes a supervised internship. The program provides all of the education that satisfies CT DPH licensure requirements for the LADC.

Job Prospects

Graduates will be prepared to apply for jobs as counselors, supervisors, team leaders, inpatient managers, outpatient coordinators, and other careers in the substance use disorders field. Given the unfortunate and devastating surge in opioid use in New England, our graduates regularly gain immediate employment before or upon graduation so they are able to work toward the two years of supervised work experience requirement for LADC. Addiction counselors are in high demand in Connecticut as the state has the highest concentration of jobs and location quotients in this occupation in the nation – 2,600 jobs (www.bls.gov.).

Admission Requirements

Applicants who wish to be admitted to the M.S. in Addiction Studies must submit the following materials to the Office of Graduate Admissions:

1. An online application for admission to the Office of Graduate Admissions and a $50 application fee. WestConn graduates should apply using the Fast Track online application. https://www.wcsu.edu/graduate/

2. Applicants must hold a baccalaureate degree from an accredited institution of higher education at time of entry into the program. Students who are graduating in the current year are encouraged to apply. Final

transcripts will be requested before finalizing admissions decisions.

3. One official transcript mailed to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degrees. Mail transcripts to Western Connecticut State University, 181 White Street, Danbury, CT 06810 Attention: Office of Graduate Admissions. Electronic transcripts can be forwarded to graduateadmissions@wcsu.edu

4. Applicant's cumulative undergraduate grade point average (GPA) must be at least a 3.0 for admission consideration into the program. Students who do not meet this criterion are encouraged to contact the Program Coordinator. Students may be asked to complete a prerequisite course before admission decisions are finalized.

5. An interview with the department admissions committee.

6. A psychology undergraduate major is not required. However, it is preferred for students to have skills (e.g., completed coursework) in the following areas. Such courses are not required. Applicants should specify the relevant courses or experiences they have completed.

- o research methods in the behavioral sciences
- o basic understanding of the current DSM.
- o applied experience in psychology or a related field

Advanced Standing Pathway Option

Individuals with demonstrated competency in substance use disorder counseling evidenced by exemplary performance in relevant undergraduate coursework and field placements may apply for advanced standing. Such students complete the M.S. in Addiction Studies in 30-31 credits (rather than 37).

Courses waived for advanced standing will be established upon admission, after a review of prior work by the graduate coordinator. Students will receive documentation of the approved program prior to the start of the program.

WCSU Psychology Candidates

The WCSU Psychology Department four-course (16 credit) undergraduate sequence in Substance Use Counseling prepares students for certification as a Certified Drug and Alcohol Counselor (CADC) in Connecticut. Students who have completed three (3) courses of this CADC sequence at WCSU and a relevant field placement are eligible to apply for admission with Advanced Standing to the M.S. in Addiction Studies program. Specifically, eligible candidates must have:

· An undergraduate GPA of 3.0 or higher. (see above for exceptions)

· Completed three courses in the WCSU Substance Use Counseling sequence (three of: PSY 392, PSY 393, PSY 394, PSY 395) with a grade of B or better in each course

· Completed a field placement through PSY 306, or PSY 439, or the equivalent as determined by

the Psychology Graduate Admissions Committee, e.g. prior work experience in the substance use field.

External Candidates

Applicants to the M.S. program who have completed a Drug and Alcohol Recovery Counselor (DARC) program at a Connecticut Community College, such as Manchester Community College, Naugatuck Valley Community College, and Gateway Community college, are also encouraged to apply for Advanced Standing recognition. The DARC program is nationally accredited through the National Addiction Studies Accreditation Commission (NASAC). In addition to the 30-credit DARC curriculum, candidates must have completed an internship in their DARC program and have a baccalaureate degree with a GPA of 3.0 or higher.

Course Schedule:

Students complete the following coursework. Students may choose full-time or part-time options and can enter the program in the Fall or Spring.

Option 1 : Full-time Pathway ___ Option 2 : Part-time Pathway ___

Core Addiction Studies Courses (4 credits each, 16 credits total)

PSY 592 Substance Use Counseling: Assessment and Counseling (offered every Fall)

PSY 593 Substance Use Counseling: Psychopharmacology (offered every Spring)

PSY 594 Substance Use Counseling: Counseling Techniques (offered every Fall)

PSY 595 Substance Use Counseling: Applied Individual and Group Counseling (offered every Spring)

Additional Required Courses (3 credits each, 15 credits total)

PSY 581 Development and Evaluation of SUD Intervention Program (offered every Summer I)

PSY 584 Substance Use and Co-Occurring Disorders: Diagnosis and Interventions (offered every Fall)

PSY 582 Professional Development and Ethics (offered every Fall)

PSY 583 Theories of Psychotherapy (offered every Winter int.)

PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment (offered every Summer I)

Internship (3 credits)

PSY 530 Internship in Addiction Studies (offered every Spring)

200 hours of supervised practical training in Alcohol and Drug Counseling

Master Project (3 credits)

PSY 590 Masters Project (offered every Spring)

Completed in one semester or over the entire program.

Total credits: 37

Frequently Asked Questions

- *When does the program begin?*
  Students are admitted in both Fall and Spring semesters. Full-time students can complete all program requirements in one year; part-time students in two years. Note: Spring admissions must start at part-time status but can choose to switch to full-time in the Fall.
- *How much is tuition?*
  Student tuition rates and fees, and information on financial aid, can be found at: Tuition and Fees
- *Are Graduate Assistantships available?*
  Yes. Contact the Graduate Coordinator for information.
- *Can courses be taken online?*
  Some designated courses are offered online.
- *Is there an interview for admission?*
  Yes. This is scheduled after review of application materials.
- *Is there an internship?*
  Yes. The program places you at an internship site. Students are also welcome to propose agency placements with approval of the Graduate Coordinator, or in cooperation with the faculty.
- *Do I have to be a psychology major to apply?*
  No. Applications are encouraged from a variety of related undergraduate fields.
- *I have been working many years. Can I successfully come back to school for this program?*
  Some of our most successful graduates have been in similar situations.

Sample course schedule:

FULL-TIME PATHWAY

Fall

PSY 583 Theories of Psychotherapy (3 Cr)
PSY 592 Substance Use Counseling: Assessment and Counseling (4 Cr)
PSY 530 Internship in Addiction Studies (3 Cr) online
PSY 594 Substance Use Counseling: Counseling Techniques (4 Cr)

Winter

PSY 581 Development and Evaluation of SUD Intervention Programs (3 Cr) Online.

Spring

PSY 595 Substance Use Counseling: Applied Individual and Group Counseling (4 Cr)

PSY 593 Psychopharmacology (4 Cr)
PSY 590 Masters Project (3 Cr) hybrid
PSY 584 Substance Use Disorders & Co-Occurring Disorders: Diagnosis and Interventions (3 Cr)

Summer I

PSY 582 Professional Development and Ethics (3 Cr) Online
PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment (3 Cr) Online

Summer II

PSY 581 Development and Evaluation of SUD Intervention Programs (3 Cr) Online

TOTAL: 37 Credits

PART-TIME PATHWAY

Fall Year 1

Please note that students pursuing the part-time pathway may start in the Fall or Spring semester.

1st Fall
PSY 530 Internship in Addiction Studies (3 Cr) online
PSY 594 Substance Use Counseling: Counseling Techniques (4 Cr)

1st Winter
n/a

1st Spring
PSY 593 Substance Use Counseling: Psychopharmacology (4 Cr)
PSY 595 Substance Use Counseling: Applied Individual and Group Counseling (4 Cr)

1st Summer
PSY 582 Professional Development and Ethics (3 Cr) online

2nd Fall
PSY 583 Theories of Psychotherapy (3 Cr)
PSY 592 Substance Use Counseling: Assessment and Counseling. (4 Cr)

2nd Winter
PSY 581 Development and Evaluation of SUD Intervention Programs (3 Cr) online

2nd Spring
PSY 584 Substance Use Disorders & Co-Occurring Disorders: Diagnosis and Interventions (3 Cr)
PSY 590 Masters Project (3 Cr) hybrid

2nd Summer
PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment (3 Cr) online

TOTAL: 37 Credits

MASTER OF SCIENCE IN ARTIFICIAL INTELLIGENCE

MS in Artificial Intelligence

Dr. Dan Coffman, Graduate Coordinator
Higgins Hall 039B
Phone (office): (203) 837-8746
coffmand@wcsu.edu

Faculty: D. Coffman; S. Band; X. Wu

Program Overview and Mission

The Master of Science in Artificial Intelligence provides students with a broad and deep knowledge of both practical and theoretical aspects of this modern discipline. Students may complete the program's 10 courses, totaling 33 credit hours, in one year. After acquiring a solid mathematical and computational foundation in artificial intelligence, students will complete advanced courses in neural networks and deep learning, reinforcement learning and autonomous systems. They will learn the latest techniques in natural language processing, and the also-important ethical and safety considerations of artificial intelligence. Upon successful completion of the first 30 credits of course work, students will either write an original thesis, or complete a final project or approved internship.

Program Learning Goals and Outcomes

1. Identify problems to which artificial intelligence techniques are applicable.
2. Understand a wide variety of learning algorithms.
3. Implement and evaluate neural network models generated from data.
4. Apply contemporary techniques for deep machine learning, reinforcement learning, natural language processing and algorithmic robotics, judge applicability of the techniques.
5. Participate in the design and implementation of systems that act intelligently and learn from experience.
6. Demonstrate an understanding and judgement of the philosophical, humanitarian, ethical and safety aspects of artificial intelligence and apply these aspects when making design and implementation decisions.

Admission Requirements

Successful completion of an undergraduate degree. The following courses from the WCSU course catalog or their equivalents will be required as pre-requisites:

- MAT 141: Foundational Discrete Mathematics
- MAT 181: Calculus I

- MAT 182: Calculus II
- MAT 207: Proofs or MAT 304: Discrete Mathematics for Computer Science
- MAT 222: Introduction to Statistics
- MAT 272: Linear Algebra
- CS 140: Introduction to Programming
- CS 172: Intermediate Java Programming or CS 170: Language C++
- CS 250: Introduction to Data Structures, Algorithms, and Complexity, or CS 221:

Object Oriented Programing and Data Structures together with CS 315: Design

and Analysis of Algorithms

- One of CS 305, 350, or 360, these all discuss software engineering
- CS 285: Artificial Intelligence

The program welcomes students from diverse educational backgrounds. Prospective students should submit all undergraduate transcripts and a 500 word essay explaining why they would like to join the program. Students can enroll full-time or part-time.

All admission materials should be forwarded to the Office of Graduate Admissions, Western Connecticut State university, 181 White Street, Danbury CT 06897 or sent as an attachment to graduateadmissions@wcsu.edu .

To complete an application: Graduate Application

International Students: Instructions for International Students

Master of Science in Artificial Intelligence – Sample 1-year plan

Semester 1		16 SH	Rotation
MAT 531	Multivariable Mathematics for Machine Learning	3 SH	Fall Semester
MAT 532	Probability and Statistics for Machine Learning	3 SH	Fall Semester
CS 510	Foundations of Artificial Intelligence	3 SH	Fall Semester
CS 525	Neutral Networks and Depp Learning	4 SH	Fall Semester
PHI 527	Philosophy, Ethics, and Safety of Artificial Intelligence	3 SH	Fall Semester
Semester 2		14 SH	
MAT 533	Analysis and Optimization	3 SH	Spring Semester
CS 534	Reinforcement Learning	4 SH	Spring Semester
CS 533	Natural Language Processing	4 SH	Spring Semester
CS 532	Autonomous Systems	3 SH	Spring Semester

Semester 2 or Summer or Semester 3		3 SH	
CS 5XX	Final Project or Thesis or Approved Internship	3 SH	As Needed
TOTAL SH:	33 SH		

MASTER OF SCIENCE IN INTEGRATIVE BIOLOGICAL DIVERSITY

Master of Science in Integrative Biological Diversity

Michelle Monette, Co-Graduate Coordinator, SB 141	Phone: (203) 837-9894 Email: ibdcoordinator@wcsu.edu
Hannah Reynolds, Co-Graduate Coordinator, SB 213	Phone: (203) 837-8796 Email: ibdcoordinator@wcsu.edu
Eliamar Gonzalez, Department Secretary, SB 220	Phone: (203) 837-8791 Email: gonzalezel@wcsu.edu Fax: (203) 837-8769
Participating WCSU Faculty	D. Christopher; N. Connally; J. Cordeira; K. Giamanco; M. Monette; T. Pinou: H. Reynolds; C. Santibanez-Lopes; M. Wagener; E. Wong.

Program Overview and Mission

The Master of Science (MS) degree in Integrative Biological Diversity blends the biological and environmental sciences with current social issues in order to train students to assess, manage, and think critically about biodiversity issues. The Integrative Biological Diversity degree combines graduate courses with faculty expertise across the Connecticut State Colleges and University (CSCU) System, specifically with the Department of Environment, Geography, and Marine Sciences at SCSU. Students have opportunities to collaborate with partnering organizations to engage in real-world practice. This program is suitable for secondary education teachers, current environmental science professionals, and others who are interested in a graduate-level biology degree that focuses on the ecological, physiological, and natural history of biological organisms.

Learning Goals

The MS in Integrative Biological Diversity develops environmentally-responsible stewards that can apply scientific thinking to conserve biological resources, manage biodiversity, and address the concerns of stakeholders.

Objectives

Students in the MS in Integrative Biological Diversity program will:

1. apply the use of technologies (e.g. molecular methods or use of geographic information systems) to assess biological diversity and/or environmental health.
2. examine, quantify and describe organismal diversity across temporal and spatial scales (e.g. using geographic or phylogenetic analysis)
3. communicate with stakeholders about critical issues surrounding biodiversity (e.g., climate change, sustainability, emerging infectious diseases).

Learning Outcomes:

The MS in Integrative Biological Diversity will produce professionals who

1. can define diversity and explain the interconnections of organisms that are the result of millions of years of coexistence and adaptation,
2. are able to measure and monitor biodiversity using fundamental ecological techniques as well as in spatial and temporal dimensions,
3. understand the adaptive relationship between form and function and mechanisms that control this relationship, and
4. strive to maintain biodiversity through policy, sustainable development, and stewardship.

Admission Requirements

A student wishing to obtain a MS in Integrative Biological Diversity must hold a baccalaureate degree in biology, environmental science, or related program. The program welcomes students from diverse educational backgrounds (including non-science majors) who have experience or have completed previous coursework in biodiversity. The applicant should have an undergraduate cumulative average of at least 3.0 on a GPA scale of 1 – 4 or a recommendation from the graduate program coordinator. Prospective students should submit all undergraduate transcripts and a 500 word essay explaining why they would like to join the program. Students can enroll full-time or part-time, but full-time students who successfully complete the stewardship seminar will be given funding priority for Graduate Assistantships (GA), Teaching Assistant Fellowships (TAF) and/or grant-funded training fellowships. The deadline to submit an application for Fall admission is March 15th, but applications will be accepted afterwards on a case-by-case basis.

For more information and a TAF application: Teaching Assistant Fellowship

All admission materials should be forwarded to the Office of Graduate Admissions, Western Connecticut State university, 181 White Street, Danbury CT 06897 or sent as an attachment to graduateadmissions@wcsu.edu.

To learn more about the program and apply, visit MS Integrative Biological Diversity

Application

To complete an application: Graduate Application

International Students: Instructions for International Students

Fast Track Application for WCSU Alumni: FAST TRACK APPLICATION

Degree Requirements

MS in Integrative Biological Diversity requires the completion of a total of 30 credits in one of two options.

Option 1: 27 credits of coursework, and 3 credits of stewardship.

Option 2: 21 credits of coursework, 3 credits of stewardship, 6 credits of thesis.

Students must take courses from both WCSU and SCSU campuses.

Master of Science in Integrative Biological Diversity

Required courses	***9 SH***
Stewardship Seminar (BIO 505)	1 SH
Applied Stewardship (BIO 506)	2 SH
Climate Change (BIO 559 – SCSU)	3 SH
Technology Course (several options)	3 SH
	*
Electives courses	***21 SH***
Thesis Track	15 SH
Thesis Research (BIO 592)	6 SH
or	
Non-Thesis Track	21 SH
Total Credits	***30 SH***

Available WCSU Courses unless otherwise noted:

A designation of "T" indicates technology course.

BIO 505 Stewardship Seminar	1 SH
BIO 506 Applied Stewardship	2 SH
BIO 504 Limnology	3 SH
BIO 507 Biodiversity of Fungi	3 SH
BIO 508 Public Policy for Biodiversity	3 SH
BIO 509 GIS for Biological and Environmental Sciences (T)	4 SH

BIO 516 Current Techniques in Cell and Molecular Biology (T)	3 SH
BIO 522 Ecosystems and Environmental Concerns (SCSU course)	3 SH
BIO 527 Analytical Technology / Instrumentation (SCSU course)	6 SH
BIO 530 Population Genetics (T)	3 SH
BIO 538 Molecular Mechanisms of Animal Development (T)	3 SH
BIO 539 Molecular Biology of Prokaryotes (T)	3 SH
BIO 542 Long Island Sound (SCSU course)	3 SH
BIO 543 Stream Ecology	4 SH
BIO 544 Readings and Research in Environmental Concerns (SCSU course)	3 SH
BIO 545 Advanced Systematic Biology (T)	3 SH
BIO 550 Environmental Design (SCSU course)	3 SH
BIO 555 Conservation Physiology	3 SH
BIO 556 Herpetology	4 SH
BIO 559 Energy Use and Global Climate Change (SCSU course)	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
BIO 600 Continuing Integrative Biological Diversity Thesis Research	3 SH

Biology

BIO 500 Graduate Seminar 3 SH

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

BIO 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 505 Biological Diversity Stewardship Seminar 1 SH

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

BIO 506 Applied Stewardship 2 SH

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

BIO 507 Biodiversity of Fungi 3 SH

The fungal kingdom includes an estimated 1.5 million species, with the majority still undescribed. Fungi are found in every known ecosystem, acting as decomposers, mutualists, commensals, and pathogens. They have evolved numerous adaptations for growth in extreme environments. In human health, some fungi are sources of antibiotic discovery, while others are causes of allergies and disease. Invasive fungi may lower diversity of plant or animal species, even threatening some with extinction. Thus, understanding fungal biodiversity is critical for understanding ecosystem functioning and conservation. In this course, students will read and discuss a mix of primary literature and review articles on current

research in fungal biodiversity in a range of ecosystems. Students will evaluate study design, with a focus on hypothesis generation, scale and sampling strategies, and identification of open questions in the field. Students will complete a review and analyze metadata to investigate an area in fungal biodiversity relating to their interests.

BIO 508 Public Policy for Biodiversity 3 SH

This course will cover the foundation and skills required to approach policy development for issues related to biodiversity protection. Classes will address the history of biodiversity policy efforts, the levels at which policy can be considered, the stakeholders related to policy, and tactics to successfully communicate and execute biodiversity policy plans. Weekly class meetings will be driven by selected readings and comprise discussion and hands-on activities such as exploring case studies and in-class debates. Students will produce a public policy white paper on a topic of their choice and execute two science policy actions. Some class meetings may include guest speakers involved with biodiversity policy.

BIO 509 GIS for Biological and Environmental Sciences 4 SH

Geographic Information Systems (GIS) are spatially-explicit relational databases that can be used for observing, layering, and analyzing data on maps. In this course, students will learn GIS concepts via projects that apply directly to current environmental issues. This course will provide an opportunity for students to develop a basic GIS skill set in spatial analysis by gaining hands-on experience using current GIS software and handheld global positioning system (GPS) devices. Students will apply statistics and other analytical methods to answer spatial questions relevant to biology. Students will explore such topics such as identifying habitats for conservation, assessing risk for zoonotic diseases, and evaluating watershed systems at risk. This class will fulfill the Technology (T) course requirement the MS Integrated Biological Diversity degree. Prerequisite: Bachelor's degree in biology or permission by 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 522 Ecosystems and Environmental Concerns **3 SH**

This course covers major ecosystems and biomes, their ecological challenges, and consideration of our collective future. Course equivalent at SCSU ENV 532.

BIO 525 Computational Methods in Ecology and Evolution *(Lab)* **4 SH**

All organisms have a unique history that can be explained by studying their complex interaction with the environment. While the focus of ecology was largely restricted to explain this interaction, little attention

was paid to their shared evolutionary histories. Luckily, an integration between these two disciplines has begun recently. However, modern methods in ecology and evolution require basic knowledge and skills in command-line. Hence, this course aims to teach graduate students from our master's program the basic theory and general computational and data skills to analyze data at different levels: population, species, and community. Specifically, this course will aim to introduce the students to work with basic Unix command-line, searching with regular expressions, analyze data with basic R packages and/or python scripts. This course will make emphasis on biological sequence (DNA), ecological and geographic data (localities with coordinates) analyses and its applications. This course is expected to help students with their own research at Western Connecticut State University.

BIO 527 Analytical Technology / Instrumentation 6 SH

This course will examine laboratory and field techniques useful in designing field studies and quantifying environmental conditions. Students will participate in the design of a field study and collect sediment and water samples for analysis. In addition, this course will cover fundamental principles of instrumental chemical analysis and practical applications of molecular spectroscopy and atomic spectroscopy. These two instruments are widely used in environmental problem solving. Lectures will cover the basic concepts of good laboratory practices, field study sampling techniques, chemical analysis and the fundamental principles of the analytical techniques to be used. In the laboratory, students will gain hands-on experience both by performing a series of required basic chemical determinations and by undertaking a special project. Students will prepare written reports describing the methods, the theory underlying those methods, results, and figures of merit. Course equivalent at SCSU ENV 539.

BIO 530 Population Genetics 3 SH

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

BIO 531 Molecular Evolution 3 SH

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

BIO 535 Advanced Molecular Biology 4 SH

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

BIO 536 Molecular Oncology 3 SH

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

BIO 537 Molecular Endocrinology 3 SH

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

BIO 538 Molecular Mechanisms of Animal Development 3 SH

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

BIO 539 Molecular Biology of Procaryotes 3 SH

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

BIO 540 Aquatic Vascular Plants 4 SH

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

BIO 542 Long Island Sound 3 SH

This course presents a survey of the regional coastal environment, its physical characteristics, habitats and natural ecosystems, economic uses and development pressures. In particular, this course will examine the value people place on coastal resources, the ecological, physical and social problems caused by human habitation of the coast and various approaches designed to manage coastal resources. Special emphasis will be placed on examining Long Island Sound coastal environments. Course equivalent at SCSU ENV 552.

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 544 Readings and Research in Environmental Concerns 3 SH

A large body of literature has developed during the last 100 years or so, the majority of it focusing on nature, environmental concerns, and human relationships. This literature includes essays, fiction, non-fiction, poetry, and research articles. Environmental literature has often been responsible for promoting a societal response. Such works as Rachael Carson's Silent Spring, Henry David Thoreau's, Walden Pond, Aldo Leopold's, Sand County Almanac, and Edward Abbey's Desert Solitaire have often been cited as impetus for change. In this course students will be responsible for reading and critiquing a variety of environmental writings. Although it is impossible to do a comprehensive study of environmental literature in one semester, this course will provide students with a broad range of reading experiences, discussion and reflection of readings, as well as the opportunity to identify an author and present that author's work to the class. Course equivalent at SCSU ENV 534.

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 550 Environmental Design 3 SH

Developing practical and effective solutions to pressing environmental problems requires intentional and proactive design. Sustainability is a nexus of environment, community, and economy, and design must incorporate all three for success. In this course we will examine and develop several types of environmental designs using the SCSU campus as a case study, and we'll explore processes of design and innovation. Course equivalent at SCSU ENV 540.

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 Conservation Physiology 3 SH

This course involves discussions of principles and current research on the physiological responses and adaptations of animals for survival in changing environmental conditions. The effects of human-induced environmental change including climate change as well as other chemical, physical, and biotic stressors on organismal functions as well as their population and ecosystem-level consequences are explored. This course will also explore how physiological knowledge and tools are used to inform policy and to support management decisions aimed at conserving biodiversity and protecting biological resources. Prerequisites: Acceptance into the MS in Integrative and Biological Diversity degree program or permission by the instructor. Frequency: To be offered every 3 years during the Fall semester.

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 559 Energy Use and Global Climate Change 3 SH

Examination of the scientific, social, economic and political aspects of global climate change due to energy production using fossil-fuels. Course equivalent at SCSU ENV 559.

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.

BIO 600 Continuing Integrated Biological Diversity Thesis Research 3 SH

Continuing Integrated Biological Diversity thesis Research is designed to continue faculty mentoring and advisement in special cases where the thesis requires continuous and intensive laboratory research training that may go beyond 6 credits of Independent Thesis Research (Bio592). These credits cannot be substituted for the 30 S.H. required for the MS degree.

Chemistry

CHE 598 Faculty-Developed Course

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

CHE 599 Student-Developed Study

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

Communication

COM 598 Faculty-Developed Course

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

COM 599 Student-Developed Study

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

Earth and Planetary Sciences

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

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

History

HIS 501 Development of Western Thought 3 SH

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

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

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

HIS 506 Readings in American History to 1877 3 SH

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

HIS 507 Readings in American History Since 1877 3 SH

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

HIS 508 Readings in European History to 1500 3 SH

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

HIS 509 Readings in European History Since 1500 3 SH

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

HIS 510 Fascism: Revolution or Counterrevolution 3 SH

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

HIS 511 The Communist Revolution and the Soviet Union 3 SH

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

HIS 515 The French Revolution 3 SH

This course offers an anatomy of an unplanned revolution, tracing and assessing the development of the

peaceful meeting of the Estates-General into a rampant revolution and its reversion to more traditional forms. The Napoleonic era will be treated as an integral part of the Revolution as it spread throughout Europe.

HIS 516 The American Revolution 3 SH

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

HIS 520 Origins of World War I 3 SH

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

HIS 521 Origins of World War II 3 SH

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

HIS 528 World War II 3 SH

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

HIS 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 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

MAT 505 Mathematical Logic 3 SH

An introduction to mathematical logic, including sentential logic and first-order logic. Soundness, completeness, and compactness of sentential and first-order logic. Expressing properties of various mathematical structures with first-order languages. Applications of compactness. Prerequisite: MAT 375 or equivalent

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

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

MAT 512 Group Theory 3 SH

Groups are one of the fundamental mathematical objects that help us to understand how and why things work as they do in mathematics. They are significant in their own right, but are also important in applications of mathematics to physics, chemistry, and information security. As such, students can greatly benefit from a clear understanding of their properties and structures. Prerequisite: MAT 375: Algebraic Structures, or equivalent.

MAT 513 Rings, Fields, and Galois Theory 3 SH

In this course, we examine rings, fields, field extensions, and vector spaces. Using these, we will study the Fundamental Theorem of Galois Theory in order to why some polynomials admit general solutions while others do not. Along the way we will also examine, rational, irrational, transcendental, constructible, and non-constructible numbers. Prerequisite: MAT 512: Group Theory or equivalent.

MAT 514 Measure Theory and Integration 3 SH

A first graduate course in Real Analysis. General theory of measure and Lebesgue integration, and Lp-spaces. Prerequisite: MAT 383 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 Advanced Geometry 3 SH

A second course in geometry focusing on axiomatic systems and non-Euclidean geometric systems. Topics covered include finite geometry, affine geometry, transformational geometry, analytic geometry, hyperbolic geometry and projective geometry. Proof and explanation are emphasized throughout. Prerequisite: Admission to MA program in Mathematics, MAT 207 and MAT 3xx or equivalent. Offered spring semester in odd years. Prerequisites: Admission to the MA Program in Mathematics, MAT 207 and MAT 3xx Axiomatic Geometry (or equivalent) or permission of the instructor.

MAT 528 Number Theory 3 SH

This course will give a broad overview of the fundamental ideas in number theory and examine a handful of applications.

MAT 529 Historical Development of Mathematics 3 SH

In this course we will examine significant moments in the development of key areas of mathematics. Particular emphasis will be placed on understanding contributions from a variety of cultures and time periods, as well as from significant individuals. Prerequisite: Successful completion of at least one 200-level math class or Equivalent, this course is not open to students who have completed MAT 429.

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 568 Partial Differential Equations 3 SH

This course is a comprehensive introduction to solution methods for partial differential equations. Advanced solution methods for ordinary differential equations, primarily for use in constructing solutions to partial differential equations, will also be discussed. Students will be introduced to a variety of partial differential equations of various orders and types. Fundamental analytical solution methods for partial differential equations will be discussed. Students will also be exposed to the occurrence and use of partial differential equations in various real-world applications. Appropriate technology will be used throughout the course as an aid in visualizing solutions, and to reinforce material learned in the course. Prerequisite(s): MAT 281 and MAT 282 with a grade of C or better. MAT 383 highly recommended.

MAT 569 Numerical Methods for Ordinary and Partial Differential Equations (OPDEs) 3 SH

The course will cover the development, analysis, and application of efficient and stable numerical methods to ordinary and partial differential equations that arise in a wide range of science, including

meteorology; business; and engineering applications. Prerequisite(s): MAT 281 and MAT 282 with a grade of C or better.

MAT 570 Applications of Machine Learning and Wavelets 3 SH

The study of various transforms and their use in wavelet analysis and machine learning. This course will provide a foundation for wavelet analysis and machine learning techniques. The purpose of this course is to prepare students to apply relevant tools from wavelet analysis and machine learning to a variety of real-world problems and to prepare them to apply these tools for future use in their career, for instance, in graduate school / industry. Prerequisite(s): MAT 332 with a grade of C or better.

MAT 571 Functional Analysis 3 SH

This course provides a thorough introduction to the foundations of functional analysis in normed linear spaces. The course will include a treatment of both Banach and Hilbert spaces. Fundamental theorems including but not limited to the "Big theorems" of functional analysis such as the Hahn-Banach theorem, Baire category theorem, uniform boundedness theorem, open mapping theorem, and closed graph theorem as well as their applications will be discussed. Linear operators including bounded, compact, and self-adjoint operators will be defined and their spectral properties will be explored. Prerequisite(s): MAT 272 and MAT 383 with a grade of C or better.

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.

Physics, Astronomy & Meteorology

EPS 510 Physical Oceanography 3 SH

This course is a detailed, scientific introduction to physical oceanography. It will consider the physical properties of seawater, important thermodynamic and dynamic processes influencing the oceans, the distribution of currents and oceanic circulation, the formation of water types and masses, as well as ocean waves and coastal processes. Instruments and platforms used to study the ocean will be discussed. *Prerequiste/Corequisite*: PHY 510 or written permission of the instructor.

EPS 521 Meteorology and Weather Systems 3 SH

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

EPS 530 Planetary Physics 3 SH

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

EPS 540 Physical Geology 3 SH

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

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

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

PHY 510 Thermodynamics 3 SH

This course will develop the basic concepts of classical thermodynamics and apply them to the Earth's

atmosphere and oceans, the Earth's lithosphere, mantle, and core, as well as other planetary environments in the solar system. Equal parts are devoted to theoretical and practical applications. *Prerequisite*: a year of calculus-based general physics.

PHY 520 Scientific Methods 3 SH

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

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

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

PHY 590 Seminar in Earth and Planetary Sciences 3 SH

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

PHY 598 Faculty-Developed Course

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

PHY 599 Student-Developed Study

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

Psychology

PSY 530 Internship in Addiction Studies 3 SH

This course provides three hours of academic credit. Students will complete a field placement at a health service agency that includes treatment and prevention services for substance use disorders (SUDs) as either a primary or secondary focus. Our partner agencies emphasize inter-professional and team-based care. Internship sites will work cooperatively with WCSU Psychology to provide an internship experience which meets the goals and objectives necessary to adequately prepare an LADC-in-training. Internship agency partners will provide an on-site supervisor with appropriate clinical and supervisory experience. Agency partners are preferred who are working toward or have instituted the integration of SUD and primary care, and provide students experience with medication-assisted treatment (MAT). Clinical supervision by the PSY 530 instructor occurs on a weekly basis in a small group setting and includes preparation in SUD assessment, diagnosis, treatment, and prevention. Professional ethics will also be a focus of supervision, including issues of privacy and confidentiality, dual relationships, supervision and consultation, continuing education and self-evaluation, required record-keeping, diversity in practice, and the importance of language use and stigma, among other relevant topics. A goal of the course is to prepare alcohol and drug counselors to engage in professional and ethical practice in the field.

PSY 581 Development and Evaluation of SUD Intervention Programs 3 SH

This course provides three hours of academic credit in substance use disorder program development and evaluation. Program development requires knowledge of evidence-based and culturally congruent interventions and the ability to implement interventions in a cost-effective manner. New programs may be needed to address new and emerging trends in addiction treatment and prevention. Program evaluation gathers credible evidence (data) about the activities, characteristics, and outcomes of intervention programs. Results of evaluation help us to make judgements about the substance use program, improve its effectiveness, and/or inform decisions about future program development. In this course, students will learn to generate outcome evaluation questions; identify and measure appropriate indicators of these outcomes using information from records, interviews, questionnaires and focus groups; and summarize and interpret these findings for appropriate audiences. The primary goal of evaluation research is improving the quality of care given to clients. Offered every summer.

PSY 582 Professional Development and Ethics 3 SH

The objective of the course is to prepare substance use counselors to engage in professional and ethical practice in the field. It will also focus on identifying common hurdles and barriers to professional and ethical practice and provide students with practical guidelines to address these barriers and intervene. Offered every fall semester.

PSY 583 Theories of Psychotherapy 3 SH

In this course, the most influential theories for the treatment of substance use disorders will be studied

and evaluated. Theories will be considered in historical context and will also be evaluated in context with current research findings. Counseling issues with women, ethnic minorities, adolescents, and LGBTQ clients will be identified. Students will be asked to identify appropriate interventions for specific clients. Students will demonstrate an understanding of how to implement treatment plans in individual and group counseling.

PSY 584 Substance Use and Co-Occurring Disorders: Diagnosis and Interventions 3 SH

The objective of this course is to prepare substance use disorders counselors for identifying and treating substance use and comorbid mental disorders. It will also focus on the etiology and prevention of substance use and other mental disorders. It will provide instruction in group psychotherapies and team approaches for treating these disorders. Students will study harm-reduction interventions and develop an understanding of the roles of professional therapists and self-help groups such as Alcoholics Anonymous (AA) and Narcotics Anonymous (NA). Offered every spring semester.

PSY 585 Current Topics in Substance Use Disorders Assessment and Treatment 3 SH

The objective of the course is to have students plan and identify pathways to staying up to date on relevant clinical, research, and community based information that will inform their long-term practice of addiction counseling. Specific topics addressed will include current changes in addictive substance use, changes in community based patterns of drug use, interaction with the medical field and with medical comorbidities, and the use of technology in clinical practice. The course will also focus on identifying pathways and tools to staying up to date on current topics in the field of addiction. Students will examine their roles as trained addiction professionals in the community through providing educational efforts, staying informed on legislative topics that are related to understanding and treating addiction, and through promoting the science of addiction. Offered every summer.

PSY 590 Master's Project 3 SH

This course provides the opportunity for graduate students to research, design and implement their own intervention in the field of addiction prevention, education, or treatment. The project can be designed in any area of practice and must be fully implemented by the end of the course. Projects must be evidence-based and meet current best practice standards. Instruction and training in community outreach is provided. The course content is open-ended and dependent on the topical interests of the students, the needs of the community, and the guidance of the course instructor. Class meetings serve as a forum for members of the group to discuss and critically evaluate the methodological, research, and ethical issues raised in each other's projects. Offered every spring semester.

PSY 592 Substance Use Counseling: Assessment and Counseling 4 SH

This course provides four hours of academic credit, and is divided into four equal parts. The first two parts concern the assessment of substance abuse, treatment planning, and professional ethics. This will include reviews of the prevalence and etiology of substance abuse, the assessment of substance abuse by interviews and psychometric instruments, individual differences among substance abusers, comorbidity, the determination of the level of care necessary for substance abusers, and assessments of patient's readiness to change. The third and fourth parts will focus on practice considerations resulting from differences in gender, ethnicity, age, LGBT, and health status. Offered every fall semester.

PSY 593 Substance Use Counseling: Psychopharmacology 4 SH

This course provides four hours of academic credit. The objective of the course is to have students obtain a working knowledge of the psychopharmacology of addictive substances as well as of medications for both addiction and co-occurring psychiatric diagnoses. Students will study the biological processes involved in tolerance and withdrawal from major categories of addictive substances and protocols for detoxification from psychoactive substances. The pharmacology of medication assisted treatments for addiction will be a major focus, including being able to identify the biological mechanisms through which they work, understand the potential risks and side effects, and understand prescribing concerns specific to individuals with use of multiple substances and/or comorbid psychiatric or medical conditions. The course will also focus on identifying pathways to effective interdisciplinary practice around medication management of symptoms and to knowledge of how to become consumers of relevant, current topics in medication management of symptoms. Important issues to consider in the psychopharmacology of SUD interventions will include a focus on HIV/AID treatments and interactions. The necessity of multicultural awareness in counseling with clients in recovery from SUD will be emphasized throughout.

PSY 594 Substance Use Counseling: Counseling Techniques 4 SH

In this course, the most influential psychotherapeutic interventions for the treatment of substance use disorders will be studied and evaluated. Professional ethics and guidelines for practice will be reviewed. The counselor's role in supporting the 12-step fellowships of Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) and in preventing and managing relapse will be analyzed. Counseling issues with women, ethnic minorities, adolescents, and LGBT clients will be identified. Students will demonstrate an understanding of how to implement treatment plans in individual and group counseling. Offered every fall semester.

PSY 595 Substance Use Counseling: Applied individual and Group Counseling 4 SH

In this course, specific strategies and interventions for counseling and psychotherapy with substance abusers will be studied. There will be an emphasis on interventions that have universal applications in counseling and psychotherapy. Sensitization to multicultural practices in counseling and psychotherapy will be emphasized. The Stages of Change in counseling and psychotherapy and ambivalence about change will be studied. Ethical guidelines for professional practice will be analyzed. Offered every spring semester.

Prerequisites for all PSY graduate courses: Graduate standing in the Master of Science in Addiction Studies program or permission of the instructor.

SCHOOL OF PROFESSIONAL STUDIES

Overview

Degree Programs

Education

Doctor of Education in Instructional Leadership

Master of Arts in Teaching in Secondary Education

Master of Science in Education: Literacy and Language Arts

Master of Science in Education: Special Education K-12

Master of Science in Education: Option in Instructional Technology (not accepting applications at this time)

Sixth-Year Certificate in Teaching English to Speakers of Other Languages (TESOL)

Educational Psychology

Master of Science in Applied Behavior Analysis

Master of Science in Counselor Education: Clinical Mental Health Counseling

Master of Science in Counselor Education: School Counseling

Justice and Law Administration

Master of Science in Homeland Security

Nursing

Doctor of Education in Nursing Education

Doctor of Nursing Practice

Master of Science in Nursing:

Adult-Gerontology Clinical Specialist

Adult-Gerontology Nurse Practitioner

Psychiatric Mental Health Nurse Practitioner

Post-Master's Certificate in Adult-Gerontology Nurse Practitioner

Courses

Education
Educational Psychology
Health Promotions & Exercise Sciences

Justice and Law Administration

Nursing

SCHOOL OF PROFESSIONAL STUDIES

Joan Palladino, Interim Dean, WH 123	Phone: (203) 837-9500 eckertb@wcsu.edu
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Department

Education Chairperson

Katherine Roe, Chair

Educational Psychology Co-Chairpersons

Stephanie Kuhn, Co-Chair, ABA Program Coordinator, WH 318B, (203) 837-3206

Lorrie-Anne Monte, Co-Chair, Counselor Education Program Coordinator (Clinical Mental Health Counseling and School Counseling), WH 322C, (203) 837-3262

Health Promotion and Exercise Sciences Co-Chairperson

Robyn Housemann, Chair, BR 230D, (203) 837-8882

Health Promotion and Exercise Sciences Assistant Chairperson

Emily Stevens, BR 230E, (203) 837-3903

Justice and Law Administration Chairperson

Kim Marino, WS 353, (203) 837-3973

Nursing Chairperson

Jeanette Lupinacci, WH 107AE, (203) 837-8570

Social Work Chairperson

Karen Mclean, WH 101C, (203) 837-8937

Mission and Objectives

The mission of the School of Professional Studies is to prepare students to be highly competent professionals in education, nursing, health promotion, and social work. The programs in the school are nationally recognized for achieving high professional standards and intensive clinical experiences. The school recognizes the effect of a dynamic, changing society on these professions and is committed to responding positively to these changes. This is accomplished by close involvement with practicing professionals and timely updates to our programs of study.

The school actively contributes to the body of knowledge of these professions. Through applied research and scholarly activities, the faculty challenges students in scientific inquiry and performance-based practice. The school provides entry to these professions through initial preparation at the undergraduate level and further development through master's and doctoral programs.

Departments in the School of Professional Studies are responsive and creative in providing best-practice teaching methods in each of their disciplines. Each department uses evidence-based, experimental, teaching and learning methods and engages in interdisciplinary and collaborative efforts with other units within the university and the professional communities. The School of Professional Studies is the leading education center for western Connecticut in the professions of education, nursing, health promotions, and social work.

Graduate Degree Programs

Education and Educational Psychology

Doctor of Education in Instructional Leadership

Certificate for Intermediate Administration and Supervision (Endorsement 092)

Master of Arts in Teaching

Options:

Secondary Education-Biology

Secondary Education – Chemistry

Secondary Education – English

Secondary Education-Mathematics

Secondary Education – Social Studies

Secondary Education-Spanish

Master of Science in Applied Behavior Analysis

Master's degree in Applied Behavior Analysis

Certificate in Applied Behavior Analysis

Master of Science in Education

Options:

Curriculum

Instructional Technology (non-certification)

Master of Science in Education in Literacy and Language Arts

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

Master of Science in Counselor Education

Options:

Clinical Mental Health Counseling

School Counseling

Certificate

Justice and Law Administration

Master of Science in Homeland Security

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

Doctor of Education in Instructional Leadership

Marcia A. B. Delcourt, Graduate Coordinator, WH 317C	Phone: (203) 837-9121 delcourtm@wcsu.edu
Therese Richardson, Department Secretary, WH 321	Phone: (203) 837-8510 richardsont@wcsu.edu
Website	EdD Leadership

Faculty: Marcia A. B. Delcourt, Coordinator, Ed.D. in Instructional Leadership; Tricia J. Stewart; Patricia Cosentino, Coordinator, Certificate in Intermediate Administration and Supervision (Endorsement #092)

Accreditation

All university and associated programs are accredited through the New England commission of Higher Education (NECHE). 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 Council for the Accreditation of Educator Preparation (CAEP). Both programs are aligned with the standards from the National Educational Leadership Preparation (NELP) through the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA).

Program Overview: EdD in Instructional Leadership

The Doctor of Education in Instructional Leadership at WCSU:

- Focuses on enriching the leadership practices of practitioners from a range of occupations through a commitment to individual and organizational growth.
- Prepares people from diverse backgrounds to acquire new knowledge, skills, and opportunities for administrative, policy, instructional, and research roles.
- Facilitates a collaborative learning environment focused on instructional leadership, assessment, policy, interpersonal skills and group processes, administrative management processes, ethics, Diversity, Equity, and Inclusion (DEI), and social change, all while engaging in meaningful learning opportunities.
- Offers a 60-credit program that can be completed in 3 years.
- Provides an optional K-12 Certificate for Intermediate Administration and Supervision (Endorsement #092) in Connecticut. This certificate program, sponsored by WCSU, is a collaboration between WCSU and Central Connecticut State University (CCSU), and requires previous teaching certification and teaching experience.

Program Overview: Certificate in Intermediate Administration and Supervision (Endorsement

#092)

The Certification in Intermediate Administration and Supervision (Endorsement #092) is available to current or former Ed.D. Instructional Leadership candidates. 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/ associate superintendent in the State of Connecticut. These positions include roles such as department chair, curriculum coach or director, 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 Connecticut Administrator's Test (CAT).

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

Goals and Learning Outcomes: EdD in Instructional Leadership Program and 092 Certificate

Alignment of Learning Goals, Outcomes, and Courses

Learning Goals	*Outcomes*	*Related Course: Key Assessment Courses are Underlined*
Instructional Leadership		
1. Understand and apply best practices in instruction, curriculum, assessment, and leadership (WCSU Learning Outcome- Curiosity and Intellectual Engagement)	Institutional vision statement, a leadership plan, a policy analysis, culminating project	ED 800 ED 803 ED 821
Psychological Contexts of Education and Instructional Leadership		
2. Implement instructional leadership as it relates to an individual's cognitive and affective domains (WCSU Learning Outcome- Creative Thinking)	Curricula designed to address diversity across strengths, ability levels, and cultural backgrounds that also fosters creative growth, culminating project	ED 804 ED 823
Social Contexts of Education and Instructional Leadership	Culminating project	ED 801
3. Serve as change agents and instructional leaders in a diverse, evolving society (WCSU Learning Outcome- Global Learning)	Higher Order Thinking (HOT) investigation	ED 805 ED 824
Collaboration and Communication	School/district improvement	ED 820

Learning Goals	*Outcomes*	*Related Course: Key Assessment Courses are Underlined*
4. Demonstrate effective communication and facilitate collaboration with those they lead (WCSU Learning Outcome-Communication)	strategies and a professional development plan designed to address one or more aspects of an institution's strategic plan, culminating project, program evaluation stakeholder project	ED 803
Inquiry/Research		ED 805
		ED 806
		ED 860
		ED 861
5. Base decisions on research and data as a basis of decision-making and organizational learning (WCSU Learning Outcome- Integrative Learning)	Inquiry into the development of a culminating project	ED 865
		ED 866
		ED 867
		ED 882
		ED 884
Technology		
6. Utilize technology for leadership and learning	Culminating project	ED 802

WCSU's Ed.D. in Instructional Leadership is founded on the belief that instructional leaders are found within all organizations to advance institutional learning and growth. Technology, training and educational growth organizational management, and assessment succeed only if they are supported, embraced, internalized, and actualized by members of the community. This program supports the talent, energy, and experience of individuals who are focused on being change agents for organizational advancement and a focus on the future including Diversity, Equity, and Inclusion.

Admission Requirements: EdD in Instructional Leadership Program

Application Checklist:

For additional information, please contact the Office of Graduate Admissions at (203) 837-8243.

Program information is available at EdD Leadership

Please submit:

__ 1. a completed application form: EdD Application (online)

__ 2. a one- to two-page résumé

__ 3. official transcripts from all colleges and universities you have attended; a minimum cumulative GPA of 3.0 for all previous graduate course is required

__ 4. essay

__ 5. two recommendations attesting to your professional educational qualifications and ability to complete a doctoral program. The official WCSU form must be used for the completion of all recommendations. Recommendation Form (For those intending to complete the Certification in Intermediate Administration and Supervision, at least one of these recommendations must be completed by someone from the central administrative office in your school district.)

The Test of English as a Foreign Language (TOEFL) is required for all international students.

Upon acceptance a completed immunization form (required before course registration): Health Form

Please note:

1. Admission to the program will be determined after a satisfactory interview with designated WCSU representatives from the Ed.D. admissions committee.
2. Please do not send any additional materials.
3. Admission to the Ed.D. Program in Instructional Leadership is competitive and based on being a well-rounded individual with leadership potential and a commitment to Diversity, Equity, and Inclusion.
4. Cohorts consist of approximately 15 candidates.
5. Review of application materials is ongoing.
6. This program is based on a cohort model that accepts students annually for a Fall Semester start date.

Admission Requirements: Certificate for Intermediate Administration and Supervision (Endorsement #092)

Patricia Cosentino, EdD, 092 Coordinator

Admission to the #092 Endorsement occurs 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.

The following requirements were set forth by the CSDE for completion of a program for a Certificate for Intermediate Administration and Supervision in Connecticut. These criteria must be met by all applicants:

1. 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
4. a state-approved planned program specific to school administration

For WCSU's program, the entrance materials include the following information:

1. two recommendations, using a form with specific criteria and questions developed in conjunction with faculty at WCSU, CCSU, and local administrators. One recommendation needs to 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.
2. an application and leadership mini-portfolio needs to be completed by each applicant. The application will be assessed using a scoring rubric that incorporates knowledge, skills, and dispositions.
3. 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. However, there are times when an extension through WCSU's Office of Graduate Studies is available if a student needs to request additional program completion time beyond the six-year limit.

Transfer of Credit

There are two opportunities to transfer credits to the EdD in Instructional Leadership program. Students who wish to use transfer credits upon entry to the program must make this request at the time of initial application to the university. Transfer of courses completed after a student is admitted to the graduate program must be approved in advance of registering for a course outside of WCSU by completing the transfer credit form.

The amount of graduate credit transferable into the doctoral degree program from other accredited institutions is limited to 25% of the total credits. Students must complete half the program (50% of the total credits) at WCSU (including, seminars, internships, culminating projects and/or comprehensive examination).

All transfer credits must represent satisfactory work (a grade of B or better) at the institution where the work was completed and must be in accordance with a planned program of study. Transfer credits older than 10 years are not accepted toward any graduate program at WCSU. Courses used to earn a degree are not transferrable to any graduate program at WCSU. Transfer credits are not included in a determination of cumulative GPA's for graduate students at WCSU.

Academic Grading Policies

Students obtaining a grade of B- or lower will be required to retake the course 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 to complete the program.

Data Management System License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. This data management system is part of WCSU's assessment process and essential for continuous accreditation. All key assessments for courses must be uploaded to LiveText for a student to receive a grade for the designated courses. Information about purchasing the license will be included in an admissions letter. If you have questions, please contact Dr. Katherine Roe (roek@wcsu.edu), Department of Education and Educational Psychology Chair.

Course Sequence: Doctor of Education in Instructional Leadership

A minimum of 60 semester hours is required for the Ed.D. degree, including the requirement for a culminating project. Course Descriptions

Year	Semester	Cr Hr	Activity/Course
1	August		Orientation
1	Fall	3	ED 800: Foundations of Instructional Leadership*
1	Fall	3	ED 865: Introduction to Research
1	Winter	3	ED 821: Leadership Theory, Assessment, and Development
1	Spring	3	ED 820: Topics in Curriculum and Instruction*
1	Spring	3	ED 804: Leadership in Learning and Cognition*
1	Summer Session II	3	ED 805: Program Evaluation I*
2	Fall	3	ED 860: Quantitative Methods Applied to Educational Research
2	Fall	3	ED 806: Advanced Program Evaluation

2	Winter	3	ED 824: Diversity, Equity and Inclusion in Educational Organizations
2	Spring	3	ED 803: Educational Policy and Practice
2	Spring	3	ED 861: Qualitative Methods Applied to Educational Research
2	Summer Session I	3	ED 802: Leadership in Instructional Technology for Equity
2	Summer Session II	3	ED 801: Leadership in Collaborative Processes
3	Fall	3	ED 866: Applied Educational Research
3	Fall	3	ED 867 Readings and Research
3	Winter	3	ED 823: Models of Creative Thinking and Innovation
3	Spring	3	ED 991: Culminating Project /Dissertation 1
3	Spring	3	ED 992: Culmination Project/Dissertation 2
3	Summer	3	ED 993: Culmination Project/Dissertation 3
3	Summer	3	ED 994: Culmination Project/Dissertation 4
	Total	60	

Course Sequence: Certificate for Intermediate Administration and Supervision (Endorsement 092) Course Sequence

The planned program for this certificate is a total of 24 semester hours. The recommending institution, WCSU, will offer 18 of these credits, including the internship. The remaining six credits will be offered through CCSU. The program is offered every other year.

Institution	Cr Hr	Courses
WCSU	3	ED 800: Foundations of Instructional Leadership*
WCSU	3	ED 804: Learning, Cognition, and Teaching*
WCSU	3	ED 820: Topics in Curriculum and Instruction*
WCSU	3	ED 805: Research and Evaluation in Education*
CCSU	3	EDL 618: Understanding the Political and Ethical Environment of School Leadership
CCSU	3	EDL 656: Leadership and Supervision in Teaching and Learning

Institution	Cr Hr	Courses
WCSU	3	ED 660: Internship and Seminar in Educational Leadership: Theory, Research, and Practice I
WCSU	3	ED 665: Internship and Seminar in Educational Leadership: Theory, Research, and Practice II

Note: These courses are offered according to the EdD in Instructional Leadership course sequence.

After completing all courses in the certificate program with a grade of B or higher, submitting all key assessments into Live Text, and passing the Connecticut Administrators Test (CAT), and completing the state paperwork, students are responsible for forwarding all materials to the 092 Coordinator and then, the WCSU Certification Officer, who will review these materials and, if satisfactory, will send them to the CSDE.

MASTER OF ARTS IN TEACHING IN SECONDARY EDUCATION / TESOL

Master of Arts in Teaching in Secondary Education / TESOL

Offering Options in Secondary Education (Biology, Chemistry, English, Mathematics, Social Studies, or Spanish)

Patricia Michael, Program Coordinator, WH 329B
Phone: (203) 837-8676
michaelp@wcsu.edu

Therese Richardson, Department Secretary, WH 321
Phone: (203) 837-8510
richardsont@wcsu.edu
Fax: (203) 837-8413

Faculty: T. Canada, M. Daria, K. Roe.

Purpose of the Program

The mission of the MAT in Secondary Education/TESOL is to prepare secondary educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares secondary educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in secondary schools and communities to impact student learning.

Goals, Objectives, and Learning Outcomes

The goals, objectives and learning outcomes of WCSU's MAT Secondary Education/TESOL Program are varied and are critical to facilitate the development of secondary educators to work in diverse classrooms. The program is designed to prepare educators to:

A. Graduates of the program will be demonstrate and apply knowledge of content;

1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for secondary students as indicated by the design of learning segments.

B. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners;

1. Understand the role of professional judgment and practical knowledge for improving all

students' development and achievement as indicated by performance in residency.

2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on student learning.

C. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals;

1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in residency.

D. Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.

1. Demonstrate expertise in working collaboratively with colleagues to design instruction as indicated by clinical performance in residency.

Admission Requirements

Applicants who wish to be admitted to the program must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee – Graduate Application

2. One official transcript mailed (not hand-delivered) to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degrees.

3. A cumulative undergraduate grade point average of a 2.7 or higher is required

4. Undergraduate major in the certification area (Biology, Chemistry, English, Mathematics, Social Studies, or Spanish)

5. Passing score on the ACTFL exam for those applicants seeking Spanish certification

6. Two letters of reference Recommendation Form

7. Evidence of an earned baccalaureate degree from an accredited institution of higher education

Graduate students in the program must complete the requirements for the degree within six-years.

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Westconn's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: Livetext. Information about purchasing the license is at this link: https://www.bkstr.com/wcsustore/home. If you have questions, please contact Alicia Schmidt, Livetext Coordinator, at schmitta@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 Education Department confirms all decisions of this meeting via a letter to the student teacher. The letter is signed by the chairperson of the Education Department and the Director of Field and Clinical Experiences; 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 Education Department, the Director of Field and Clinical Experiences, and the university supervisor. The affected student also has the right—within two weeks of the hearing

date—to appeal, in writing, his/her dismissal to the Dean of Professional Studies.

Master of Arts in Teaching in Secondary Education (45 SH)		*45 SH*	**Cohort Sequence**
ED 500	Contemporary Educational Issues	3 SH	Summer III
ED 501	Introduction to Educational Research	3 SH	Summer III
ED 502	Secondary Student Teaching	6 SH	Spring (2nd)
ED 503	Educational Psychology	3 SH	Spring (1st)
ED 507	Research Based Classroom Practice	3 SH	Fall (1st)
ED 514	Teaching Reading in the Content Area	3 SH	Summer II
ED 530	Curriculum of Secondary School	3 SH	Fall (2nd)
ED 571	Urban Education Experience	3 SH	Summer I
ED 592	Capstone in Education	3 SH	Spring (2nd)
ED 593	Standards, Mandates, and Legal Issues in Education	3 SH	Fall (1st)
ED 619	Theory and Practices in Bilingual Education	3 SH	Summer I
ED 622	Approaches and Methods for Teaching Second Language Learners	3 SH	Spring (1st)
ED 5XX	Teaching in Secondary Schools	3 SH	Fall (2nd)
EPY 509	Exceptional Learners: Children and Adolescents	3 SH	Summer II

***Final semester is scheduled to be at full-time student status (9-credit hours)**

Cross-endorsement: TESOL (15 SH)

ENG 506	History of English Language and Linguistics	3 SH	Spring 20xx
ENG 517	English Grammar	3 SH	Fall 20xx
ED 624	Second Language Acquisition	3 SH	Fall 20xx
ED 625	Assessment for Second Language Learners	3 SH	Spring 20xx
ED 627	TESOL Practicum Grades K-12	3 SH	Summer II 20xx

New York State Certification requirements include additional assessments and workshops:

- Education – Bachelors Degree
- Minimum 2.50 Undergraduate GPA
- New York State Teacher Certification Exam – Educating All Students Test (EAS)
- Content Specialty Test (CST) – In Subject Area
- Workshop – Child Abuse Identification
- Workshop – School Violence Intervention and Prevention

- Workshop – Dignity For All Students Act
- Fingerprint Clearance

Candidates should confirm with the New York State Education Department or another State to determine if a Western Connecticut State University graduate program meets the State certification requirements. NASDTEC coordinates the Interstate Agreement that outlines cooperation for reciprocity.

MASTER OF SCIENCE IN EDUCATION IN LITERACY AND LANGUAGE ARTS

Master of Science in Education in Literacy and Language Arts

Dr. Annmarie Spatola, Graduate Coordinator	Phone: (203) 837-8938 spatolaa@wcsu.edu
Therese Richardson, Department Secretary, WH 321	Phone: (203) 837-8510 richardsont@wcsu.edu Fax: (203) 837-8413

Faculty: M. Daria; K. Roe; A. Spatola.

Program Overview and Mission

The mission of the MSED in Literacy and Language Arts Program is to prepare educators to become reading specialists, literacy coaches, and professional leaders who are highly knowledgeable in the theoretical and practical foundations of literacy, recognize access to literacy education, and work to impact student learning in culturally diverse populations in grades 1-12 schools and communities.

Goals, Objectives, and Learning Outcomes of the MSED in Literacy and Language Arts Program

The goals, objectives, and learning outcomes of WCSU's MSED in Literacy and Language Arts Program are varied and critical to facilitate the development of reading specialists, literacy coaches, and professional leaders. The program is designed to prepare grades 1-12 educators as follows:

A. Graduates of the program will use their knowledge of cognitive, linguistic, motivational, and socio-cultural foundations of literacy to sustain and connect classroom communities.

1. Synthesize and apply major theories and empirical research that describe the cognitive, linguistic, motivational, and socio-cultural foundations of reading and writing development, processes, and components.
2. Indicate application of major theories and empirical research through the design of an action research project in literacy.

B. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.

1. Expand their professional knowledge base regarding the education and development of exceptional, gifted, talented, and disabled students as indicated by case studies of struggling

readers and writers.
2. Accurately assess and analyze student learning, and reflect on adjustments needed for both instruction and assessment as indicated by the student learning project.

C. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational goals.

1. Demonstrate the ability to apply their knowledge of theory and empirical research.
2. Impact student learning as indicated by clinical performance in the practicum.

D. Graduates of the program will demonstrate the ability to work jointly, collaboratively, and cooperatively with learners, peers, educational professionals, and other community members to meet the needs of all learners.

1. Work collaboratively with administrators, colleagues, parents, and community members.
2. Utilize these collaborations to design literacy instruction as indicated by their portfolio in the practicum.

Admission Requirements

Applicants who wish to be admitted to the program must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee that may be waived for current WCSU students and alumni through online registration using the Fast-Track Application System: **https://www.wcsu.edu/graduate/application/**
2. An earned baccalaureate degree or evidence that conferral is pending
3. Demonstrate a 2.7 grade point average (GPA) or higher
4. Hold an initial teaching certificate or documentation that certification is pending

Out-of-state certified teachers must check with their State Education Department to determine if a Western Connecticut State University graduate program meets their state's certification requirements.

New York State Certification requirements include additional assessments and workshops:

- Pathway: Completion Of A Comparable Educator Program In Another U.S. State
- Completion of a Comparable Approved Program in Another Jurisdiction – Literacy (Birth-Grade 6)
- Education – Bachelors Degree
- Minimum 2.50 Undergraduate GPA
- New York State Teacher Certification Exam – Educating All Students Test (EAS)
- Content Specialty Test (CST) – Literacy or Safety Net Literacy
- Workshop – Child Abuse Identification
- Workshop – School Violence Intervention and Prevention
- Workshop – Dignity For All Students Act
- Fingerprint Clearance

Candidates should confirm with the New York State Education Department or another State to

determine if a Western Connecticut State University graduate program meets the State certification requirements. NASDTEC coordinates the Interstate Agreement that outlines cooperation for reciprocity.

Program Entry Interviews and Academic Planning

Each candidate must meet with the graduate coordinator to discuss and plan the academic program.

LiveText License Requirement
All candidates who enter in Education Programs at Western Connecticut State University must purchase a LiveText license before or during the first week of class. LiveText is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: https://www.bkstr.com/wcsustore/home . If you have questions, please contact, Alicia Schmidt, Livetext Coordinator at schmitta@wcsu.edu.

Degree Requirements

ONE-YEAR / ONLINE / MSED IN LITERACY & LANGUAGE ARTS PROGRAM

SEMESTER	COURSES	CREDITS
Fall	**ED 548** Analysis of Reading Difficulties	**3**
	ED 608 Sociolinguistics	**3**
Winter Intersession	**ED 535** Content Area Literacy: Development of Reading in the Secondary School	**3**
Spring	**ED 609** Assessments in Reading and Language Arts	**3**
	ED 611 Action Research in Literacy	**3**
Summer Session I	**ED 517** Development of Reading in the Elementary School	**3**
	ED 576 Learning, Coaching, and Reflective Practice	**3**

Summer Session II	**ED 612** Practicum in Reading and Literacy 1-5	**3**
	ED 613 Practicum in Reading and Literacy 6-12	**3**
Summer Session III	**ED 607** Language Development	**3**
	TOTAL CREDITS:	**30**

***To Earn Certification #102: Remedial Reading Specialist**, candidates must first earn their master's degree by completing the MSED in Literacy Program, pass the Pearson Reading Specialist exam, and submit an application to the CT State Dept. of Education.

****Tier II – Cross-Endorsement: Reading and Language Arts Consultant #097 Certification**

Cross-endorsement: Reading and Language Arts Consultant Program Leads to CT Reading and Language Arts Consultant Certification (097 certification).

Admission Requirements

Must hold a current teaching certification, have completed the Master of Science in Reading and Language Arts Consultant Program, and have earned Certification #102.

Earn Certification #097: Reading and Language Arts Consultant(Additional Credits: 12)

To earn 097 certification, a candidate must have 10 months of experience as a Remedial Reading Specialist and complete the following four courses: ED 614, ED 615, ED 616, ED 593. Coursework for #097 certification may be completed prior to obtaining a position as a Remedial Reading Specialist; however, 097 certification will not be granted until 10 months of experience has been completed.

SEMESTER	COURSES	CREDITS
Fall	**ED 614** Advanced Diagnosis and Remediation	**3**
	ED 615 Organization, Administration, and Evaluation of Reading Programs	**3**
Winter Intersession	**ED 593** Standards, Mandates, and Legal Issues in Education	**3**
Spring	**ED 616** Practicum in Reading and Language Arts Consultant	**3**

12 TOTAL

MASTER OF SCIENCE IN EDUCATION IN SPECIAL EDUCATION (PK-12)

Master of Science in Education in Special Education (PK-12)
A one-year, 30-credit Online Program

Katherine Roe, Education Department Chair, Phone: (203) 837-3263
roek@wcsu.edu

Therese Richardson, Department Secretary, WH 321 Phone: (203) 837-8510
richardsont@wcsu.edu
Fax: (203) 837-8413

Faculty: M. Daria, K. Roe.

Program Overview and Mission

The mission of the MSED in Special Education (PK-12) Program is to prepare special educators to work collaboratively in varied settings and cultural contexts. Using an inquiry approach, the program prepares special educators to differentiate instruction, advocate for diverse learners, assess, and create interventions. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in PK-12 schools and communities to impact student learning.

Goals, Objectives, and Learning Outcomes of the MSED in Special Education (PK-12) Program

The goals, objectives and learning outcomes of WCSU's MSED in Special Education (K-12) Program are varied and are critical to facilitate the development of special educators to work in diverse classrooms. The program is designed to prepare PK-12 educators to:

A. Graduates of the program will use their knowledge of how language, culture, and family background influence the learning of individuals with exceptionalities to create inclusive communities;

1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities as indicated by the design of intervention plan.

B. Graduates of the program will change lives by using their professional judgement and knowledge to create quality, inclusive education;

1. Understand the role of professional judgment and practical knowledge for improving all students' development and achievement as indicated by case studies of diverse learners

2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the measuring student learning project.

C. Graduates of the program will work with colleagues to design and/or implement an integrated, comprehensive, and balanced inclusive curriculum;

1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by clinical performance in the practicum.

D. Graduates of the program will work with colleagues to design, implement, and evaluate special education programs to reflect research-based practices.

1. Demonstrate expertise in designing, implementing, evaluating, and improving special education to reflect research-based practices as indicated by portfolio in the practicum.

Admission Requirements

Applicants who wish to be admitted to the program must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to Graduate Admissions and a $50 application fee that may be waived for current WCSU students and alumni through online registration using the Fast-Track Application System: https://www.wcsu.edu/graduate/application/ .
2. One official transcript mailed (not hand-delivered) to Graduate Admissions from each college or university previously attended, including all earned grades and degree. (For initial non-matriculating enrollment, an unofficial transcript indicating a 2.7 undergraduate grade point average (GPA) or higher and the baccalaureate degree will suffice.
3. A copy of a valid initial teaching certificate.
4. Evidence of an earned baccalaureate degree from an accredited institution of higher education.

Graduate students in the program must complete the requirements for the degree within six years.

New York State Certification requirements include additional assessments and workshops:

- Completion of a Comparable Approved Program in Another Jurisdiction
- Education – Bachelors Degree
- Minimum 2.50 Undergraduate GPA
- New York State Teacher Certification Exam – Educating All Students (EAS),
- Content Specialty Exams (CST), specifically the Student with Disabilities subtest, and Workshops: Child Abuse Identification and Reporting
- Workshops: Dignity for All Students Act
- Workshops: School Violence Prevention and Intervention
- Workshops: Coursework or training in the Needs of Students with Autism

Candidates should confirm with the New York State Education Department or another State to determine if a Western Connecticut State University graduate program meets the State certification requirements. NASDTEC coordinates the Interstate Agreement that outlines cooperation for reciprocity.

Program Entry Interviews and Academic Planning

Each candidate must meet with the graduate coordinator to discuss and plan the academic program. Course-sequencing suggestions will be provided at that time.

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: https://www.bkstr.com/wcsustore/home.

Degree Requirements

COURSES	Credits	Semester
ED 509 Exceptional Learner: Child & Adolescent	3 SH	Summer Session II
ED 525 Teaching Students with Learning Disabilities	3 SH	Fall
ED 617 Assessments in Special Education	3 SH	Fall
ED 618 Collaborative Program Planning	3 SH	Intersession
ED 545 Teaching Students with Emotional and Behavioral Disorders	3 SH	Spring
ED 606 Teaching Students with Multiple and Severe Disabilities	3 SH	Spring
ED 557 Technology in Special Education	3 SH	Summer Session I
ED 576 Learning, Coaching, and Reflective	3 SH	Summer Session I
ED 620 Practicum in Teaching Special Education Students Grades K-5	3 SH	Summer Session II
ED 621 Practicum in Teaching Adolescent Students with Special Needs Grades 6-12	3 SH	Summer Session II
Total Credits for Degree	**30 SH**	

SIXTH-YEAR CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Catherin O'Callaghan, Graduate Coordinator, Phone: (203) 837-3267
ocallaghanc@wcsu.edu
Ana Cangialosi, Department Secretary, WH 128 Phone: (203) 837-8510
canglialosia@wcsu.edu
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Faculty: J. Burke; K. Campbell; T. Canada; J. Caruso; M. Daria; M. Delcourt; N. DeRonck; J. Jaslow; S. Kuhn; G. Lomas; C. O'Callaghan; J. Piro; D. Shaw

Program Overview and Mission

The mission of the Sixth Year TESOL program is to prepare educators to work collaboratively in varied settings and cultural contexts to assist English language learners. The program prepares educators to work collaboratively with colleagues and families in culturally diverse populations in schools and communities to impact student learning.

Goals, Objectives, and Learning Outcomes of the Sixth Year TESOL Program

The goals, objectives and learning outcomes of WCSU's Sixth Year TESOL Program are varied and are critical to facilitate the development of educators to work with English language learners. The program is designed to prepare educators to:

A. Graduates of the program will be demonstrate and apply knowledge of content;

1. Synthesize and apply central concepts, structures of the discipline, and tools of inquiry of the content areas; organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for English language learners as indicated by the design of learning segments.

B. Graduates of the program will demonstrate the ability to plan, develop, and adjust services that meet the needs of English language learners;

1. Understand the role of culture and linguistics in second language acquisition.

2. Accurately assess and analyze student learning, reflecting on adjustments needed for both instruction and assessment as indicated by the impact on student learning.

C. Graduates of the program will demonstrate the ability to use relevant pedagogical skills and educational psychology knowledge in the planning, development, delivery and assessment of professional services in support of relevant educational goals;

1. Use foundational knowledge to design and/or implement an integrated, comprehensive, and balanced curriculum as indicated by practicum performance.

D. Graduates of the program will demonstrate professional dispositions that are consistent with the conceptual framework and in accord with professional, state, and institutional standards.

1. Demonstrate expertise in working collaboratively with colleagues to design instruction for English language learners as indicated by practicum performance.

Admission Requirements

Applicants who wish to be admitted to the program must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee: Online application – https://www.wcsu.edu/graduate/application/
2. One official transcript mailed (not hand-delivered) to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree.
3. Minimum graduate cumulative grade point average of at least a 3.0
4. A copy of a valid teaching certificate in elementary and/or secondary education
5. Evidence of an earned undergraduate and master's degree from an accredited institution of higher education

Program Entry Interviews and Academic Planning

Each candidate must meet with the graduate coordinator to discuss and plan the academic program.

This program is a certificate program and is not eligible for financial aid.

LiveText License Requirement

All candidates who enter degree or certificate programs in Education and Educational Psychology at Western Connecticut State University are required to purchase a LiveText license before or during the first week of class. LiveText is part of Western's assessment system and essential for continuous accreditation. Information about purchasing the license is at this link: www.livetext.com. If you have questions, please contact Dr. Catherine O'Callaghan, E&EP Chair, ocallaghanc@wcsu.edu.

Certificate Requirements

ED 608 Sociolinguistics and Literacy Learning	3 SH
ED 619 Theory and Principles of Bilingual Education	3 SH
ED 622 Approaches and Methods for Teaching Second Language Learners	3 SH
ED 623 Second Language Acquisition	3 SH
ED 624 Assessment for Second Language Learners	3 SH
ED 625 Academic Language and Literacy for Second Language Learners	3 SH

ENG 506 History of English Language and Linguistics	3 SH
ENG 517 English Grammar	3 SH
	*
ED 627 TESOL Practicum Grades K-12	6 SH
	*
Total Credits for Certificate	30 SH

MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS (Online Program)

Master of Science in Applied Behavior Analysis (Online Program)

Stephanie Kuhn, Ph.D., BCBA-D Graduate Coordinator, WH 318B
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Faculty: A. Brewer, A. Giannakakos-Ferman, 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 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.

Program Learning Goals and Objectives

Students will be able to demonstrate mastery of the knowledge of the basic skills, underlying principles of applied behavior analysis. In addition, students will demonstrate mastery of the knowledge of the application of practice-oriented skills in applied behavior analysis. The goal of the program is to provide instruction such that students are professionally competent and proficient in all areas of the Behavior Analyst Certification Board® and such that students are prepared the Board Certified Behavior Analyst Certification Examination provided by the Behavior Analyst Certification Board®.

1. Students will demonstrate knowledge of the concepts and principles that underlie the science of behavior analysis and to application of those concepts and principles to the practice of the profession.

2. Students will demonstrate knowledge of the process and procedures for implementing functional behavioral assessment procedures as well as the application of applied behavior analysis-based intervention procedures.

3. Students will demonstrate knowledge of research design and procedures in applied behavior analysis.

Disclaimer: *State laws related to licensure of behavior analysts vary and can change over time. The ABA program at WCSU currently meets with education requirements for licensure in CT and most other states. However, licensure requirements vary by state and it is the responsibility of the applicant to be knowledgeable about licensure requirements in the state in which he or she may plan to apply for licensure.*

Admission Requirements

Applicants who wish to be admitted to the M.S. in ABA must submit the following materials to the Office of Graduate Admissions:

1. Application for admission to the Office of Graduate Admissions and a $50 application fee. Online Application (Application deadline for fall: June 1st / for spring: November 1st; after deadlines, applications are accepted on a rolling basis as space permits)

2. Applicants for the M.S. in Applied Behavior Analysis must hold a baccalaureate degree from an accredited institution of higher education.

3. One official transcript mailed to the Office of Graduate Admissions from each college or university previously attended, including all earned grades and degree

4. Applicant's cumulative undergraduate grade point average (GPA) must be at least a 2.8 for admission into program.

5. Applicant must submit professional resume/vitae.

6. Applicant must submit response to the following essay question:

In a single, double-spaced page please tell us why you believe you are a good "fit" for Western Connecticut State University's Applied Behavior Analysis (ABA) program. To evaluate your application, it will be helpful to have the following information such as why do you wish to pursue a career in ABA, what are your goals upon earning a degree, and what are some experiences that you feel prepare you for success in our program (e.g., relevant coursework, GPA, job, etc.)?

Transcripts can be sent to: Western Connecticut State University, 181 White Street, Danbury, CT 06810 or sent as an attachment to Graduate Admissions

Degree Requirements

1. The coursesin the MS in ABA program include coursework in the following areas:
   A. Basic Principles of Behavior – 45 hours in one 3 credit course,
   B. Theory & Philosophy in Bahavior Analysis – 45 hours in one 3 credit course,
   C. Research Methods in Behavior Analysis – 45 hours in one 3 credit courses,
   D. Behavior Assessment & Intervention -90 hours in two 3 credit courses,
   E. Organizational Behavior Management – 45 hours in one 3 credit course,
   F. Ethics in Behavior Analysis -45 hours in one 3 credit course,
   G. Experimental Analysis of Behavior – 45 hours in one 3 credit course,
   H. Practice Skills in ABA – 45 hours in one 3 credit course,
   I. Capstone in Applied Behavior Analysis – 45 hours in one 3 credit course,
   J. Comprehensive Examination – 0 credit,

   Required Courses (30 Semester Hours (SH):

   EPY 664 Organizational Behavior Management 3 SH
   EPY 665 Practice Skills in Applied Behavior Analysis I 1 SH
   EPY 666 Practice Skills in Applied Behavior Analysis II 1 SH
   EPY 667 Practice Skills in Applied Behavior Analysis III 1 SH
   EPY 655 Basic Principles of Behavior 3 SH
   EPY 658 Theory and Philosophy in Behavior Analysis 3 SH
   EPY 656 Behavior Assessment 3 SH
   EPY 659 Research Methods in Behavior Analysis 3 SH
   EPY 660 Ethics and Professional Issues 3 SH
   EPY 662 Experimental Analysis of Behavior 3 SH
   EPY 657 Behavior Intervention 3 SH
   EPY 653 Capstone in Applied Behavior Analysis 3 SH
   EPY 663 Comprehensive Exam in Applied Behavior Analysis 0 SH*Candidates must pass the comprehensive examination in order to complete the program.*
2. Complete an additional eight credits in Applied Behavior Analysis: EPY651, EPY652, and EPY653 (total of 30 credits). Students must pass a comprehensive examination in EPY 653 to pass the course and complete the program.
3. Candidates who fail to earn a B in any course may be permitted to retake a course once and to retake a maximum of two courses. Total course retakes may not exceed two. Candidates who

fail to earn a B in any course after repeating two courses will not be eligible to continue in the program and will be dismissed. EPY 653 requires the successful completion of all other ABA courses in sequence.

4. Students are required to visit http://bacb.com regularly and keep up to date with all requirements to sit for the examination and become a Board Certified Behavior Analyst. Students are required to be knowledgeable about any and all licensure laws are requirements in that state in which he/ she plans to practice.

ADDITIONAL REQUIREMENT FOR EXAM ELIGIBILITY

Students must complete experience that fully compliances with the BACB experience standards. This experience consists of supervised independent fieldwork (1500/2000 hours). The fieldwork experience is done independent of WCSU (i.e., required for certification but not for the completion of the degree at WCSU). The coursework, fieldwork experience and other requirements specified by the Behavior Analyst Certification Board is required for eligibility to take the BCBA examination. http://bacb.com

Please review the Frequently Asked Questions

MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS (30 SH) (All courses are 100% online.)

Completion of the following:

Entering Fall Student Course Sequence / Requirements (30SH)

Fall 1: EPY 655, EPY 664, and EPY 665 (7 credits)

Spring 1: EPY 656, EPY 659, and EPY 666 (7 credits)

Summer: EPY 660, EPY 662, and EPY 658 (9 credits)

Fall 2: EPY 657, EPY 653, EPY 667, and EPY 663 (7 credits)

Entering Spring Student Course Sequence / Requirements (30SH)

Spring 1: EPY 655, EPY 664, EPY 665 (7 credits)

Summer: EPY 660, EPY 662, and EPY 658 (9 credits)

Fall 1: EPY 656, EPY 659, and EPY 666 (7 credits)

Spring 2: EPY 657, EPY 653, EPY 667 and EPY 663 (7 credits and 0 credit comphrensive exam)

All courses must be taken in this sequence outlined above. **Due to the program sequence, transfer credits are not accepted**.

CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

Candidates who have previously completed a graduate degree from an accredited university seeking coursework to meet the BACB pathway 2 coursework requirement may apply to complete the certificate in Applied Behavior Analysis at WCSU. This is not a degree program. Candidates must apply and be accepted into this program. The requirements for admission are the same as those stated for the MS in ABA Program at WCSU with the addition of the prior graduate degree. BACB pathway 2 will cease to be a viable pathway to certification as of January 1, 2032. Candidates who choose the certification option must apply for and obtain certification prior to that time to be eligible for certification. Candidates who are unsure if they will obtain certification by that time must opt for the MS in ABA option. WCSU will stop offering the certificate program on or before the start of the 2028-2029 academic year.

The following courses are required to complete this program (Total: 21 credits):

EPY 655 Basic Principles of Behavior (3 SH)
EPY 658 Theory & Philosophy in Behavior Analysis (3S H)
EPY 659 Research Methods in Behavior Analysis (3 SH)
EPY 656 Behavior Assessment (3 SH)
EPY 657 Behavior Intervention (3 SH)
EPY 664 Organizational Behavior Management (3 SH)
EPY 660 Ethics in Behavior Analysis (3 SH)

Visit http://www.bacb.com for more information.

Additional Information for both programs:

Students are required to visit http://bacb.com regularly and keep up to date with all requirements to sit for the examination and become a Board Certified Behavior Analyst.

Students whose work is of marginal quality, less than a B, in all M.S. in Applied Behavior Analysis courses or who demonstrate personal qualities that are not conducive to the role of Board Certified Behavior Analyst will not be recommended for continuation in the program.

Tuition: For more information regarding tuition costs and fees go to https://www.wcsu.edu/cashiers/tuition/

Academic calendar: For more information regarding the start date of classes and other important dates go to: https://www.wcsu.edu/calendars/

Task List course content allocation:

Fifth Edition Task List Course Content Allocation Hours for BCBA (Begins Fall 2019)

Fourth Edition Task List Course Content Allocation Hours for BCBA

Third Edition Task List Course Content Allocation Hours for BCBA

Certification Examination Pass rates: https://www.bacb.com/university-pass-rates/

MASTER OF SCIENCE IN COUNSELOR EDUCATION

Master of Science in Counselor Education

Lorrie-Anne Monte, Counselor Education Program Coordinator (Clinical Mental Health Counseling and School Counseling), WH 322C	Phone: (203) 837-3262
CACREP Coordinator	montel@wcsu.edu
Therese Richardson, Department Secretary, WH 321	Phone: (203) 837-8510
	richardsont@wcsu.edu
	Fax: (203) 837-8413
Christina Davis, University Assistant (HRSA Grant), WH 322P	Phone: (203) 837-8034
Website	MS Counselor Education

Core Faculty	J. Gutheil, H. Jang, L. Monte
Afflillate Faculty	T. Canada, C. Darragh, D. Naddeo

Program Overview

The MS in Counselor Education Program at WCSU is three-year online program offering candidates two concentrations of study, School Counseling and Clinical Mental Health Counseling. The program trains students to work in K-12 School Counseling settings or in a variety of Clinical Mental Health settings. Asynchronous and digital synchronous learning is used for all our courses and supervisory activities. Please note that our skills courses do have an in-person, on-campus learning component associated with the online course. While enrolled in these courses (EPY 501, EPY 507, EPY 508, EPY 603), students are required to meet on campus three Saturdays per semester to participate in clinical labs for a total of six (6) Saturdays over the three years of the program. Dates will be published in advance at the time of enrollment. Students who need an alternative option for clinical labs due to religious or health reasons must notify their instructor at the start of the semester.

The Counselor Education Program has been accredited by the Council for Accreditation for Counselor

Education and Related Programs (CACREP) since 1995.

Program Cycle

The Counselor Education Program operates in a cohort model. Candidates meet with their coordinator to develop a Plan of Study prior to enrolling. The Clinical Mental Health Counseling option and the School Counseling option both require 60 credits for completion. Classes begin in mid-May (Summer Session 1) and it takes three years to complete the program. School Counseling candidates may take additional courses to become a licensed clinical mental health counselor which may extend the program length. All candidates are required to take an exit exam in the spring prior to graduation.

Gate Keeping

In view of the responsibilities of the role of the counselor in both school and community settings, candidates 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.

Licensure/Certification

The Western Connecticut State University Clinical Mental Health Program meets the educational requirements for both the Connecticut Department of Public Health for licensure as a Licensed Professional Counselor (LPC) and the New York State Office of the Professions for licensure as a Licensed Mental Health Counselor (LMHC).

Students seeking licensure in another state should notify the program coordinator of the state in which they wish to be licensed to confirm educational requirements before starting the program.

The Western Connecticut State University School Counseling concentration meets the educational requirements for certification as a school counselor in Connecticut. Students seeking New York State certification must attend three New York state sponsored workshops on the following topics: Dignity for All Students Act (DASA), Child Abuse Identification & Reporting, and School Violence Prevention and Intervention. Information on where and how to take these workshops is located on the New York State Department of Education (NYSED) website. All graduates seeking school counseling certification in New York must complete one internship in a K-8 school and one internship on a 9-12 school. Graduates seeking school counseling certification in New York are also required to sit for a certification exam.

Students pursuing school counseling certification in another state should notify the program coordinator of the state in which they wish to be certified to confirm the educational requirements before starting the program.

MS in Counselor Education Program Goals and Learning Objectives

Program Goals	Program Learning Objectives	CACREP Core Standards	Key Assessments	Courses
1. The Counselor Education Program provides students with the knowledge and skills necessary to be	1. A. Students will demonstrate an understanding of professional identity and be able to apply ethical standards.	1	Fitness to Practice, Professional Identity Project, CECE, Practicum	EPY 572 EPY 585-587 EPY 600-603 EPY 618

successful professional counselors.			& Internship Evaluations	EPY 610-615
	1. B. Students will demonstrate counseling skills necessary to develop, maintain and manage a helping relationship.	5	Individual Counseling Project, Fitness to Practice, CECE, Practicum & Internship Evaluations	EPY 501 EPY 507 EPY 508 EPY 610-615
	1. C. Students will demonstrate the knowledge and skills necessary to identify and successfully practice as professional counselors.	1	Practicum and Internship Evaluations, Alumni Survey, Employer Survey, CECE	EPY 610-615
	1. D. Students will demonstrate their ability to research evidence based practices and create interventions for counseling issues.	5, 8	Group Counseling Project, Fitness to Practice, CECE, Practicum & Internship Evaluations	EPY 603 EPY 610-615
	1. E. Students will demonstrate career theory knowledge and contemporary approaches in career assessment and practice.	4	CECE, Career Advisement Session & Case Conceptualization	ED 572
	1. F. Students will demonstrate skills and knowledge in group counseling and group work.	6	Group Counseling Project, Practicum and Internship Evaluation, CECE	EPY 603 EPY 610-615
2. The Counselor Education Program prepares students to consider each client as unique, multi-dimensional individuals, throughout the counseling relationship.	2. A. Students will be able to apply multicultural competencies in both the individual and group counseling settings.	2	Practicum and Internship Evaluation, Group Counseling Project, Individual	EPY 587 EPY 603-605 EPY 507-508 EPY 610-615 EPY 600

			Counseling Project, Assessment Project, CECE	
	2. B. Students will demonstrate the ability to select, conduct, and interpret assessments, and to use the data to formulate culturally and developmentally appropriate goals and interventions.	3, 7	Assessment Project, Practicum and Internship Evaluations, Individual Counseling Project, CECE	EPY 600 EPY 501 EPY 507-508 EPY 610-615
3. The Counselor Education Program assures students have developed dispositions aligned with the legal, ethical and humanistic parameters of the American Counseling Association and/ or the American School Counseler Association.	3. A. Students will demonstrate dispositions in line with the humanistic, legal, and ethical parameters of the counseling professions.	1	Fitness to Practice (3x), Practicum and Internship Evaluations, CECE	EPY 585 EPY 618 EPY 507-508 EPY 610/ 615

Admission Requirements

Application Deadline: Applications and all supporting documents are due no later than January 10th. Online Graduate Application

a. Submit transcripts from all colleges/universities attended regardless if a degree was earned.

b. Achieve a minimum of 3.0 GPA for all undergraduate courses. If a candidate does not meet the 3.0 GPA, an alternate assessment under advisement from the graduate office, will provide an alternative route for admittance.

c. Complete a Bachelor's Degree program (or its international equivalent) 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 that sets forth the reasons for wanting to enroll in a counselor education program, and emphasizing relevant experiences, and suitability for online learning. Online Essay Form

e. Submit three letters of recommendation from individuals able to testify to the student's suitability as a prospective counselor. Letters of recommendation from a candidate's personal therapist will not be accepted. Recommendation Form

f. Submit a current resume or CV.

g. 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.

Transcripts and other supporting documents should be forwarded to the Office of Graduate Admissions, Western Connecticut State University, 181 White Street, Danbury, CT 06810 or sent as an attachment to Graduate Admissions

Typhon License Requirement

Students enrolled in the WCSU Counselor Education Program are expected to purchase a license to Typhon, a secure platform that will be used throughout the program to manage and collect performance data and fieldwork documents. Students will upload key assessments, track fieldwork hours, and manage fieldwork contracts using Typhon. Subscriptions must be purchased in the fall of the first year. The cost is approximately $100 for a five-year subscription. Dr. Lorrie-Anne Monte is the contact for questions and technical assistance for Typhon. She can be reached at montel@wcsu.edu.

Concentration in School Counseling

The School Counseling concentration meets the educational components for certification as a school counselor in CT and NY. Candidates seeking certification in other states should contact the program coordinator prior to applying. The curriculum for the school counseling option includes the following graduate courses:

Open to all Graduate Students (6 SH)

EPY 572	Career Education and Development	3SH
EPY 509	Introduction to Special Education	3 SH *

Open to Students Accepted to Program or by Permission of Chair (9 SH)

EPY 585	Introduction to Community and School Counseling	3 SH
EPY 586	Theories of Counseling	3 SH
EPY 500	Human Growth and Development	3 SH *

Open to Students Accepted to Program Only (45 SH)

EPY 587	Counseling Diverse Populations	3 SH
EPY 501	Counseling Skills and Helping Relationship	3 SH
EPY 502	Career Readiness Planning	3 SH
EPY 503	School Counseling Frameworks	3 SH
EPY 504	School Counselors as Change Agents	3 SH
EPY 507	Advanced Counseling Skills for School Counselors	3 SH
EPY 600	Assessment for Counselors	3 SH
EPY 601	Fundamentals of Statistics and Research Design	3 SH
EPY 603	Group Work Foundation: Theory and Practice	3 SH
EPY 609	Counseling People with Physical Disabilities	3 SH

EPY 610 Practicum in School Counseling	3 SH
EPY 612/613 Internship in School Counseling	6 SH
EPY 619 Crisis Counseling in the Schools and Community and School	3 SH
EPY 625 School-Based Family Counseling	3 SH
Elective *	3 SH

***An elective may replace ED 509 Introduction to Special Education if EPY 405 or an equivalent was taken as an undergraduate..*

Total Semester Hours: 60 SH

Concentration in Clinical Mental Health Counseling

This option leads to counselor licensure in CT and NY and national certification. Candidates seeking licensure in other states should contact the program coordinator prior to applying. Curriculum for the clinical mental health counseling option includes the following courses:

Open to Students Accepted to Program or by Permission of Chair (12 SH)	
EPY 586 Theories of Counseling	3 SH
EPY 572 Career Education and Development	3 SH
EPY 500 Human Growth and Development	3 SH
EPY 618 Introduction to Clinical Mental Health Counseling	3 SH
	*
Open to Students Accepted to Program Only (51 SH)	
EPY 587 Counseling Diverse Populations	3 SH
EPY 501 Counseling Skills and Helping Relationships	3 SH
EPY 508 Advanced Counseling Skills for Clinical Mental Health Counselors	3 SH
EPY 600 Assessment for Counselors	3 SH
EPY 601 Fundamentals of Statistics and Research Design	3 SH
EPY 603 Group Work Foundation: Theory and Practice	3 SH
EPY 608 Clinical Mental Health Counseling: Management, Delivery, and Consultation	3 SH
EPY 611 Practicum in Clinical Mental Health Counseling	3 SH
EPY 614 Internship in Clinical Mental Health Counseling	3 SH
EPY 615 Internship in Clinical Mental Health Counseling	3 SH

EPY 619 Crisis Counseling in the Community and School	3 SH
EPY 620 Marriage and Family Counseling	3 SH
EPY 621 Drug and Alcohol Counseling	3 SH
EPY 630 Introduction to Psychopathology	3 SH
Two Faculty- Approved Electives	6 SH

Total Semester Hours: 60 SH

MASTER OF SCIENCE IN HOMELAND SECURITY

Master of Science in Homeland Security

Hasan Arslan, Graduate Coordinator	WH 322E	Phone: (203) 837-8463 arslanh@wcsu.edu
Merisa Williams, Secretary	WH 126	Phone: (203) 837-3840 williamsm@wcsu.edu

Faculty: J. Albreicht; H. Arslan; R. Berry; T.P. Dwyer; T. Bynum; A. Cihan; S. Mizrahi; J. Schofield; D. Sharma; B. Tran.

Program Overview and Mission

The Master of Science in Homeland Security program prepares graduates for critical leadership roles within local, state, and federal government agencies, as well as the private sector. Professionals in this field are employed across a variety of agencies, with career opportunities ranging from aviation and border security to emergency response, cybersecurity analysis, and chemical facility inspection.

Our program is structured to equip students with the knowledge and skills needed to address contemporary homeland security challenges. The Master of Science in Homeland Security is a fully online, asynchronous program designed to be completed over standard 16-week semesters, available during the Fall, Spring, and Summer terms. Students typically enroll in two courses per semester, with a total of 36 credits required to earn the degree. The program offers flexibility for working professionals and can be completed either through a comprehensive capstone project or a three-month (or longer) internship with a state or federal agency.

This graduate program emphasizes experiential learning and professional development, strongly encouraging students to enhance their academic portfolios by participating in research exhibitions, conference presentations, and collaborative projects with peers and faculty. The curriculum focuses on developing competencies in data analysis, Geographical Information Systems (GIS), and evidence-based decision-making, equipping graduates with the skills needed to address modern security challenges effectively. The program is ideal for those seeking careers in diverse areas such as cybersecurity, emergency response, aviation security, border protection, and beyond.

Learning Goals, Objectives and Assessment

Objective 1 – LEADERSHIP AND ETHIC: Program graduates will demonstrate leadership adherence to ethical decision-making processes to implement homeland security strategies and emergency management plans.

- ***Learning Outcome 1***Students will integrate principles, practices, and behaviors of effective leadership, collaboration, and organizational governance to enhance public value
- ***Learning Outcome 2*** Students will identify and assess potential terror, accident, and disaster threats to the American homeland on a data-driven and evidence-based approach.
- ***Learning outcome 3*** Students will demonstrate knowledge of ethical issues influencing leadership decisions.
- ***Learning Outcome 4*** Students will judge the constitutional issues and legal challenges that will emerge from the execution and the implementation of US federal and state laws such as the Patriot Act and Presidential executive orders.

Objective 2 – CRITICAL THINKING & COMMUNICATION: Program graduates will be able to analyze facts, generate and organize ideas, make comparisons, draw inferences, and solve homeland security-related problems.

- ***Learning Outcome 1 (written)*** Students will demonstrate practical, professional written communication skills when designing, implementing and evaluating homeland security-related strategies, policies, and plans at different levels of government or the private sector.
- ***Learning Outcome 2 (oral)*** Students will demonstrate effective, professional oral communication skills when making persuasive and knowledge transfer presentations.
- ***Learning Outcome 3*** Students will implement Geographical Information Systems (GIS) to analyze Critical Infrastructure and Key Resources Protection plans for effective emergency management.

STUDENT LEARNING OUTCOMES:

- Students will integrate principles, practices, and behaviors of effective leadership, collaboration, and organizational governance to enhance public value.
- Students will identify and assess potential terror, accident, and disaster threats to the American homeland on a data-driven and evidence-based approach.
- Students will demonstrate knowledge of ethical issues influencing leadership decisions.
- Students will judge the constitutional issues and legal challenges that will emerge from the execution and the implementation of US federal and state laws such as the Patriot Act and Presidential executive orders.
- Students will demonstrate practical, professional written communication skills when design, implement and evaluate homeland security-related strategies, policies, and plans at different levels of government or the private sector.
- Students will demonstrate effective, professional oral communication skills when making persuasive and knowledge transfer presentations.
- Students will implement GIS to analyze Critical Infrastructure and Key Resources Protection plans for effective emergency management.

Admission Requirements

- GPA 3.0+ or not less than 3 years of employment within the five years in criminal justice-related
- Current resume
- Statement of purpose
- Offical Transcripts

Degree Requirements

The Master of Science in Homeland Security requires **36 credit hours**. There is no concentration or electives offered. All students must complete 11 core courses (33 credits) and the ***Capstone project*** (3 credits). Students who have acquired possible employment or an internship may use this experience as part of their Capstone course credit (3 credits).

The Master of Science degree will be conferred upon the matriculated graduate student who has

- completed 36 credits with a cumulative **GPA of 3.0**or better.
- participated in program-level assessments
- completed the program within six years
- 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.

Courses

Course ID	Course Title	36 credits	Semester	
JLA 505	Homeland Security: Organization & Policy	3 SH	FALL	**1st YEAR**
JLA 510	Geopolitics and Homeland Security Strategy	3 SH	FALL	
JLA 525	Data Analytics and GIS for Homeland Security Professionals	3 SH	SPRING	
JLA 530	Terrorism: Intelligence Analysis and Critical Thinking	3 SH	SPRING	
JLA 545	Strategic Planning and Budgeting for Homeland Security	3 SH	SUMMER	
JLA 555	Cyber Security of the Homeland	3 SH	SUMMER	
JLA 600	Transportation and Border Security	3 SH	FALL	**2nd YEAR**
JLA 610	Public Health Disaster Science and Crisis Management	3 SH	FALL	
JLA 620	Security Threat Analysis on Critical Infrastructure and WMD	3 SH	SPRING	
JLA	Advanced Legal Issues in Homeland Security	3 SH	SPRING	

630				
JLA 640	Contemporary Issues in Homeland Security	3 SH	SUMMER	
JLA 650	Homeland Security Capstone Project	3 SH	SUMMER	

DOCTOR OF EDUCATION IN NURSING EDUCATION (Online Degree)

Doctor of Education in Nursing Education (Online Degree)

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Website	EdD Nursing

Faculty: D. Bennett; K. Bridges; E. Campbell; A. Chahal; P. Cumella; L. Dalessio; D. Graham; N. Kaur; J. Lupinacci; B. Padykula; P. Palmer; T. Puckhaber; 324715; M. Sousa; L. Warren.

Accreditation

All university and associated programs are accredited through the New England Commission of Higher Education (NECHE).

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 synchronous and asynchronous learning modalities. Students will complete one on ground Teaching Practicum in their own geographic area. An online orientation will be required at the start of the program and online residency during each summer following years one and two of the program.

This program is the only one of its kind in the State of Connecticut and one of few across the country uniquely designed to prepare nurses for academic faculty roles.

Learning Goals and Objectives

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

Program Learning Outcomes

At the end of the program, degree candidates will be able to

- Synthesize concepts and theories from nursing, higher education, and related disciplines as a foundation for enacting the nurse educator role
- Demonstrate expertise in designing, implementing, evaluation, and improving nursing education to reflect trends in higher education, healthcare, and nursing practice
- Use knowledge of ethical, social, global, cultural, political, and economic issues affecting nursing education to provide effective leadership
- Contribute to the advancement of the science of nursing education through intellectual inquiry and creative scholarship
- Provide professional leadership to affect change in nursing education through service to the profession
- Function collaboratively in the faculty role within a community of scholars.

This program has been licensed by the Connecticut Board of Regents and has been approved by NECHE.

Admission Requirements

- graduate School application for the Ed.D. in Nursing Education program – Online Application
- master's degree in nursing, with an overall GPA of at least 3.0, from a regionally accredited institution
- official transcripts of all prior undergraduate and graduate-level coursework
- two (2) current references from individuals who can speak to the applicant's academic ability, professional achievements, and potential for success in doctoral studies. Please note: 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.
- current Resume/Curriculum Vitae highlighting professional experience, scholarship, and service activities
- personal statement describing the following: Online Essay Form
    - reasons for seeking admission to the Ed.D. program
    - professional goals
    - research interests related to the scholarship of teaching and learning
    - potential contributions to field of nursing education
- for international students, a score of at least 550 (paper), 213 (computer), or 80 (internet) on the TOEFL exam

All the above materials are to be sent to the Office of Graduate Admissions, Western Connecticut State

University, 181 White Street, Danbury, CT 06810 or as an attachment to Graduate Admissions

A new cohort will begin every fall semester. Applications are now open on a rolling admission cycle. Applications will be reviewed throughout the Spring and Summer with the expectation that those accepted will begin the program of study in the fall semester. Applicants will be responsible for ensuring that all required documents are received.

The overall goal of the admissions committee is to admit individuals who demonstrate the greatest potential for making significant contributions to the field of nursing education through their teaching, scholarly, and service activities.

For more information please visit: Frequently Asked Questions

Program Components

The proposed 51-credit program consists of five major components in the required sequence, including dissertation. Course Sequence Rotation.

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 (Fall)

NUR 801 Theories of Teaching and Learning in Adult and Higher Education (Fall)

NUR 802 Methods of Teaching and Evaluation (Winter Intersession)

Specialization in Nursing Education (each course is 3 credits; 9 credits total)

NUR 803 Curriculum Development, Implementation, and Evaluation in Nursing (Spring)

NUR 804 Nursing Faculty Role in Higher Education (Spring)

NUR 805 Classroom, Clinical Teaching, and Evaluation in Nursing Education (Summer)

Leadership in Nursing Education (each course is 3 credits; 9 credits total)

NUR 806 Leadership Theories and Concepts (Summer)

NUR 807 Leadership in Nursing Education (Fall)

NUR 808 Doctoral Synthesis (Fall)

Foundations of Teaching in Higher Education (each course is 3 credits; 12 credits total)

NUR 809 State of the Science of Nursing Education Research (Winter Intersession)

NUR 810 Quantitative Methods in Nursing Education Research (Spring)

NUR 811 Qualitative Methods in Nursing Education Research (Summer)

NUR 812 Statistical Analysis in Educational Research (Spring)

Dissertation Phase (each course is 3 credits; 9-12 credits total)

NUR 813 Dissertation Seminar I (Fall)

NUR 814 Dissertation Advisement II (Winter Intersession)

NUR 815 Dissertation Advisement III (Spring)

NUR 816 Dissertation Advisement IV (Summer)

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 presentation, 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 to complete the program.

Doctor of Nursing Practice (Online Degree)

Doctor of Nursing Education (Online Degree)

Doreen Graham, Advanced Practice Coordinator, WH 220T	Phone: (203) 837-8965 grahamda@wcsu.edu
Jeanette Lupinacci, Nursing Chair, WH 221A	Phone: (203)837- 8570 lupinaccij@wcsu.edu
Terri-Ann Rago, Dept. Secretary, WH 221	Phone: (203) 837-8556 Fax: (203) 837-8550 ragot@wcsu.edu
Program Information at Department Website	DNP

Faculty: D. Bennett; K. Bridges; E. Campbell; A. Chahal; P. Cumella; L. Dalessio; D. Graham; N. Kaur; J. Lupinacci; B. Padykula; P. Palmer; T. Puckhaber; K. Quijano; M. Sousa; L. Warren.

The Doctor of Nursing Practice (DNP) degree is designed for advanced practice nurses who wish to seek a terminal degree in nursing practice that is not research or educational focused. According to the AACN the DNP is an academic degree not a role that allows graduate nurses to define, explore and translate research into practice at the bedside. This program will prepare the DNP graduate in both quantitative and qualitative research, evidence-based practice, foundations of policy and practice design, and implementation of practice initiatives that can advance translational healthcare practices and services to significantly impact the delivery of healthcare services within communities. The DNP focuses on understanding research and applying it to practice. Rather than completing a dissertation, DNP students typically complete a DNP project that evaluates a health care program or identifies clinical strategies for improving quality control and patient care.

The DNP program builds on the core values of Western Connecticut State University nursing department mission statement. The university mission states: 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. The department of nursing mission is aimed at preparing beginning and advanced nurses to meet the ever-changing health care needs of Connecticut and the surrounding region.

The DNP is aimed at preparing advanced practice nurses to meet the societal and global changes of health care, while fostering the growth of individuals, scholars and professionals in their pursuit of lifelong learning. This is achieved through a student-centered curriculum that addresses the diverse needs of both students and the community through scholarship, research and clinical opportunities servicing the public and the profession. This maintains commitment to a caring culture with respect to our patients, students and practice partners.

Students that would enroll in this program include advanced practice registered nurses who have completed their studies within a practice domain and wish to obtain a practice doctorate specific to their field of study. This may include population foci in adult/gerontology, family, acute, and psychiatric nursing practice. Entry into the program may include APRN's that have just recently graduated from study or have been in practice for many years. An online format will be used to continue to work while pursuing an advanced degree. Coursework that may have been taken in other colleges would need to be evaluated by the course coordinator on a case-by-case basis to evaluate transfer credits into the program.

Admission Requirement for Post Masters Applicants: Applications for admission to the DNP 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 DNP program is selective. Candidates must have earned a Master of Science in Nursing degree from a recognized accrediting agency, hold a current RN and APRN license. Applicants must have at least 2 years of clinical practice as an APRN prior to entry into the DNP program. At the time of application, candidates must provide a resume, one professional letter of recommendation and an essay. For this program it is rolling admissions until cohort is filled. Admission decisions will be made by the DNP subcommittee.

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 and drug testing. 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.

Application Deadlines: Rolling admissions until cohort is filled.

Admission Categories

Students will be admitted to the program based on their ability to meet the following requirements.

Post Masters Applicants:

o Have earned a master's degree from an accredited college or university

o Have a current RN and APRN license

o Minimum of 3.0 GPA or higher

o Personal statement of reasons for applying

o One professional letter of reference

Other Required Documents

Student will need to provide documentation of the following prior to the start of clinical.

· CPR certification

· Background check, drug testing if requested

· Immunization status (MMR, varicella, Hepatitis B, PPD); any agency vaccination as required

· Malpractice Insurance

Program Overview: The Doctor of Nursing practice (DNP) degree was adopted by the American Association of Colleges of Nursing to meet the societal, scientific and professional practice needs of today's health care. The DNP degree represents the highest level of specialty clinical nursing practice.

· The DNP program will prepare advanced practice nurses to be clinical leaders who will be able to appraise evidence and facilitate the use of EBP and influence health care

outcomes. The DNP graduate will provide accountable quality health care with use of emerging technologies, to improve patient and organizational outcomes. The DNP graduate will implement and influence health policy, provide collaboration and leadership, in multiple global health environments.

· The Doctor of Nursing Practice in clinical preparation prepares advanced practice nurses for leadership positions in health care. The program requires a completion of 40 credits of specialized professional course work that is in line with the AACN's essentials of doctoral education for advanced practice. The courses are organized to meet the 8 essentials of doctoral education, while enforcing the Advance Practice Nurse Competencies (Appendix A):

· Degree Requirements: Student will complete a sequence of clinical and course components including approximately 500 hours of clinical practicum experiences to meet the preparatory requirements for a DNP project and the demands of a doctorate in clinical practice.

· This program is designed for part-time study, with courses offered online with yearly intensives for peer collaboration, participation and fraternization. Part time studies will require approximately two years to completion of the degree.

· Clinical Hours: In accordance with the AACN DNP Essentials, students need to have a minimum of 1,000 hours post-baccalaureate supervised clinical practice hours to achieve DNP competencies. Students will complete the number of hours to have a total of 1000 hours, which includes their clinical time completed in their master's program. Post master's students will be required to submit a letter from their master's degree program that indicates how many hours they have completed in their master's program. Clinical hours will be met through direct and indirect clinical hours. Indirect clinical hours are practical experiences that include: translation of research into evidence, system leadership, business management, understanding technology, health care policy, and quality and risk management. Clinical oversite will be monitored and evaluated by faculty who are board certified APRN ANP/CNS with an earned doctorate degree.

Grade Requirements and Consequences for Failure to Make Progress: Successful progression towards

the completion of the DNP is determined by student performance in courses for which they are registered. Graduate students in nursing are subjected to the standards for academic status set forth in the graduate catalog of Western Connecticut State University. To be eligible for an advanced degree, a student's cumulative grade point average must be at least a 3.0.

1. Graduate nursing students must maintain a "B" average in order to graduate from the program. Should a student achieve a grade below a "B-" in a course, that course must be repeated, and the student must achieve a grade of "B-" or above to progress in the program.

2. 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.

3. Any graduate student whose cumulative graduate grade point average falls below 3.0 or "B" is automatically placed on academic probation. If, at the end of the following semester of enrollment, the student's cumulative grade point average increases but remains below 3.0, the student may be continued on terminal academic probation for a maximum of one additional semester. At the end of that semester, the student must have a 3.0 cumulative grade point average or be dismissed from the division by the academic dean of the student's for unsatisfactory academic performance. Semesters include fall, intersession, spring and summer.

Required Courses:

Year One

NUR 820: Scientific Foundations of Nursing Practice (3 S. H.) and NUR 826 Health Care Policy and Ethics (3 S. H., 30 clinical hours)

NUR 828: Qualitative Research (3 S. H.)

NUR 830 Quantitative Research (3 S. H.) and NUR 829: Quality, Risk Management and use of Biostatistics (3 S. H., 40 clinical hours)

NUR 827: Leadership in Health Care Organizations (3 S. H., 30 clinical hours)

NUR 822: Business and Health Care Technology (3 S. H., 30 clinical hours)

Year Two

NUR 821: Analysis of the Literature and NUR 825 Epidemiology (3 S. H.)

NUR 823: Chronic Health Care/Vulnerable Populations (4 S. H., 100 clinical hours)

NUR 824: Community Health and Population Health (4 S. H., 100 clinical hours)

NUR 831: Project Seminar (6 S. H., 160 clinical hours)

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

The following represent the Doctor of Nursing Program outcomes:

The DNP graduate will be able to do the following:

· Integrate the foundations of nursing practice into scholarly endeavors, practice and health care delivery. (Essential I, III)

· Evaluate and employ principles of Evidence Based Practice (EBP) care to meet the needs of current and future patient populations. (Essential II, III)

· Evaluate and implement analytical methods to apprise and develop EBP care to provide safe, timely, ethical and effective patient centered care. (Essential II, III,IV)

· Analyze health care technology for accuracy, timeliness, feasibility that is financially responsible for health care organizations and population health needs. (Essential III, IV)

· Demonstrate leadership in knowledge and implementation of health care policy, advocacy and ethical care for global populations. (Essential V)

· Lead interprofessional teams in the analysis of complex patient and health care issues while maintaining cultural competency. (Essential IV,VI)

· Synthesize concepts from various disciplines (epidemiology, biostatistics, environmental) for health promotion and disease prevention for diverse populations. (Essential IV, VI, VII, VIII)

· Design and implement comprehensive approaches and therapeutic interventions for health promotion and disease prevention for diverse and global populations. (Essential IV,V, IV,VII, VIII)

MASTER OF SCIENCE IN NURSING

Master of Science in Nursing

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Website	MS in Nursing
Faculty:	D. Bennett; K. Bridges; E. Campbell; A. Chahal; P. Cumella; L. Dalessio; D. Graham; N. Kaur; J. Lupinacci; B. Padykula; P. Palmer, T. Puckhaber; K. Quijano; M. Sousa; L. Warren

Program Overview and Mission

The Master of Science (M.S.) in Nursing program prepares nurses for leadership positions in the nursing practice. The program requires completion of 41 to 47 credits of specialized professional coursework, 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, Adult-Gerontology Clinical Nurse Specialist, Psychiatric Mental Health Nurse Practitioner or Adult Gerontology Acute Care Nurse Practitioner role. All students complete a sequence of clinical and role component courses, including a minimum of 540 hours of clinical practicum experiences under the guidance of a preceptor, and an evidence-based research project. Upon completion of the program, students are eligible to take the certification examination for their chosen role.

The program is designed for part-time study, with courses offered On-line/Hybrid and on ground. Part-time study requires approximately three years for completion of the degree, although students are granted up to six years to complete all degree requirements.

The program is accredited by the Collegiate Commission on Nursing Education (CCNE), One Dupont Circle NW, Washington, DC 20036 (phone: (202) 887-6791; fax: (202) 887-8476)

Program Learning Goals and Objectives

Conceptual Framework and Organizational Structure

The program of study leading to the M.S. in Nursing degree prepares nurses for roles as advanced

practice nurses, with an option to prepare for certification as an Adult-Gerontology Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist, Psychiatric Mental Health Nurse Practitioner or Acute Care Nurse Practitioner. Each role requires completion of a foundational core, representing content common to the advanced study of nursing practice; a role component, representing content specific to the selected role; and a role support component, providing practicum experiences for transition into the selected role.

The curricular design assumes that education for the advanced practice of nursing requires substantial clinical experiences in aspects of the selected role supervised by professional health care providers who have education and experience in the role and occurring in a variety of settings. Clinical practicum experiences in the program enable students to develop clinical experiences that meet course objectives as well as their own specific learning needs and interests. The approach to clinical practicum allows for flexibility in the time and places in which clinical experiences occur.

Foundational Core

Preparation for the advanced practice of nursing rests on a foundation of generalized knowledge and practice common to all roles. The M.S. in Nursing program addresses the following content areas as foundational to the advanced study of nursing: the theoretical bases of nursing practice; 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, Psychiatric Mental Health Nurse Practitioner or Acute Care 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

- Use evidence-based nursing interventions to generate research for the purpose of expanding nursing science.
- Demonstrate expertise in the provision of care to individuals and groups from diverse backgrounds across the health spectrum.
- Function in a variety of roles collaborating with other disciplines in the attainment of improved patient care and outcomes.
- Continuously evaluate their nursing practice in relation to professional standards and assume accountability for practice.
- Demonstrate comprehensive knowledge of policy formulation and how it impacts nursing practice and health care delivery.
- Analyze ethical issues as they affect communities, society, the health professions, and their own practice.
- Use technologies to integrate and support safe nursing practice, promote health information communication, teach patients and families, mange knowledge and mitigate errors.

Admission Requirements

Applications for admission to the M.S. in Nursing program are made through the Office of Graduate Admissions, Online Graduate Application. Applicants must submit official transcripts of all undergraduate and graduate work with the graduate application fee. Admission to the M.S. in Nursing program is selective. Candidates must have earned a Bachelor of Science in nursing degree from a recognized accrediting agency, achieve a satisfactory score on the Miller Analogies Test (required for those applicants with an undergraduate GPA of less than 3.0); and hold a current RN license. Applicants must have at least 1 year of nursing experience before starting the program and a minimum of 2 years nursing experience before starting clinical practice. At the time of application, candidates must provide an application, transcripts, resume, one letter of recommendation and a one-page writing sample. Writing sample needs to answer the following: What motivating factors influenced your decision to pursue a degree as an advanced practice nurse. Submission should be one page in length and no more than 500 words. As part of the admission process, the candidate must meet with the program coordinator to develop a plan of study.

Students must have an Advanced Pharmacology Course and an Advanced Health Assessment within five (5) years of graduation. If the Advanced Pharmacology Course time frame extends past five (5) years due to leave of absences, the student will need to retake an Advanced Pharmacology course at the discretion of the Program Coordinator and / or the Master of Science in Nursing Committee.

Students who are a post certificate applicant or have taken an Advanced Health Assessment course elsewhere need to achieve an 85% on a health assessment exam administered by the Nursing Department. Students who do not achieve an 85% or better will need to retake the Advanced Health Assessment course.

Because of the nature of the clinical experiences and regulations of various clinical agencies utilized in the nursing program, all nursing students are required to adhere to departmental policies in addition to the immunizations required of all university students and vaccinations where requires by the hosting clinical facilities (ie. Flu, COVID, etc.). 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 and drug testing where required. Clinical agencies reserve the right to refuse clinical placement to students who do not pass the

background check, drug testing or are non compliant with health requirements.

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 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.

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 507 Diagnostics for Advanced Nursing Practice 2 SH

NUR 504 Evidenced Based Research for Advanced Nursing Practice 3 SH

NUR 511 Foundations of Advanced Nursing Practice, Health Care Policy and the Health Care System 3 SH

NUR 515 Advanced Pathophysiology for Advanced Nursing Practice 3 SH

NUR 570 Advanced Clinical Pharmacology for Advanced Nursing Practice 3 SH

NUR 575 Advanced Health Assessment for Advanced Nursing Practice 3 SH

Clinical Practice for Nurse Practitioner or Clinical Nurse Specialist

NUR 580 Advanced Practice Nursing Management of the Acutely Ill Adult-Gerontology Populations 2

SH

NUR 585 The Advanced Practice 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

NUR 590 Professional Roles in Advanced Practice Nursing 7 SH

– Or –

Clinical Practice: Clinical Nurse Specialist

NUR 583 The Adult-Gerontology Clinical Nurse Specialists Management of the Acutely Ill Populations (180 clinical hours) 5 SH

NUR 587 The Adult-Gerontology Clinical Nurse Specialist Management of the Chronically Ill Adult Populations (180 clinical hours) 5 SH

NUR 590 Professional Roles in Advanced Practice Nursing 7 SH

Clinical Practice: Psychiatric Mental Health Nurse Practitioner

NUR 516 Psychopathology 3 SH

NUR 571 Psychopharmacology 3 SH

NUR 581 The Advanced Nursing Management of the Psychiatric Mental Health Conditions Across Lifespan Populations – Therapeutic Modalities I

NUR 584 The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Across Lifespan Populations 5 SH

NUR 586 The Advanced Nursing Management of the Psychiatric Mental Health Conditions – Groups and Families – Therapeutic Modalities II

NUR 589 The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Groups and Families 5 SH

NUR 590 Professional Roles in Advanced Practice Nursing 7 SH

Clinical Practice: Acute Care Nurse Practitioner

NUR 580 Advanced Practice Nursing Management of the Acutely Ill Adult-Gerontology Populations 2

SH

NUR 585 The Advanced Practice Nursing Management of the Chronically Ill Adult-Gerontology Populations 2 SH

NUR 576 The Adult-Gerontology Acute Care Nurse Practitioners Management of Acutely Ill Complex Populations 5 SH

NUR 577 The Adult-Gerontology Acute Care Nurse Practitioner Management of The Chronically Ill Complex Populations 5 SH

Role course for all students

NUR 590 Professional Roles in Advanced Practice Nursing 7 SH

Post-Master's Study

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

Gerontology Nurse Practitioner

M.S. in Nursing with a significant clinical component

NUR 515, Advanced Pathophysiology, or equivalent. (This course can be taken at WCSU with in the program)

NUR 570, Advanced Clinical Pharmacology, or equivalent; completed within the last five years. (This also may be taken at WCSU within the program.)

NUR 575 Advanced Health Assessments. Or equivalent (This can also be taken at WCSU with in the program); completed within the last five years, along with a basic skills in health assessment, as evidenced by obtaining an 85% on a health assessment exam prior to entry into the program.

Students are required to take the following courses:

NUR 580 Nursing Management of the Acutely ill Adult

NUR 582 The Adult Nurse Practitioner and the Acutely ill Adult Practicum

NUR 585 Nursing Management of the Chronically ill adult

NUR 588 The Adult Nurse Practitioner and the Chronically ill Adult Practicum

NUR 590 Professional Roles in Advanced Practice Nursing 7 SH

Post- Master's Certificate: Clinical Practice: Acute Care Nurse Practitioner

NUR 515, Advanced Pathophysiology, or equivalent. (This course can be taken at WCSU with in the

program)

NUR 570, Advanced Clinical Pharmacology, or equivalent; completed within the last five years. (This also may be taken at WCSU within the program.)

NUR 575 Advanced Health Assessments or equivalent (This can also be taken at WCSU with in the program); completed within the last five years, along with basic skills in health assessment, as evidenced by obtaining an 85% on a health assessment exam prior to entry into the program.

NUR 580 Advanced Practice Nursing Management of the Acutely Ill Adult-Gerontology Populations 2 SH

NUR 585 The Advanced Practice Nursing Management of the Chronically Ill Adult-Gerontology Populations 2 SH

NUR 576 The Adult-Gerontology Acute Care Nurse Practitioners Management of Acutely Ill Adult Populations 5 SH

NUR 577 The Adult-Gerontology Acute Care Nurse Practitioner Management of The Chronically Ill Complex Populations 5 SH

Role course for all students

NUR 590 Professional Roles in Advanced Nursing Practice (180 clinical hours) 7 SH

Post-Master's Study: Psychiatric Mental Health Nurse Practitioner

M.S. in Nursing with a significant clinical component

NUR 515, Advanced Pathophysiology, or equivalent. (This course can be taken at WCSU with in the program)

NUR 570, Advanced Clinical Pharmacology, or equivalent; completed within the last five years. (This also may be taken at WCSU within the program.)

NUR 575 Advanced Health Assessments. Or equivalent (This can also be taken at WCSU with in the program); completed within the last five years, along with a basic skills in health assessment, as evidenced by obtaining an 85% on a health assessment exam prior to entry into the program.

Students are required to take the following courses:

NUR 516 Psychopathology

NUR 571 Psychopharmacology

NUR 581 The Advanced Nursing Management of the Psychiatric Mental Health Conditions Across Lifespan Populations – Therapeutic Modalities I

NUR 584 The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Across Lifespan Populations

NUR 586 The Advanced Nursing Management of the Psychiatric Mental Health Conditions – Groups and Families – Therapeutic Modalities II

NUR 589 The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Groups and Families

NUR 590 Professional Roles in Advanced Practice Nursing 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

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 509 Introduction to Special Education 3 SH

This course helps teachers understand exceptional students and their educational, personal, social and emotional challenges in the regular school classroom. This course includes the historical background of Special Education, state and federal laws, and identifies the specific Special Education classifications.

ED 514 Teaching Reading in the Content Areas 3 SH

This course will prepare candidates to intergrate the Common Core Standards for English Language Arts into various content-area subjects. Students will prepare integrated lesson plans for actual use in an urban middle school classroom that includes elements of comprehension, vocabulary development, and fluency, as well as a writing component. Students will also learn to differentiate their literacy compontents to meet the needs of English Langauge Learners and special-needs students, to prepare students for the CAPT tests, and to meet their inquiry-based research needs. A variety of speakers, real life situations, and field trips will also be included in the course. *Prerequisite:* acceptance into the Master of Arts in Teaching or M.S. in Education programs or permission of the department chair.

ED 515 Curriculum Leadership in the Elementary School 3 SH

This course will provide elementary educators with the skills to increase student achievement by designing standards-based differentiated learning and an assessment environment that meets diverse needs. Participants will gain knowledge of curriculum research, trends, design, and assessment and how to use differentiated instruction to vary interest, readiness, content, process, learning and product in student learning. *Prerequisites*: M.S. in Education and M.A.T. candidates or department chair permission.

ED 517 Developmental Reading in the Elementary School 3 SH

Designed as a basic course in the instruction of reading in the elementary school, this course offers a comprehensive study of the reading process and the theoretical and practical aspects of a developmental program.

ED 519 Improving Thinking Skills 3 SH

This course is designed to examine the nature of the thinking process and to help teachers improve their students' ability to think. Focus is on the utilization of a taxonomy of thinking skills, which facilitates the thinking process.

ED 520 Teaching History and Social Studies in Secondary Schools 3 SH

This course will provide candidates for certification in secondary education with the knowledge and skills to create effective social students lessons and units. An interdisciplinary approach to social studies will link history, geography, economics, and civic education. A variety of forms of instructional technology will be infused throughout the course. This course also will provide classroom management techniques for maintaining an environment that is conducive to learning. Assessment and data management will be explored.

ED 521 Teaching English/Language Arts in Secondary Schools 3 SH

This course examines the theories and practices shown to produce effective teaching and learning in the

secondary school English/Language Arts class. Primary emphasis is placed on the content of the English language curriculum articulated in state and national standards and on methods for making that content accessible to diverse student populations found in public schools. Candidates for teacher certification are introduced to assessment methods and learn to integrate current instructional technologies into their teaching. They develop lesson plans and units of instruction and practice delivering instruction. In addition, they examine current curricular reform movements and consider their impact on English education in the secondary school.

ED 525 Teaching Children with Learning Disabilities 3 SH

The focus of this course will be on the study of problems of children who have discrepancies between ability and achievement. Types of learning disabilities and their etiology, including physiological aspects, will be explored. Study of the disabilities of perception, cognition, and communication as they pertain to intellectual development and classroom performance will be approached through research, case studies, and field experience. Interdisciplinary resources will be used.

ED 527 Differentiating Instruction 3 SH

This course provides opportunities for the developing educator to explore differentiating instruction for all learners. Course participants will have opportunities to reflect on classroom practices regarding planning/differentiation/assessment and move toward responsive teaching. *Prerequisites*: M.S. in Education candidates or permission of the department chair.

ED 530 Curriculum Leadership in the Secondary School 3 SH

This course will provide secondary educators with the skills to increase student achievement by designing standards-based differentiated learning and an assessment environment that meet diverse needs. Participants will gain knowledge of curriculum research, trends, design, and assessment and how to use differentiated instruction to vary interest, readiness, content, process, learning, and product in student learning. *Prerequisites*: M.S. in Education and M.A.T. candidates or department chair permission.

ED 532 Computer Literacy in Education 3 SH

This course, developed for educators, provides information about the use of computers in education and addresses issues pertinent to computer curriculum development, integration, implementation, and evaluation.

ED 535 Developmental Reading in the Secondary School 3 SH

This basic course emphasizes the role of reading and the application of reading and study skills in the various subject areas of the secondary school.

ED 538 Electronic Portfolio Development for Educators 3 SH

This instructional technology course will assist K-16 educators to construct personal, dynamic, standards-based electronic portfolios that include text, audio, graphics, photos, internet links, and state-of-the-art hypermedia. *Prerequisite*: basic computer competency and Internet skills.

ED 539 Developing Cultural Diversity Through Virtual Field Trips 3 SH

This course prepares educators to use internet-based virtual field trips (VFT) to develop an appreciation for cultural diversity, stimulate K-12 student learning, and increase academic achievement. A variety of VFT are designed to involve educators in constructivist teaching, intercultural communication, and the emerging global culture. *Prerequisite*: basic computer literacy and Internet skills.

ED 545 Teaching Children with Emotional and Behavioral Disturbances 3 SH

This course introduces the characteristics and needs of children with serious emotional disturbances (SED) and other behavioral challenges. It includes a survey of historical perspectives, trends and issues, theoretical viewpoints, diagnostic and prescriptive assessment practices, and intervention approaches. Emphasis will be placed on the manner in which SED affects social, psychological, and academic growth in children and adolescents. In addition, approximately half the course will be spent discussing instructional strategies to address students' individual needs with an emphasis on inclusionary practices.

ED 546 Inquiry in the Classroom 3 SH

This course introduces candidates to inquiry in the context of the classroom. Candidates explore appropriate resolutions to questions and issues, learning how to create knowledge from this questioning to enhance students' learning in the classroom. Assessment, qualitative, quantitative, and action research methodologies are applied to instructional decision making. *Prerequisite*: admission to the Master of Arts in Teaching program.

ED 548 Analysis of Reading Difficulties 3 SH

This course focuses on the study of both the word-centered and comprehension-centered methods of analyzing strengths and needs in reading, along with an examination of data related to problems in reading. Emphasis is on understanding the rationale and procedures for using selected individual diagnostic instruments; administering a variety of such instruments; interpreting the results, and reporting diagnostic information to parents and to other professionals. *Prerequisite: Acceptance into the MS in Education, Literacy & Language Arts Program.*

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 Online Learning 3 SH

In this course, students will develop proficiency in online learning. The use of hypermedia, artificial intelligence and virtual reality in learning management shells and applications will improve information delivery, professional development, instructional design and assessment strategies for K-20 classrooms, and the community. *Prerequisite*: intermediate computer proficiency and internet skills.

ED 559 Gaming and Computer Simulations 3 SH

In this course, students will learn to use computer simulations and digital games to enhance instruction and individual development in schools and the community. Demonstrations and evaluations of interactive applications and electronic simulations are included. Participants will evaluate the value and use o gaming categories and platforms. *Prerequisite*: intermediate computer proficiency and internet skills.

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 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 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 1-6 SH
This experimental course is offered by the Department. of Education and Education Psychology as a means of determining its value to the total program or in response to a particular request from a group of students.

ED 599 Student-Developed Study 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 chair of the Department of Education and Educational Psychology. Registration through the Division of Graduate Studies Office is required.

ED 606 Teaching Students with Multiple and Severe Disabilities 3 SH

This course is designed for teachers who work with students with multiple, low-incidence, and severe disabilities. The course focuses on inclusive, holistic ways of meeting the diverse needs of students by focusing on sensory-motor development, physical management in the classroom, and augmentative communication. Topics of study include working with families, assessment of issues and development of strategies, integrating health care needs, and self-care and mealtime skills. Students will participate in a 20 hour field experience within a special education setting. (3 credits).

ED 607 Language Development 3 SH

This focus of this course is to provide the basis for the teacher candidate to shape and to inform language development in children. The framework for optimum practice includes knowledge of the following areas: foundations of language development; theoretical models of language development; child development and its impact on language; cognitive bases of language; language research and analysis; language for school learning; early interventions for language impairments and second language acquisition. A field experience is required.

ED 608 Sociolinguistics and Literacy Learning 3 SH

A framework for understanding the cognitive and socio-cultural factors that affect the acquisition and development of language and literacy will be examined. Cognitive factors affecting young children's literacy learning will include phonological awareness, a psycho-linguistic model of learning to read and write, acquiring the alphabetic principle, brain research and literacy, research on early instruction and determinants of difficulties in learning to read, and connecting early language to literacy. Socio-cultural factors including language and thought, socio-economic levels literacy development, language and regional dialects, language and culture, social languages and standard language, and gender variations in language strategies and their use.

ED 609 Assessments in Reading and Language Arts 3 SH

This course will emphasize the use of multiple forms of assessment to monitor the literacy growth development of students in P-12 classrooms with diverse populations having a wide range of literacy development; including students whose native language is not English, those with special needs and struggling readers and writers. Course participants will learn how to use assessment data to inform their teaching and to use differentiated instruction to meet the special needs of all learners. The role of technology will be explored as a viable tool in assessment as in the creation of digital portfolios. The required field experience includes tutoring a student with special needs in reading and writing over the course of the semester leading to the creation of a portfolio for the tutee.

ED 610 Exploring Children's and Adolescent Literature and Digital Literacies 3 SH

An examination of children's and adolescent literature will be offered. Personal and academic values that various types of literature offer to literacy growth will be explored. The variety of literature categories to support literacy and content learning will be provided. An emphasis on multicultural and international literature to enrich students' lives is an important focus of the course. Course participants will be engaged in planning the literature curriculum for students in grades K-12. A field experience is required in this course.

ED 611 Action Research in Literacy Leadership 3 SH

This course focuses on supervised research in the area of literacy. Each student will be required to identify a literacy strategy or curriculum to research, identify current theory and practice and then design an action research project to explore the topic. Candidates must submit their action research proposal to the IRB for approval. *Prerequisite: Acceptance into the MS in Education, Literacy & Language Arts Program.*

ED 612 Practicum in Reading and Literacy K-5 3 SH

Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the early childhood level and one at the childhood level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 613 Practicum in Reading and Literacy 6-12 3 SH

Course participants will be engaged in two supervised practica with students who have literacy disabilities, one student at the middle school level and one at the high school level. Course participants will use their content and pedagogical knowledge and skills to diagnose and remediate reading, writing, and language skills; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' literacy and language growth, making suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 614 Advanced Diagnosis and Remediation of Reading Disabilities 3 SH

This course will emphasize the use of multiple forms of assessment to monitor the literacy growth development of students in elementary classrooms with diverse populations having a wide range of literacy development; including students whose native language is not English, those with special needs and struggling readers and writers. Course participants will learn how to use assessment data to inform their literacy leadership and to use differentiated instruction to meet the special needs of all children. The role of technology will be explored as a viable tool in assessment as in the creation of digital portfolios. The required field experience includes working with a teaching tutoring a student with special needs in reading and writing over the course of the semester leading to the creation of a portfolio.

ED 615 Organization, Administration, and Evaluation of Reading Programs 3 SH

This course provides literacy consultant candidates with a framework to organize, administer, and evaluate reading programs. State laws, trends and issues related to the administration of reading programs will be explored. Instructional issues and reading programs for pre-K through adult learners will be examined. Includes censorship issues, textbook/test adoption procedures, roles and responsibilities in the reading program, staff development and change strategies.

ED 616 Practicum in Reading and Language Arts Consultant 3 SH

Course participants will be engaged in a supervised practicum in reading and language arts consulting. Course participants will use their content and pedagogical knowledge and skills to organize, administer, and evaluate a reading program. Experiences in creating and leading professional development will be included. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 617 Assessments in Special Education 3 SH

This course deals with the appropriate selection, administration, and interpretation of assessment techniques and measures in order to identify students for special education. The course will familiarize the student with basic assessment terminologies and principles as well as various tests measuring achievement, aptitude, readiness, and social skills. Focus of the course will be on the use of assessment information to determine special education eligibility, identify current academic and nonacademic performance, set instructional goals, monitor progress, develop classroom assessments and determine the effectiveness of instruction. The required field experience includes tutoring a student with special needs over the course of the semester leading to the creation of a case study report.

ED 618 Collaborative Program Planning 3 SH

This course deals with the models, history, current issues and strategies in providing collaborative supports, accommodations, and differentiated curriculum to include students with disabilities and other special needs in general education classes. Strategies for working with regular classroom teachers; support services personnel, paraprofessionals, and other individuals involved in the educational program will be explored. The collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom will be discussed. A field experience is included.

ED 619 Theory and Practice in Bilingual Education 3 SH

The focus of this course is to examine the theoretical framework, historical development, present status and future of bilingual education in the United States. Current curricula, testing, evaluation, and school-community relationships in bilingual settings will be explored. A fieldwork experience is required.

ED 620 Practicum in Teaching Special Education Students Grades K-5 3 SH

Course participants will be engaged with elementary school students who have special needs. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 621 Practicum in Teaching Adolescent Students with Special Needs (Grades 6-12) 3 SH

Course participants will be engaged adolescent students who have special needs. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for students with special needs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

ED 622 Approaches and Methods for Second Language Learners (Grades K-12) 3 SH

This course will enable students to explore theories, pedagogical considerations and current methodology in the teaching of second language learners in secondary school. Research-based instructional practices such as the Sheltered Instruction Observation Protocol (SIOP) will be presented. Differentiated instruction for second language learners with special needs will be discussed. Issues and methods for assessment of second language learners will be investigated. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork experience of 25 hours is required.

ED 623 Second Language Acquisition (SLA) 3 SH

This course is designed to help students comprehend first and second language acquisition. In understanding the processes of language acquisition, students will be better equipped to design instructional strategies that facilitate Second/English Language Learners' language acquisition, and create supportive environments. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment.

ED 624 Assessment for Second Language Learners (Grades K-12) 3 SH

This course will prepare students to differentiate between student-learning difficulties due to exceptionality and those due to insufficient supports in second language acquisition Theoretical and

practical study of instruments and procedures used for assessing bilingual students will be included. Formal and informal methods of evaluation, including issues of valid and non-biased assessment tools, will be examined for use in the assessment of language skills and academic proficiency. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork requirement of 10 hours is included.

ED 625 Academic Language and Literacy for Second Language Learners (Grades K-12) 3 SH

This course will focus on current approaches and theories of second language literacy, with a focus on academic discourse and the integration of reading and writing. Review of research on best-practices for instruction in second language reading and second language writing will be included. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. A fieldwork requirement of 10 hours is included.

ED 627 Practicum in Teaching English to Second Language Learners (Grades K-12) 3 SH

Course participants will be engaged with students who are second language learners. Course participants will use their content and pedagogical knowledge and skills to assess and design curriculum for ELLs and employ methodologies and adapted curricula; they will learn to work with school personnel to optimize students' learning, as they communicate with caregivers and families about students' academic achievement and development, making informed suggestions for family and home support. The course will use the CT English Language Proficiency (CELP) standards to focus instructional practices and to guide assessment. Application for the practicum must be submitted three months prior to placement and course registration; approval by the Education Department is required.

Doctor of Education in Instructional Leadership: Areas of Specialization – 092 Certificate

ED 660 Internship and Seminar in Educational Leadership: Theory, Research, and Practice I 3 SH

This is a supervised administrative internship 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 WCSU's faculty, who will be the university supervisor. The internship will extend over two semesters. *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 an administrative seminar where interns apply strategic, instructional, organizational, and contextual leadership skills. Students initiate an action plan and professional portfolio that accompanies their internship activities. Monthly group meetings will be held with one or all supervisors to reinforce and discuss Internship activities. The internship will extend over two semesters, beginning and ending with group meetings that may include the University Supervisor, on-site Administrative Mentor, Program Coordinator, and all Interns. 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 670 Student Teaching with Capstone Project in Education 3 SH

This course requires students to complete an instructor-approved professional practices capstone project

in a Secondary educational setting. Specifically, the successful development and submission of an electronic portfolio as a Teacher Performance-based Assessment (TPA) that exhibits impeccable planning, effective implementation, and reliable assessment of student learning to evidence student teaching success. Prerequisites: Meet WCSU'S BS in Education admission criteria and successful completion of all credits in program.

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 to achieve 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 assists students in the development of an in-depth understanding of policy development, implementation, and evaluation processes, specifically as they relate to the field of education. At both the macro and micro-levels, students are challenged and guided to examine the environment that leads to specific educational policies, the underlying value structure, goals, inducements, facts, powers, and rights inherent in those policies, the demands and support for the policies by various interest groups, the political system in which policy decisions are determined, and the criteria and processes by which the policies should be evaluated. It will include understandings of educational politics and policymaking at the federal, state and local levels. It will ground students in best practices of educational leadership. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 804 Learning, Cognition, and Teaching 3 SH

Using many original sources, this course represents a detailed consideration of human growth and development in the principle schools of psychology and related social sciences. Participants will investigate the application of these concepts to educational settings. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 805 Research and Evaluation in Education 3 SH

The purpose of this course is to introduce theories and models of evaluation as applied to educational programs and administrative systems. The course will provide graduate students with the necessary skills to conceptualize an evaluation design, select appropriate techniques, and conduct an evaluation within the infrastructure of an educational institution. This course will assist the learner in understanding administrative educational systems and methodically assessing an aspect of a particular system. *Prerequisites*: acceptance into the Doctor of Education in Instructional Leadership program; ED 804, ED 860, ED 861, and ED 865.

ED 806 Advanced Program Evaluation 3 SH

Advanced Program Evaluation provides candidates with a more in-depth understanding of program evaluation. This course further explores the various models for evaluating educational and community programs. Candidates will gain practical experience through class activities that foster the development of their evaluation skills. Students will present program evaluation plans with logic models. It requires the completion of an evaluation plan and the requisite companion pieces necessary to understand the design and implementation of a program evaluation.

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.

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, Equity, and Inclusion in Educational Organizations 3 SH

This course focuses on theoretical perspectives – philosophical, social, and historical – related to diversity that are grounded in social justice, equity, tolerance, and anti-discrimination. There is an emphasis on leadership and change agency in schools and other organizations. *Prerequisite*: acceptance into the Doctor of Education in Instructional Leadership program.

ED 860 Quantitative Methods Applied to Educational Research 3 SH

This course provides the basis for understanding, applying, and interpreting univariate statistics in educational settings and introduces multiple correlations research. 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 864 Introduction to Research 3 SH

This course assists candidates in the development of skills and dispositions related to educational research. The purpose of this course is to introduce educational research, and various research approaches common to the field of Instructional Leadership. Upon completing the course, candidates will be able to locate, understand, evaluate, and interpret qualitative and quantitative educational research and use these skills to identify possible culminating projects. Prerequisites: Acceptance into the Doctor of Education in Instructional Leadership Program.

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 866 Applied Educational Research 3 SH
This course will provide distinctions between a dissertation and other forms of culminating projects for a doctoral experience. Candidates will explore specific tools such as qualitative software and specific ways to use qualitative and quantitative techniques to investigate a topic of interest.

ED 867 Readings and Research 3 SH
Readings and Research provides doctoral students with the opportunity to engage in the study of practitioner and academic writings. Students will delve deeply into a topic of their choosing related to Instructional Leadership, Diversity, Equity, or Inclusion while they work on projects that enhance their comprehension and written abilities, across varied methodological approaches and source materials.

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 Office of Graduate Admissions is required.

ED 991 Culminating Project/Dissertation 1 3 SH
This course serves as the first course for the culminating project/dissertation for the Doctor of Education Degree in Instructional Leadership. Candidates will utilize research skills and content knowledge in an innovative way to develop a project/dissertation specific to their interests. Projects/dissertations may be developed through an exploration that identifies educational or leadership challenges and seeks remedies or offers recommendations for improvement. All topics must be approved by the advisor and include documentation of planning, design, and description of execution of the culminating project/dissertation. This course is required to complete graduation requirements.

ED 992 Culminating Project/Dissertation 2 3 SH

This course serves as the second course for the culminating project/dissertation for the Doctor of Education Degree in Instructional Leadership. Candidates will utilize research skills and content knowledge in an innovative way to develop a project/dissertation specific to their interests. Projects/ dissertations may be developed through an exploration that identifies educational or leadership challenges and seeks remedies or offers recommendations for improvement. All procedures must be approved by the advisor and include documentation of planning, design, and description of execution of

the culminating project/dissertation. This course is required to complete graduation requirements.

ED 993 Culminating Project/Dissertation 3 3 SH

This course serves as the third course for the culminating project/dissertation for the Doctor of Education Degree in Instructional Leadership. Candidates will utilize research skills and content knowledge in an innovative way to develop a project/dissertation specific to their interests. Projects/ dissertations may be developed through an exploration that identifies educational or leadership challenges and seeks remedies or offers recommendations for improvement. All procedures must be approved by the advisor and include documentation of planning, design, and description of execution of the culminating project/dissertation. This course is required to complete graduation requirements.

ED 994 Culminating Project/Dissertation 4 3 SH

This course serves as the fourth course for the culminating project/dissertation for the Doctor of Education Degree in Instructional Leadership. Candidates will utilize research skills and content knowledge in an innovative way to develop a project/dissertation specific to their interests. Projects/ dissertations may be developed through an exploration that identifies educational or leadership challenges and seeks remedies or offers recommendations for improvement. All procedures must be approved by the advisor and include documentation of planning, design, and description of execution of the culminating project/dissertation. This course is required to complete graduation requirements.

Educational Psychology

EPY 500 Human Growth and Development 3 SH

This course places emphasis on the study of the characteristics of human growth at each stage of development. This course is designed to increase understanding of how knowledge of developmental issues could help them to be a more informed, developmentally sensitive professional counselor. This course addresses 2016 CACRAEP standards 2.F.3.a-i.

EPY 501 Counseling Skills and Helping Relationships 3 SH

This course covers general theories, principles and basic skills necessary to be an effective counselor in a multicultural society. This course is the first half of the individual counseling skills coursework. This course addresses 2016 CACRAEP standards 2.F.5.a-b, d, f-j,l. Prerequisites: ED 585 or EPY 618, ED 586 and Admission to the Counselor Education Program.

EPY 502 Career Readiness Planning 3 SH

This course is designed to increase the school counselor's understanding of how to help students and families navigate the post-secondary process from elementary school through high school. Students will explore the NOSCA Eight Components of College and Career Readiness. This course will be taught with a focus on equity and access to higher education. This course addresses 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) specialty area standards 5.G.1.c, 5.G.2.b-c &m, 5.G.3.e,g,i-k, and o for school counseling.

EPY 503 School Counseling Frameworks 3 SH

Curriculum, Instruction & Intervention in the School Counseling Program takes and in-depth look at the ASCA National Model and the CT state frameworks for school counseling programs and how to implement them in a school. Strategies for teaching developmental guidance classroom lessons, counseling curriculum development and alignment, peer interventions, and behavior management will also be covered. This course addresses 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) core standards 2.F.3.b, &h, 2.F.4.f, 2.F.8.c-e and CACREP specialty area standards 5.G.1.b-c, 5.G.3.a-e, h-j, and m for school counseling.

EPY 504 School Counselors as Change Agents 3 SH

School counselors are in a unique position to lead the way for social-emotional health, academic achievement, and career readiness. Students need school counselors to be effective educational leaders who can effect systemic change in their schools. This course examines how school counselors combine leadership skills, collaboration and the use data to select evidence based programming to close achievement gaps and effect systemic change. This course addresses 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) core standards 2.F.8.b & e and CACREP specialty area standards 5.G.2.a,d,f,j & 5.G.3.d,i,k, n-o for school counseling.

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 507 Advanced Counseling Skills for School Counselors 3 SH

The Advanced Counseling and Helping Relationships course is the second half of the individual counseling skills coursework and addresses counseling skills specific to working in a school setting. Advanced Counseling and Helping Relationships will focus on learning and practicing skills to move school aged children and adolescents toward making positive change, planning and monitoring interventions, consultation, and termination of services. The course will culminate with a key assessment designed to evaluate the candidate's ability to facilitate and document a counseling relationship following using 5 stage model in an ethically and culturally competent manner with school aged children and adolescents. This course addresses 2016 CACREP standards 2.F.5.a, c-k, n and specialty area standards 5.G.1.d, 5.G.2.b,g-i, k,n and 5.G.3.f for school counseling.

EPY 508 Advanced Counseling Skills for Clinical Mental Health Counselors 3 SH

The Advanced Counseling and Helping Relationships course is the second half of the individual counseling skills coursework, and addresses the longer term counseling relationship. Advanced Counseling and Helping Relationships will focus on learning and practicing skills to move clients toward making change, treatment planning, consultation, and termination of services. The course will culminate with a key assessment designed to evaluate the candidate's ability to facilitate and document a counseling relationship following using 5 stage model in an ethically and culturally competent manner. This course addresses 2016 CACRAEP standards 2.F.5.a-k, n.

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 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.

EPY 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.

EPY 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.

EPY 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.

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 609 Counseling People with Physical Disabilities 3 SH
This course focuses on helping counselors understand theories of adjustment, adaptation, and coping with disability and apply these concepts to both congenital and acquired disability experiences.

Candidates will learn counseling strategies and interventions directed toward assisting individuals with disabilities and their families cope and adapt as well as ethical issues and responsibilities. Candidates will explore the psychosocial aspects of disability including societal attitudes, legislation, cultural perspectives, and issues related to education, medication, personal relationships. Community resources and the counselor's role in special education and 504 planning will be discussed. This course addresses 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) core standards 2.F.1.a &j, 2.F.h, 2.F.5.a, j-k, 2.F.7.m and specialty area standard 5.G.2.b & h, 5.G.3.h &l for school counseling and specialty areas 5.C.2g &j for Clinical Mental Health.

EPY 610 Practicum in School Counseling 3 SH
This course requires students to complete a minimum of 100 hours of supervised practicum experiences in a school setting. This practicum provides for the development of individual counseling and group work skills in a diverse society. Selection of the site must be approved by the faculty supervisor. Students will meet weekly, both in groups and individually, with peer supervision and with their faculty supervisors to discuss their common purposes, varying problems, and methods of approach. *Prerequisite*: completion of all core counseling courses.

EPY 611 Practicum in Clinical Mental Health Counseling 3 SH

This course requires students to complete a minimum of 100 hours of supervised practicum experience. This practicum provides for the development of individual counseling and group work skills. Selection of site must be approved by the department supervisor. Students will meet weekly with their supervisors to discuss their common purposes, varying problems, and methods of approach. This practicum in clinical mental health counseling (CMHC) is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite*: Students must have successfully completed the following courses: EPY 618, ED 586, EPY 600, EPY 602, ED 587, EPY 605, and EPY 630, or permission of the chair of the Department of Education and Educational Psychology.

EPY 612/613 Internship in School Counseling 6 SH

Students must complete a 600-hour supervised counseling internship in a school setting. This internship is a two semester full-time commitment for those students who do not hold a Connecticut professional educator certificate but hold, or are eligible for, an initial educator certificate and wish to be certified as school counselors. Includes weekly seminars on campus for purposes of peer supervision and three site visits for nonteaching semester. All others may complete the internship in one or two semesters. *Prerequisite*: completion of EPY 610.

EPY 614/615 Internship in Clinical Mental Health Counseling 6 SH

Following the successful completion of the practicum in clinical mental health counseling (CMHC), students must complete a counseling internship in a CMHC setting. This internship will be completed in a minimum of one academic semester, two semesters, or until student completes required direct and indirect client contact hours required. This CMHC internship is designed to meet the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite*: students must have successfully completed their practicum in CMHC or have permission of the chair of the Department of Education and Educational Psychology.

EPY 618 Introduction to Clinical Mental Health Counseling 3 SH

This introductory course is designed to prepare students to understand the knowledge, skills, and competencies required of clinical mental health counselors, as defined within the Council for Accreditation of Counseling and Related Educational Programs, 2009 CACREP standards for professional practice. *Prerequisite*: admittance into the counselor education program-option in CMHC or permission of the chair of the Department of Education and Educational Psychology.

EPY 619 Crisis Counseling in the Community and School 3 SH

This course is designed to prepare students with the knowledge, skills, and competencies to understand the impact of crises, disasters, and other trauma-causing events, and also to demonstrate the ability to use procedures for assessing and managing suicide risk. *Prerequisites*: admittance into the counselor education program-school counseling or CMHC options, and completion of EPY 640/EPY 605, or permission of the chair of the Department of Education and Educational Psychology.

EPY 620 Marriage and Family Counseling 3 SH

This course examines marriage and families counseling's historical antecedents, stages of family development, philosophical assumption and major approaches to marriage and family counseling. Ethical issues and current alternative techniques will be investigated. *Prerequisite*: nine semester hours in psychology.

EPY 621 Drug and Alcohol Counseling 3 SH

This course provides students with empirical information and counseling procedures regarding substance abuse. The course will focus on readings on substance abuse, investigation of theoretical treatment models, classroom simulation of such models, and contact with drug and alcohol programs. *Prerequisite*: nine semester hours in psychology.

EPY 624 Legal and Ethical Issues in Public Schools 3 SH

This course will review the legal and ethical issues, conflicts, and demands currently placed on teachers, counselors, and other working professionals and consultants in public schools. Case presentation, lectures, activities, guest speakers, and Supreme Court decisions will be used to review school violence, school district liability, counselor liability, confidentiality, religion, freedom of expression, special education, and family issues. This course also will review legal and ethical issues within a wide range of development (preschool to age 21) for both typical and special-needs students. Special attention regarding the legal requirements of the Individuals with Disabilities Education Act will be given to the transition of special-needs students after high school graduation.

EPY 625 School-Based Family Counseling 3 SH

The course will present major theoretical approaches to family counseling and their application to the school setting. Emphasis will be placed on family systems theory and structural family therapy as developed by Salvador Minuchin. The processes and steps required to create a paradigm shift in approaching student problems in their academic, social, and emotional development will be presented through the application of school-based family counseling and collaborative approaches. School and

community counselors will develop the knowledge and skills necessary to work effectively with teachers, administrators, specialists, community agencies, and medical facilities in developing ecological assessments and interventions within the home-school-community environment.

EPY 626 Sexuality Counseling with Children and Families 3 SH

This course will provide school and community counselors with the knowledge, skills, techniques, and competence to assess and address the sexuality/gender concerns affecting their clients. Topics include childhood sexual development; dynamics of abuse, victimization, and perpetration; gender/sexual identity issues; sexual abuse prevention and sexual education programs; couples counseling, and sexual dysfunction.

EPY 627 Consultation Theory and Practice 3 SH

This course is designed to provide school counselors and mental health workers with knowledge about theoretical approaches to consultation and help them develop skills necessary for consultation, particularly within educational organizations.

EPY 628 Working with Grieving Families and Children in Schools 3 SH

This course is designed for teachers, school counselors, and mental health professionals. The course will provide participants with a working knowledge of the grieving process for families and children from a developmental perspective. The cognitive theories of Jean Piaget and David Elkind and the psychosocial theory of Erik Erikson will be applied to the grief stages as developed by Elisabeth Kubler-Ross. Teachers and counselors will acquire the knowledge and skills needed for working with students and families who have experienced a loss in their family.

EPY 630 Introduction to Psychopathology 3 SH

This course introduces students to basic issues related to diagnosis and treatment of psychopathology frequently encountered in clinical practice in schools and community agencies. The behavioral, cognitive, and affective consequences of major mental disorders will be explored with the goal of developing effective counseling interventions and treatment plans. Emphasis will be on use of the DSM-IV diagnostic criteria. *Prerequisites*: *M.S. in Counseling, enrollment in the counselor education program, or permission of the instructor.*

EPY 635 Psychopharmacology 3 SH

This course is designed to increase the counselor's understanding of the current trends in psychotropic treatment for mental health issues in children, adolescents, and adults. Overall, the course will present two paradigms reflecting both a physiological science and social science perspective on the psychological treatment of clients. Students will be introduced to different aspects of neurobiology followed by an in-depth look at the various classes of medications used to treat mental health disorders. Students will also be exposed to the advantages and disadvantages of medication use amongst clinical populations; side effects, particularly for younger populations, will be explored in-depth and focus on current research regarding the effects of medication on brain development. The course will also explore the developmental differences between clients based on age, gender, and other social factors and the role this plays in diagnosis and treatment planning.

Attention will also be placed on understanding the counselor's role in referring their future clients for a consultation for psychiatric medication. Furthermore, the course will focus on ethical and legal issues that arise when working with clients taking psychiatric medication such as those related to limits of competence and safety planning. Case studies and role plays will facilitate the student's ability to determine the best practices for issues of this nature. *Prerequisite: Admission to the graduate counselor education program or permission of the Education and Educational Psychology chair.*

EPY 640 Introduction to Play Therapy 3 SH

This course is designed to increase the counselor's understanding of the world of children ages 3-12 as perceived by the child, and the relationship between the children's world with their behavior. The major theories of play therapy, and the utilization of play media to facilitate the child's self-exploration, self-expression, self-understanding, and personal growth will be explored. *Prerequisite: Admission to the Graduate Counselor Education program or permission of the Department Chair.*

EPY 650 Advanced Play Therapy 3 SH

This course is designed to provide students with advanced instruction in the counseling method and techniques of play therapy. It will include didactic, hands-on play therapy techniques, and in-depth review of play therapy counseling sessions (video, audio or detailed process notes) supplied by the students. Format will also include training through professionally produced videotapes and small group discussion. Limit setting, counter-transference, and other critical issues and situations that arise within sessions will be discussed. Credits obtained from this course are applicable towards the designation of Registered Play Therapist.

EPY 651 Assistive Technology in Applied Behavior Analysis 3 SH

This course examines how behavior analysts are leveraging technology to optimize research and practice, disseminate behavior analysis, and extend the reach of behavioral services.

EPY 652 Grant Writing in 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 in Applied Behavior Analysis 3 SH

The purpose of the Capstone course is to provide a culminating experience for students. The Capstone course consists of a review and final evaluation of the learning objectives throughout the program. This provides students with the opportunity to demonstrate mastery of the knowledge they have obtained throughout the program. Students must score 80% or above on the comprehensive exam in order to receive a passing grade for the course.

EPY 655 Basic Principles of Behavior 4 SH

Examines and applies basic concepts and principles of behaviors including response classes, stimuli, stimulus classes, respondent conditioning, operant conditioning, positive and negative reinforcement

contingencies, schedules of reinforcement, examples of positive and negative punishment contingencies, and automatic and socially mediated contingencies. Examines and applies concepts of unconditioned, conditioned, generalized reinforcers punishers, extinction, stimulus control, discrimination, generalization, maintenance, motivating operations, rule-governed and contingency-shaped behavior, the verbal operants and derived stimulus relations.

EPY 656 Behavior Assessment 3 SH

Examines factors related to behavioral assessment including those related to review of records and available data, the need for behavior-analytic services, and methods to identify and prioritize socially significant behavior-change goals. Identifies methods of assessment of relevant skill strengths and deficit and preference. Explores methods of functional assessment including descriptive assessment and functional analysis in addition to examination of functional assessment data. Explores methods to train personnel to competently perform assessment and intervention procedures, topics related to performance monitoring, feedback, and reinforcement systems, and use a functional assessment approach to identify variables affecting personnel performance.

EPY 657 Behavior Inrervention 3 SH

Examines principles and processes related to behavioral change. Explores positive and negative reinforcement procedures to strengthen behavior, use of interventions based on motivating operations and discriminative stimuli, methods to establish and use conditioned reinforcers, methods to use stimulus and response prompts and fading. Explores use of modeling and imitation training, instructions and rules, shaping, chaining, discrete-trial, free-operant, and naturalistic teaching arrangements, and teaching simple and conditional discriminations. Explores use of Skinner's analysis to teach verbal behavior, equivalence-based instruction, the high-probability instructional sequence, reinforcement procedures to weaken behavior, extinction, positive and negative punishment, token economies, group contingencies, contingency contracting, self-management strategies, procedures to promote stimulus and response generalization, and procedures to promote maintenance. Examines methods to state intervention goals in observable and measurable terms, identify potential interventions based on assessment results, recommend intervention goals and strategies based on such factors as client preferences, supporting environments, risks, constraints, and social validity. Examines selection of acceptable alternative behavior to be established or increased and how to plan for possible unwanted effects when using reinforcement, extinction, and punishment procedures.

EPY 658 Theory and Philosophy in Behavior Analysis 3 SH

Identifies the goals of behavior analysis as a science (i.e., description, prediction, control) and explains the philosophical assumptions underlying the science of behavior analysis (e.g., selectionism, determinism, empiricism, parsimony, pragmatism). Examines behavior from the perspective of radical behaviorism. Examines the distinctions among behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by the science of behavior analysis. Examines the dimensions of applied behavior analysis (Baer, Wolf, & Risley, 1968). Identifies the reasons for behavior analytic supervision. Examines the reasons for using behavior analytic supervision, selection of supervision goals, establishing performance expectations, training personnel, using relevant systems, using a functional assessment approach to identify variables affecting personnel performance, using function based strategies to improve performance, and evaluation of the effects of supervision.

EPY 659 Research Methods in Behavior Analysis 3 SH

Examines methods and measurement in applied behavior analysis including operational definitions of behavior, distinguishing among measures of behavior, occurrence measurement, measurement of

temporal dimensions of behavior, form and strength measurement, measurement of trials to criterion and sampling procedures (i.e., interval recording, time sampling). Examines evaluation related to the validity and reliability of measurement procedures. Considers methods for selection of a measurement system and methods to graph data, and interpret graphed data. Examines dependent variables, independent variables, internal validity, and external validity. Examines the defining features of single-subject experimental designs including advantages and use. Examines rationales for conducting comparative, component, and parametric analyses

EPY 660 Ethics in Behavioral Analysis 3 SH
Identifies topics related to the responsible conduct of behavior analyst, behavior analysts' responsibility to clients, assessing behavior, the behavior-change program, and factors related to behavior analysts as supervisors. Examines Behavior analysts' ethical responsibility to the profession of behavior analysis, to colleagues, and to the BACB. Examines ethics of public statements and research. Examines the rationales for using behavior-analytic supervision, potential risks of ineffective supervision, and methods to establish clear performance expectation, selection of supervision goals, and methods to train personnel. Examines use of performance monitoring, feedback, and reinforcement systems. Examines use a functional assessment approach to identify variables affecting personnel performance, use function-based strategies to improve personnel performance and methods to evaluate the effects of supervision.

EPY 661 Telemental Health in Counseling 3 SH
This course will address the benefits and risks of telemental health services according to current and salient research in the field. This course is designed to provide students with detailed skills in choosing appropriate technological platforms where security standards conform with ethical and legal requirements. Specific competency about legal and ethical issues in health information exchanges will be also offered. The future of various technologies that are impacting the mental field will be also discussed. Special focus will be placed on innovative technology such as Artificial Intelligence (AI) and how It works for specific pathologies such as depression or Autism Spectrum disorder as well as the use of AI for diagnosis and assessment. Students will learn how to implement telemental health interventions, understand their challenges, and optimize new technology facilities.

EPY 662 Experimental Analysis of Behavior 3 SH
A more in-depth examination of basic concepts previously introduced in EPY 655 (i.e., basic learning processes that underlie behavior and elicit/occasion behavior-change). Basic research on the experimental analysis of behavior will be highlighted. Advanced topics may be covered such as quantitative models of behavior. This EAB course will use a translational approach to demonstrate how basic learning processes can inform applied research/practice and vice versa.

EPY 663 Comprehensive Exam in Applied Behavior Analysis
The comprehensive exam is a multiple-choice cumulative examination delivered to students in their final semester who have completed the required coursework in the program.

EPY 664 Organizational Behavior Management 3 SH
Exams topics in organizational management including performance analysis and management, personnel supervision and management, staff training, behavioral systems analysis, organizational culture, and leadership.

EPY 665, 666, 667 Practice Skills in Applied Behavior Analysis I, II, III 1 SH
Candidates will engage in application exercises to develop and demonstrate competency in skills

necessary to practice effectively in the field of applied behavior analysis.

Health Promotion & Exercise Sciences

HPX 505 Metabolism I **4 SH**

This course introduces students to the advanced function of food in the human body, with particular focus on the four macronutrients of diet composition. The course employs the description of macronutrients through the chemical lens, identifying the various pathways each macronutrient is digested, absorbed, and utilized by the body. Emphasis is placed on the biochemical processes in which organic matter is absorbed and the enzymatic reactions involved in the digestion and absorption of the organic compounds of each macronutrient. Students will receive the foundational knowledge in nutrition science appropriate to continue to higher level, nutrition-focused coursework.

HPX 506 Metabolism II: Micronutrients **4 SH**

This course introduces students to the advanced function of food in the human body, with particular focus on the most common micronutrients in diet composition. The course employs the description of micronutrients through the chemical lens, identifying the various pathways each micronutrient is digested, absorbed, and utilized by the body. Emphasis is placed on the biochemical processes in which organic or inorganic matter is facilitated and the enzymatic reactions involved in the digestion and/or absorption of these compounds of each micronutrient. Students will receive the foundational knowledge in nutrition science appropriate to continue on to higher level, nutrition-focused coursework.

HPX 530 Nutrition & Disease I **4 SH**

This course introduces students to the biochemical and physiological nature of established chronic diseases including obesity, diabetes mellitus, cardiovascular disease, hypertension, bone diseases, and cancer as well as various acute diseases related specifically to micronutrient deficiency. An emphasis is placed on the pathophysiology, clinical symptoms, and diagnosis related to disease classification. Principles and theories are discussed related to the treatment and management of these diseases through dietary modification with nutritional intervention and/or treatment as well as the interactions with various pharmaceutical interventions. Students will receive the foundational knowledge related to nutritional care for the disease state to prepare them for the advanced course work in the development of nutritional interventions.

HPX 531 Nutrition Assessment, Intervention, and Evaluation **4 SH**

This course introduces students to the formal nutrition care process and the role of medical nutrition therapy in the treatment and management of established chronic diseases. Through the course, students will learn the steps of assessing nutrition status to develop an appropriate nutrition diagnosis. Based on the nutrition diagnosis, the student will learn to develop an effective intervention with an emphasis on the biochemical and physiological rationale for dietary modification and the appropriate evaluation needed to address the diagnosis. Students will receive the foundational knowledge in the development of the patient nutrition care plan to improve individual nutrition status.

HPX 532 Nutrition and Disease II 4 SH

This course examines the biochemical and physiological nature of established chronic diseases including diabetes mellitus, bone diseases, immune disorders, and cancer as well as various acute diseases related specifically to micronutrient deficiency. An emphasis is placed on the pathophysiology, clinical symptoms, and diagnosis related to disease classification. Principles and theories are discussed related to the treatment and management of these diseases through dietary modification with nutritional intervention and/or treatment as well as the interactions with various pharmaceutical interventions. Students will receive the foundational knowledge related to nutritional care for the disease state to prepare them for the advanced course work in the development of nutritional interventions.

HPX 582 Micronutrients for Dietary Supplementation & Treatment 3 SH

This course introduces students to the current trends in dietary supplementation. Students will explore common dietary supplements prescribed in the field of nutrition and their use in daily wellness, disease treatment and/or management, and weight management. This course will provide an overview of supplement composition, common interactions with various pharmaceuticals, and the indications or contraindications in supplement prescription. With this course, students will receive the foundational knowledge in supplement science to apply to their work as a nutrition professional in the field.

HPX 584 Research Methods in Nutrition 3 SH

This course provides students with an overview of the research process including developing the problem, using the literature to prepare a research plan, and the facilitation and completion of a research project. Through the course, the students will be introduced to the various statistical and measurement issues in research including statistical descriptions, approaches to research, various research designs, and the dissemination process within the field of nutrition. With this course, students will have the foundational knowledge and resources needed for nutrition-related research planning and analysis.

HPX 586 Community Nutrition in Action 3 SH

This course advances the practice in public health promotion for the student with a specific focus in community nutrition and the influence that public health policies, innovation and the environment can have on the health of a population as well as opportunities available for nutrition leaders. The course covers the role of epidemiology, cultural competence, local health data collection, community needs assessments and advocacy for local, state, and federal policies for the development of community health programing to promote better adherence to proper nutrition. Students will obtain advanced knowledge of current State and Federal Public Health Programs that impact the health of children and families including Women, Infant and Children (WIC), Child and Adult Care Program (CACFP), Supplemental Nutrition Assistance Program (SNAP), and National School Lunch Program (NSLP). Students will apply course learnings and incorporate health behavior change theories in designing a culturally relevant nutrition intervention program for their selected target population group.

HPX 590 Independent Study in Exploratory Research and Clinical Review 2 SH

This is a 2-credit course in advanced professional development as the student progresses through the degree. Through the course, the students will meet regularly to discuss current trends in the field of nutrition, analyze and discuss current research in the field, project their own research agendas/projects and future career plan, as well as engage in scientifically-based critical thinking with their fellow peers. In addition to this, students will engage in rigorous review of clinical case studies with a focus in medical nutrition therapy and nutrition care process.

HPX 591 Faculty-Developed Independent Study and Thesis Seminar **1 SH**

This course focuses on advanced professional development as the student progresses through the degree. Through the course, the students will meet regularly to discuss current trends in the field of nutrition, analyze and discuss current research in the field, project their own research agendas/projects and future career plan, as well as engage in scientifically-based critical thinking with their fellow peers.

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.

Justice And Law Administration

JLA 505 Homeland Security: Organization & Policy **3 SH**

This course will be an in-depth examination and evidence-based approach to the complex and critical role of how the Department of Homeland Security (DHS) operates in and partners with contemporary criminal justice and emergency management organizations. It will examine Homeland Security's comprehensive influence on federal, state, and local criminal justice organizations since 9/11. Following the events of 9/11 through the present day, Homeland Security's role continues to evolve, which requires continuous understanding and adaptation to threat and hazard paradigms that become prevalent in rapidly changing times. Critical mission areas such as leadership and management, counterterrorism, intelligence analysis, emergency management and response, technology, and critical infrastructure protection are the primary roles affected in the perpetual changing threat and hazard milieu in the United States. They will continue to be at the forefront of DHS's strategy.

The use of real-world cases and scenarios will be used to guide student learning by providing an opportunity to perform critical analysis in determining effective changes and outcomes in policies or practices and identifying gaps in the decision-making processes. Students will engage in multiple evidence-based case studies to produce well-developed critical analysis. Ultimately, the student will turn analysis into action by developing a written and visual presentation of their research and findings into recommendations and suggestive best practices.

JLA 510 Geopolitics & Homeland Security Strategy **3 SH**

This graduate-level course will provide an advanced level of examination of the cultural, geographical, and historical analysis of the regions like South America, the Middle East, and far-eastern Asia. Countries of Mexico, Ecuador, Brazil, Venezuela, Cuba, Guatemala, El Salvador, Colombia, Arab states, Turkey, Iran, Russia, China, North Korea, Pakistan and India, will be primarily placed under the scope of this course. Concepts like War on terror, drugs, and cartels, post-cold war theories like *Clash of Civilizations*, and finally, environmental geopolitics will be discussed

JLA 525 Data Analytics and GIS for Homeland Security Professionals **3 SH**

This course introduces the theories and practices of data analytics and geographic information systems (GIS) and how they are used to develop solutions to real problems within the homeland security field. Students will be introduced to the concepts, techniques, and tools needed to conduct a meaningful analysis of data and GIS products. The focus will be on integrating these techniques and their application to understanding how the interpretation of information informs policy decisions in homeland security. This course requires a basic level of computer proficiency and skill.

JLA 530 Terrorism: Intelligence Analysis and Critical Thinking **3 SH**

This course provides a critical introduction to the topic of terrorism, including definitional and conceptual problems; domestic and international terrorism; key terrorist groups, motivations, and methods; terror finance; and increasing overlap between terrorism and organized crime. It also discusses the key terror related events and groups, and current and future security challenges.

JLA 545 Strategic Planning and Budgeting for Homeland Security 3 SH

This course serves both the continuance and the advanced level of the beginning level course of *"Homeland Security Organization and Policy" in* this graduate program. Students will delve into the management theory subject matter in this particular course as a concept and structure. This course will discuss Organizational Theory and Homeland Security strategies. Although organizations share similar elements and features, this course provides a comprehensive overview of organization theory, particularly related to homeland security. This course is also a complete guide for writing and implementing a strategic plan for your organization. Lessons delve into why a plan is needed and explains the difference between a business plan, long-term planning, and a strategic plan. Students will learn how to make managerial decisions on budget and allocate the resources between and within the federal, state, local, and tribal agencies.

JLA 555 Cyber Security of the Homeland 3 SH

This course examines the Internet in its broader social and policy context, focusing on cyber threats. The course will introduce the concept and principles of network security. It will provide a conceptual construct of how to think about securing networks and critical infrastructures in the U.S. The course examines the relevant questions of public policy, national security, U.S. law, and international norms. This course will also discuss how information superiority and information dominance influence operations associated with establishing and maintaining cybersecurity. It also introduces students to how internet technologies currently under development may affect homeland security in the future.

JLA 600 Transportation and Border Security 3 SH

This course on transportation and border security will examine the potential threats to critical infrastructure, transportation networks, and border security due to terror and transnational crime threats. The course will specifically commence with an examination of the history of terrorism as it relates to these significant vulnerabilities, particularly since the start of the new millennium and from a global perspective. The course will continue with a comprehensive analysis of the following key factors: critical and metropolitan infrastructure; bridges and tunnels; commuter roadways; commuter transit; passenger air travel; commercial railways; commercial shipping; the trucking industry; passenger cruise lines; national railways and busses; border and airport security; transnational human and contraband smuggling; and corruption within border and customs enforcement organizations.

JLA 610 Public Health Disaster Science and Crises Management 3 SH

This course introduces different types of public health and environmental health disasters, their consequences, and the role of homeland security agencies and health practitioners in preparedness, response, and recovery during a health crisis. Through course lectures and readings, case studies, discussion, and debate, students will learn and understand the foundational concepts of the public and environmental health community's role in preparing for, responding to, and recovering from disasters. More specifically, students will learn more about the Centers for Disease Control and Prevention

(CDC)'s work, the nation's health protection agency, and how it protects our country against dangerous health threats and responds when these arise. The course is also designed to develop proficiency in analyzing and evaluating the public health response to disasters and identifying solutions and methods for improvement. Certain case studies will also be examined around the world.

JLA 620 Security Threat Analysis on Critical Infrastructure and WMD 3 SH

This course examines the Critical Infrastructure of the United States. It provides an in-depth analysis of its vulnerabilities to secure the effective protection of people, physical entities, and critical information and support systems in the event of natural disasters and accidental or intentional man-made incidents of significant destruction. The course will guide students in the theories and practice of threat analysis, physical protection, conducting vulnerability studies, and risk assessments of Critical Infrastructure Networks and their elements. We will examine the Critical Infrastructures identified by the United States Department of Homeland Security and how disruption of these sectors could affect the public and private aspects of Homeland Security. The culminating project for the course will be creating a comprehensive threat analysis of one aspect of the Critical Infrastructure, including an in-class presentation.

JLA 630 Advanced Legal Issues in Homeland Security 3 SH

This course will be a survey of the legal history of homeland security measures undertaken by the U.S. government since its founding as applied within the framework of the U.S. Constitution, U.S. Supreme Court decisions and international law. Additionally, the post-9/11 environment of homeland security and the legal authority and consequence of U.S. actions within the United States and extra-territorially will be explored and discussed in class.

JLA 640 Contemporary Issues in Homeland Security 3 SH

The effects of contemporary trends on the homeland security agencies are studied. Emphasis is on understanding these emerging threats and public safety issues and emergency management and response. Topics include natural disasters, foreign influence activity, cyberattacks, illegal immigration, border wall, rising domestic violent extremism, and COVID-19.

JLA 650 Seminar in Homeland Security 3 SH

This course is focused on the development of the final project and all students who will graduate are required to enroll. In their last semester, students must develop a project that should demonstrate "a question of practical importance" within the homeland security field, such as creating an effective communication method during a crisis, evaluating an intervention or protocol within a first responder agency, or practice setting. Students will demonstrate achievement of the program learning outcomes by linking together the major concepts, skills, and examples of ethical leadership that were included in the entire program curriculum. Students will develop a plan to research, collect, and revise course artifacts that comprise the final project. The format will be proposed by the student and approved by the instructor. The creative project must demonstrate originality and follow the department's style requirements – currently the American Psychological Association (APA) Publication Manual. A capstone is often multifaceted, meaning there's a presentation or performance, a paper, and research that all come together to complete the project.

Nursing

NUR 501 Theoretical Basis for Advanced Nursing Practice 3 SH

This course offers an analysis of theories from nursing and other disciplines as a conceptual basis for advancing nursing knowledge and practice. Application of theories to nursing practice, management, education, and research.

NUR 504 Evidence-Based Research for Advanced Nursing Practice 3 SH
This course prepares the student to understand scholarly inquiry, evaluate research evidence, develop advanced nursing evidence-based practices/protocols, and generate knowledge for evidence-based practice. NUR 501 is a pre- or corequisite to NUR 504.

NUR 507 Diagnostics for Advanced Nursing Practice 2 SH
This course provides a foundation for the development and understanding of diagnostic reasoning, and diagnostic testing across the lifespan in advanced practice nursing.

NUR 511 Foundations of Advanced Nursing Practice, Health Care Policy and the Health Care System 3 SH
Exploration and application of the Advanced Practice Registered Nurse's (APRN) role in relation to the purpose and delivery of APRN's role in health promotion, disease prevention, management of acute and chronic health problems, and the development and impact of health policy on the role.

NUR 515 Advanced Pathophysiology for Advanced Nursing Practice 3 SH
The study of human physiology and pathophysiology with application to advanced nursing interventions and evaluation of outcomes by the advanced practice nurse. This course builds upon a strong foundation in anatomy and physiology, emphasizing alterations in cellular structure and function, and alterations in biochemical processes, and the integration of the effects of disease on body systems.

NUR 516 Psychopathology 3 SH
This course provides foundation for understanding psychopathology of psychiatric disorders or mental health problems from various perspectives as it applies to nursing assessment, diagnosis, interventions, and evaluation of outcomes. Theoretical base of psychopathology will be explored according to the current diagnostic criteria. Prerequisite: NUR 515, 570, 575 or permission of the nursing department chair.

NUR 570 Advanced Clinical Pharmacology for Advanced Nursing Practice 3 SH
This course focuses on pharmacotherapeutic principles, mechanisms of action, and selection of pharmaceutical agents in advanced clinical nursing practice. Emphasis is placed on drug therapy and the identification and avoidance of adverse drug reactions and interactions. *Prerequisite*: NUR 515 or permission of the Nursing Department chair.

NUR 571 Psychopharmacology 3 SH
This course focuses on psychopharmacology principles, mechanism of action and selection of pharmaceutical agents in treatment of psychiatric disorders or mental health problems. Emphasis is on neurobiology, the biologic actions of psychotropic drugs and identifying how medications can induce brain chemistry, mood, and behavior. Prerequisite: NUR 515, 570, 575 or permission of the nursing

department chair.

NUR 575 Advanced Health Assessment for Advanced Nursing Practice 3 SH
Content and application of skills in advanced nursing practice necessary to complete a comprehensive client history and perform a physical and psychological assessment of signs and symptoms, pharmacological and pathophysiologic changes, and psychosocial variations in the young adult-gerontological client. *Prerequisites*: NUR 515 or permission of the Nursing Department chair. Basic physical assessment course within the past 5 years or successful performance on a physical assessment examination with a grade of 85% or better.

NUR 576 The Adult Gerontology Acute Care Nurse Practitioners Management of the Acutely Ill Complex Populations SH

This clinical course focuses on the diagnosis, treatment and acute management of complex and critically ill adult- gerontology medical conditions with life threatening and/or rapidly changing physiological and pathophysiological conditions. Emphasis is on the role of the acute nurse practitioner in evaluating, diagnosing, and implementing treatment plans in complex patients. Clinical experiences are designed to provide opportunities in safety, quality, evidence-based practice and intraprofessional collaboration with other health specific providers. (Prerequisites: NUR 501, 507, 504, 511, 515, 570, 575; Co-requisite NUR 580).

NUR 577 The Adult Gerontology Acute Care Nurse Practitioner Management of the Chronically Ill Complex Populations SH

This clinical course focuses on treatment and outcome management of acutely ill adult-gerontology patients with multisystem derangements of chronic health conditions. Emphasis is placed on specialty practices and generalist services that deal with urgent and emergent complex acute chronic medical conditions. Clinical experiences are designed to provide opportunities in safety, quality, evidence-based practice and interprofessional collaboration with other health specialty providers. (Pre-Requisite: NUR 501, 507, 504, 511, 515, 570, 580; Co-Requisite: NUR 585)

NUR 580 The Advanced Nursing Management of the Acutely Ill Adult-Gerontology Populations 2 SH

The development and management by the advanced practice nurse of diagnosis, treatment, and health promotion in the young adult-gerontological populations experiencing acute and multisystem illnesses. *Prerequisites*: All Foundational Core and all Role development.

NUR 581 The Advanced Nursing Management of Psychiatric Mental Health Conditions Across Lifespan Populations-Therapeutic Modalities I 2 SH
This is an introduction to and the development of nursing expertise in assessing, diagnosis, treatment, prevention of complications and promotion of optimal mental health in populations across lifespan at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Emphasis is on the development of therapeutic relationship through examination of selected psychotherapeutic treatment modalities and application of psychopharmacology in psychotherapy. Prerequisite: NUR 501, 504, 511, 515, 516, 570, 571, 575; Corequisite: NUR 584.

NUR 582 The Adult-Gerontology Primary Care Nurse Practitioners Management of the

Acutely Ill Adult Populations (180 clinical hours) 5 SH

Focus is on the role of the primary care nurse practitioner in health promotion, diagnosis, treatment, and management of complex and acute illness affecting the young adult-gerontological populations. *Prerequisites*:All Foundational Core and all Role development or permission of the graduate coordinator.

NUR 583 The Adult-Gerontology Clinical Nurse Specialists Management of the Acutely Ill Adult Populations (180 clinical hours) 5 SH

Focus is on the role of the clinical nurse specialist in health promotion, diagnosis, treatment, and management of complex and acute illness affecting the young adult-gerontological populations. *Prerequisites*: All Foundational Core and all Role development or permission of the graduate coordinator.

NUR 584 The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Across Lifespan Populations (180 clinical hours) 5 SH
This course develops and refines the nursing expertise in assessment, diagnosis, treatment, and integration of psychopharmacology with selected psychotherapy treatment modalities in populations across lifespan at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Prerequisite: NUR 501, 504, 511, 515, 516, 570, 571, 575; Co-requisite: NUR 581.

NUR 585 The Advanced Nursing Management of the Chronically Ill Adult-Gerontology Populations 2 SH

The development and management by the advanced practice nurse of diagnoses, treatments, and health promotion in the young adult-gerontological populations experiencing complex chronic illness. *Prerequisite*: All Foundational Core and all Role development.

NUR 586 Advanced Nursing Management of the Psychiatric Mental Health Conditions Groups and Families-Treatment Modalities II 2 SH

This course explores the development of nursing expertise in assessing, diagnosis, treatment, prevention of complications and promotion of optimal mental health in populations across the lifespan at risk for developing and/or having diagnosis of psychiatric disorders or mental health problems, with an emphasis on the examination of group and family therapy.

NUR 587 The Adult-Gerontology Clinical Nurse Specialists Management of the Chronically Ill Adult Populations (180 clinical hours) 5 SH

Focus is on the role of the clinical nurse specialist in health promotion, diagnosis, treatment, and management of complex chronic illnesses affecting the young adult-gerontological populations. *Prerequisites*: All Foundational Core and all Role development or permission by the graduate coordinator.

NUR 588 The Adult-Gerontology Primary Care Nurse Practitioners Management of the Chronically Ill Adult Populations (180 clinical hours) 5 SH

Focus is on the role of the primary care nurse practitioner in health promotion, diagnosis, treatment, and management of complex chronic illnesses affecting the young adult-gerontological populations. *Prerequisite*: All Foundational Core and all Role development or permission by the graduate coordinator.

NUR 589 The Psychiatric Mental Health Nurse Practitioner Management of the Psychiatric Mental Health Conditions Groups and Families (180 clinical hours) 5 SH
This course further develops nursing expertise in assessing, diagnosis, treatment, prevention of complications and promotion of optimal mental health in populations across lifespan at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Emphasis is on the examination of group and family therapy approaches, and application of psychopharmacology. Prerequisite: NUR 501, 504, 511, 515, 516, 570, 571, 575, 581, 584; Corequisite: NUR 586.

NUR 590 Professional Role Enactment (180 clinical hours) 7 SH

Analysis of ethical, legal, financial and technological advances and issues in health care and the impact on the role of the advance practice nurse. *Prerequisite*: Completion of foundational core and role requirements.

NUR 598 Faculty-Developed Course

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

NUR 599 Student-Developed Study

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

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

This course examines traditional values that shaped the academy and are changing in response to societal, legal, and ethical concerns. The course explores current dynamics affecting systems of higher education: political, social, and economic trends shaping the university experience.

NUR 801 Theories of Teaching and Learning in Adult and Higher Education 3 SH

Teaching and learning theories are examined as they apply to adult and higher education. Components of the psychology of learning are analyzed. Cultural, racial, gender, and generational dynamics are discussed.

NUR 802 Methods of Teaching and Evaluation 3 SH

This course prepares educators to identify and apply appropriate teaching methods and evaluate student learning, teacher, and program effectiveness. Topics include teaching, evaluation, integration of new and emerging technology, assessment methods, interpretation, reporting, and application.

NUR 803 Curriculum Development, Implementation, and Evaluation in Nursing 3 SH

Doctoral learners apply concepts and theories basic to curriculum development and evaluation in academic settings. Learners analyze the influence of accreditation processes on curriculum development and evaluation.

NUR 804 Nursing Faculty Role in Higher Education 3 SH

This course provides preparation for the nursing faculty role in a community of scholars. Topics include models of the professoriate, comparing and contrasting the role while providing the groundwork to develop a philosophy of teaching and portfolio development.

NUR 805 Classroom, Clinical Teaching, and Evaluation in Nursing Education 3 SH

This course builds upon the learners' professional experience as educators. Best practices in the classroom, clinical teaching, and student evaluations are explored. The legal and ethical implications of teaching/learning and the evaluative process are considered.

NUR 806 Leadership Theories and Concepts 3 SH

Classic and contemporary leadership and management theories and concepts are analyzed with applications made to the faculty/administrative leadership roles in academic settings. Building upon professional education and experience of learners, various models, essential skills, core competencies, and best practices in leadership are explored in depth with special emphasis on leadership in academic settings.

NUR 807 Leadership in Nursing Education 3 SH

The various leadership roles in academic nursing are examined. Classic and contemporary leadership and management theories and research in academic administration are used as a basis to discuss the leadership challenges and opportunities inherent in faculty and in administrative roles such as academic program administrator, department chairperson, director, or dean. Traditional and emerging roles and responsibilities in the various leadership positions will be explored in depth.

NUR 808 Doctoral Synthesis 3 SH

This synthesis experience provides multiple opportunities for doctoral students to explore, analyze, and actualize the multiple roles of nurse faculty in a guided/mentored practicum. Students will self-assess learning goals based on professional experience and select the guided learning experiences to meet these goals and the student learning outcomes of the course under the coaching and supervision of the course faculty member.

NUR 809 State of the Science of Nursing Education Research 3 SH

This course will prepare nurse educators to identify and apply the science of nursing education research to nursing education. Discovery and development of pedagogies for nursing education and nursing practice will be explored. Conventional, critical, feminist, post-modern, and phenomenological perspectives of teaching and ways of knowing will be analyzed.

NUR 810 Quantitative Methods in Nursing Education Research 3 SH

This course is an in-depth analysis of quantitative research designs, methods, instrumentation, data analysis, and interpretation from the viewpoint of a positivistic paradigm. Emphasis is placed on rigorous designs appropriate for the assessment of outcomes in nursing education.

NUR 811 Qualitative Methods in Nursing Education Research 3 SH

An in-depth analysis of the methodologies congruent with selected qualitative research traditions. Strategies for selecting appropriate research questions, sampling, data collection, and data-analysis plans from the viewpoint of a naturalistic paradigm are highlighted.

NUR 812 Statistical Analysis in Educational Research 3 SH

Learners develop knowledge and skills to effectively use statistics in different educational research designs. Topics include selection-appropriate statistical analyses, including descriptive and inferential statistics. Students are also prepared to utilize statistical software packages.

NUR 813 Dissertation Seminar I

Learners will be guided through the research process as they develop their dissertation proposals. By the end of the course, students will produce the first draft of the proposal for the course faculty and dissertation adviser.

NUR 814 Dissertation Advisement II

Learners will be guided through the process as they await Institutional Research Board approval and will begin the data collection phase. In this seminar approach, learners will work individually with their dissertation adviser.

NUR 815 Dissertation Advisement III

Learners will continue to work with their dissertation advisers as they complete the data-collection phase and begin to analyze their data.

NUR 816 Dissertation Advisement IV

Learners will continue to work with their dissertation advisers to complete writing the dissertation and conducting the dissertation defense.

NUR 817 Continuing Nursing Education Research

This course will be offered with variable credit as needed for students who need additional time to complete the dissertation.

NUR 820 Scientific Foundations of Nursing Practice

Description: This course will investigate and analyze the scientific foundations of nursing knowledge. Students will use knowledge from other sciences and disciplines to create a context to expand the scientific underpinnings of nursing. Students will explore the nature of theory and theory development from multiple scientific and psychosocial disciplines including middle range theory. Students will also explore concept analysis and to examine the principles and laws that govern the human experience and

well-being.

NUR 826 Health Care Policy and Ethics
Description: This course will explore health care policy and the associating role and actions that health care policy's effects health care organizations, health care governance, global and societal practice as well as individual practice. Overview of health care policy and planning at a local, state and federal level with be examined in consideration to vulnerable populations and community health. Legislative structure and regulatory organizations and the interrelationship with health care organizations and practice will be examined. The APN role will be examined with regards to the ethical and legal considerations regarding practice.

NUR 828 Qualitative Research
Description: This course will examine 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 830 Quantitative Research
This course will examine an in-depth analysis of inferential statistics. Students will learn key concepts in inferential statistic methodology, commonly used statistical test to be used in nursing and health care research. Students will also develop a basic understanding of tools and statistical software packages that can be used in health care research.

NUR 829 Quality, Risk management and use of biostatistics
Description: This course will explore quality analysis methods for identification and the use of data elements in exploring the delivery of patient care. Concepts of risk management and organizational mitigation will be assessed. This information will be used to assist in the delivery of quality care as well as understanding and identifying potential risk associated with organizations. Students will apply biostatical information in evaluating health care quality, risk and evidence-based practice.

NUR 821 Analysis of literature and EBP
Description: This course will foster an inquiry of scholarship in health care, public health and population health nationally and globally. Students will be prepared to evaluate all levels of evidence and apply this knowledge to future research endeavors. Using the foundation of analytical research methods students will apply their knowledge to critically appraise evidence from multiple sources.

NUR 825 Epidemiology
Description: This course will introduce students to methods used by epidemiologist to assess health and disease trends. Community health and population health will be examined with an acute and chronic focus to identify population disease trends globally. Focus will include historical background. Methods for identifying health trends, public health, health promotion, determinates of health, environment and occupational health and cultural diversity in health nationally and globally.

NUR 827 Leadership in Health Care Organizations
Description: The various leadership roles in academic and health care nursing are examined. Classic and contemporary leadership and management theories and research in academic and health care administration are used as a basis to discuss the leadership challenges and opportunities inherent in faculty and health care leadership and in administrative roles. Traditional and emerging roles and responsibilities in the various leadership positions will be explored in depth.

NUR 822 Business and Health Care Technology
Description: This course will introduce students to business leadership and management. Organizational Strategic planning including mission and vision development will be undertaken for business entrepreneurship. Students will develop an understanding of health care financing and implications for health care organizations. Students will understand the complexity of health care decisions in macro and micro systems.

NUR 823 Chronic Health Care/Vulnerable Populations
Description: This course will prepare the student in the synthesizing of knowledge from physiological, psychological, sociological, cultural, ethnical and financial perspectives for care of the chronically ill and vulnerable patient. Complex health, social, ethical and financial problems will be managed for this chronic and vulnerable patient population. Advanced nursing practice will be completed with supervised clinical practice.

NUR 824 Community Health and Population health
Description: This course will prepare the doctoral student in understanding population and global health issues that affect the multicultural patients of today. Students will identify health disparities on a local, national and global level. Students will understand the burden of disease with focus including social, cultural, political, economic contexts. Finally, students will explore multidisciplinary approaches to solving complex health problems of community and population health.

NUR 831Project Seminar
Description: Under the guidance of faculty DNP students will complete development of the DNP Project with the acquired theoretical knowledge and skills gained. Focus will be in guiding student's aspects of project design, implementation and evaluation. Students will then evaluate methods for project dissemination to further build upon evidence-based knowledge of health care.

SCHOOL OF VISUAL, PERFORMING & COMMUNICATION ARTS

Overview

DEGREE PROGRAMS

Master of Fine Arts

Creative and Professional Writing
Visual Arts

Master of Music
Options in:

Music Education and Jazz Pedagogy

COURSES

- Art
- Music
- Writing

SCHOOL OF VISUAL, PERFORMING & COMMUNICATION ARTS

School of Visual, Performing & Communication Arts

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Departments

Art Chairperson	Ken Scaglia, VPAC 143A, (203) 837-3975
*	
Music Chairperson	Laurel Larsen, VPAC 218B, (203) 837-8353
Music M.M. Coordinator	Jeremy Wiggins, VPAC 307, (203) 837-8354
Writing and Literature Chairperson	Oscar De Los Santos, HI 219E, (203) 837-9044

Mission and Objectives

The mission of the School of Visual, Performing & Communcation 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;

SCHOOL OF VISUAL, PERFORMING & COMMUNICATION ARTS

4. To recruit the highest quality students in the arts disciplines, with special emphasis on students from Connecticut;

5. To fulfill the role of the designated School of the Arts of the Connecticut State University System;

6. To attract major funding for student scholarships, student and faculty programming and endowed faculty chairs;

7. To enhance the cultural life and image of the university, the state and the region.

Western Connecticut State University is an accredited institutional member of the National Association of Schools of Music (NASM).

Degree Programs:

Master of Fine Arts in Creative and Professional Writing

Master of Fine Arts in Visual Arts (options in: illustration, interdisciplinary, and painting)

Master of Music (options in: Music Education and Jazz Pedagogy)

MASTER OF FINE ARTS IN CREATIVE AND PROFESSIONAL WRITING

Master of Fine Arts in Creative and Professional Writing (Online with Residencies)

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Creative and Professional Writing Overview

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

Program Goals

The MFA in Creative and Professional Writing seeks to provide writers with the skills they need to maintain professional writing careers.

Objectives

Students in the MFA in Creative and Professional Writing program will:

1. Acquire the ability to produce publishable-quality writing,

2. Engage in experiential learning in the fields of writing, publishing, or teaching, and

3. Acquire familiarity with professional expectations of flexible and adaptive career writers.

Learning Outcomes

1. Students will demonstrate ongoing competence in one creative and one pratical genre.

2. Students will produce publishable work in one creative and one practical genre.

3. Students will demonstrate either proficiency to teach writing or practical knowledge of a professional application in the writing world.

4. Students will demonstrate awareness of traditions, conventions, and innovations in one creative and one practical genre.

Admission Requirements

A student who wishes to obtain an M.F.A. in Creative and Professional Writing must hold a baccalaureate degree from an institution of higher education. The program welcomes students from diverse educational backgrounds; no degree in English or in any humanities field is required.

In addition to the application, each prospective student must submit two writing samples: a 20 to 50 page portfolio of previous writing and a brief essay. The portfolio may consist of writing in any genre, but the department prefers a combination of creative and practical writing samples, if possible.

Graduate Application

MFA Additional Admission Documentation

MFA Genre and Schedule Questionnaire

Essay Form

All materials should be forwarded to the Office of Graduate Admissions, Western Connecticut State University, 181 White Street, Danbury, CT 06810 or sent as an attachment to Graduate Admissions

Degree Requirements

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

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

Master of Fine Arts in Creative and Professional Writing

First Semester Course Rotation

WRT 543 Online Multi-Genre Workshop I	4 SH	Every Fall and Spring
WRT 536 Reading for Writers I (Primary Genre)	4 SH	Every Fall and Spring
WRT 539 Genre History, Criticism, and Theory	4 SH	Every Fall and Spring
WRT 542 Writing in the Primary Genre I	4 SH	Every Fall and Spring
Second Semester		
WRT 579 Online Multi-Genre Workshop II	4 SH	Every Fall and Spring
WRT 537 Reading for Writers II (Second Genre)	4 SH	Every Fall and Spring
WRT 576 Writing in the Primary Genre II	4 SH	Every Fall and Spring
WRT 578 Writing in the Second Genre	4 SH	Every Fall and Spring
Third Semester		
WRT 582 Online Multi-Genre Workshop III	4 SH	Every Fall and Spring
WRT 569 Internship or Teaching Practicum	4 SH	Every Fall and Spring
WRT 571 The Individual Aesthetic and Process	4 SH	Every Fall and Spring
WRT 577 Writing in the Primary Genre III	4 SH	Every Fall and Spring
Fourth Semester		
WRT 583 Online Multi-Genre Workshop IV	4 SH	Every Fall and Spring
WRT 584 Thesis/PDE	8 SH	Every Fall and Spring

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.

MASTER OF FINE ARTS IN VISUAL ARTS

Master of Fine Arts in Visual Arts (Painting, Illustration, or Interdisciplinary)

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Faculty D. Cardonsky (M.F.A. Coordinator); S. Marques; J. Tom; *Adjunct*: R. Brewster; L. Cober Gentry; R. Nadeau: A. Scoon .

Program Overview

The MFA in Visual Arts at WCSU is a two-year, nationally accredited program by the National Association of Schools of Art and Design (NASAD). It offers concentrations in Painting, Illustration, and Interdisciplinary Visual Art. Located on the westside campus in the Visual and Performing Arts Center, the program provides each student with a private studio and 24/7 access during the two years of study.

The focus of the program is the student's progress in the studio, leading to a professional, sustained art practice. Students participate in weekly individual and group critiques through a series of courses of increasing intensity. Art history, research, curatorial projects, internships, and teaching assistantships are integral to the program. The resident faculty and visiting artists are dedicated teachers and renowned professionals in their fields.

In the final semester, students present their Thesis Exhibition in the Gallery at the Visual & Performing Arts Center. A second Thesis Exhibition is later held at Blue Mountain Gallery, NYC, in the center of the Chelsea Arts District.

Graduates of WCSU's MFA in Visual Arts have become successful visual artists, exhibiting in national and international galleries. They are also published illustrators, art educators, designers, gallery curators, and entrepreneurs. Many have been awarded grants and artist-in-residencies both here and abroad.

Because of the nature of the program, full-time attendance is mandatory.

M.F.A. degrees are available in painting, illustration or interdisciplinary visual art.

Mission

The mission of the M.F.A. in Visual Arts program is to serve as a responsive and creative artistic resource for the people and institutions of Connecticut and the surrounding region by providing a period of intense and focused study under the guidance of established professionals.

Program Learning Goals

The goals of the MFA in Visual Arts program are:

1. to deepen and broaden the development of individual artistic character
2. to provide cultural enrichment through artistic communication and exhibition
3. to establish mentoring relationships through a community of artists
4. to contribute to the expansion and development in the fields of painting, illustration and interdisciplinary art

Program Learning Objectives & Outcomes

Students in the MFA in Visual Arts program will demonstrate:

1. advanced professional competence in painting, illustration or interdisciplinary art, exemplified by:
    - a sustained, independent studio practice
    - the creation of a significant body of work
2. advanced application of current development influencing the visual arts, exemplified by:
    - the integration of new materials, concepts and techniques in an explorative studio practice
3. advanced skills in research, exemplified by:
    - an ability to reference and incorporate historical and contemporary resources in the creation of studio work
    - an ability to identify current trends and issues in contemporary art
    - an ability to critique work in the visual arts through historical references and contemporary concerns
4. advanced skills in writing and speaking, exemplified by:
    - clear and effective communication of artistic intentions and ideas to the art and/or design communities and to the public
    - critique and analysis of artworks and/or topics in publications, discussions and/or instruction within art communities or teaching environments
5. advanced capability with technologies, exemplified by:
    - the application of technology in the creation, dissemination, documentation and preservation of work in the visual arts

Admission Requirements

In addition to the graduate admissions policies of the Office of Graduate Admissions, students may be admitted to the M.F.A. in Visual Arts degree program if they meet the following criteria:

- completion of a B.A. or B.F.A. in Art or
- completion of a B.A. or B.F.A. in a related field and show demonstrable competency in art and
- submission and successful review of portfolio by WCSU Department of Art faculty, online via email or in person on campus

- successful completion of an interview with Department of Art faculty, either on campus or through electronic media, and
- evidence of strong academic record, especially in the candidate's area of study.

Note: Acceptance to the Department of Art through portfolio review and interview is mandatory, in addition to applying to the Office of Graduate Admissions. Applications are reviewed throughout the year with rolling admission until spaces are filled.

International Students: Instructions for International Students

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 and approval of the program coordinator.

Master of Fine Arts in Visual Arts

Required Courses:		Course Rotation
ART 510 Art Colloquium (to be taken incrementally over four semesters)	4-8 SH	Every Fall and Spring
ART 511 Graduate Studies in Art History (taken incrementally over first three semesters)	9 SH	Every Fall and Spring
ART 512 Individual Introductory Graduate Studio in Area of Emphasis	3-6 SH	Every Fall
ART 520 Individual Applied Studio I	3-6 SH	Every Fall
ART 521 Individual Applied Studio II	6 SH	Every Spring
ART 530 Advanced Individual Studio I	12-15 SH	Every Fall
ART 531 Advanced Individual Studio II	9 SH	Every Spring
ART 580 Practicum Internship	3-6 SH	Every Fall and Spring
ART 581 Individual Introductory Graduate Studio in Related Area	3-6 SH	Every Fall
ART 590 Thesis Exhibition	6 SH	Every Spring
Total Semester Hours: 60		

(In all studio courses, each course hour requires three hours of applied studio work per week.)

MASTER OF MUSIC

MM Concentrations in: Music Education or Jazz Pedagogy

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Program Overview

The Master of Music (M.M.) program at Western Connecticut State University offers two concentrations: **Music Education** and **Jazz Pedagogy**. Designed for music educators, performers, and practitioners, this graduate program enhances professional skills, artistic growth, and pedagogical expertise. It also provides the necessary coursework for permanent teaching certification, meeting the high standards set by the National Association of Schools of Music (NASM), of which WCSU is an accredited institutional member.

Students will develop competencies in areas such as music pedagogy, theory, repertoire, improvisation, conducting, and educational techniques. Both concentrations are tailored to the needs of working professionals, with flexible course offerings delivered in a hybrid format. Online classes are offered during the fall and spring semesters, with short in-person residencies held in the summer. Each concentration consists of 30 credits and can be completed in two years.

- The **Music Education** concentration is ideal for current K-12 music educators seeking to maintain certification while advancing their careers.
- The **Jazz Pedagogy** concentration is suited for jazz performers and educators aiming to deepen their expertise in teaching jazz.

Master of Music in Music Education

Core Courses **15 SH**

MUS 500	Introduction to Music Research	1 SH
MUS 520	Form and Analysis	3 SH
MUS 528	Pedagogy of Improvisation	3 SH
MUS 523	Conducting	3 SH
MUS 540 or MUS 507	Topics in Music History *-or-* Jazz Styles and Analysis	3 SH
MUS 545 or MUS 517	Topics in Music Lit. *-or-* The Blues: Musical, Historical Contexts	2 SH
Studies in Major Field		**9 SH**
MUS 536	Topics in Music Education	3 SH
	Choose 2 from the below:	
MUS 535	Contemporary Strategies in Elem. Music Ed.	3 SH
MUS 533	Choral Techniques and Materials	3 SH
MUS 534	Instrumental Techniques and Materials	3 SH
Electives		**4 SH**
Final Project		**2 SH**
MUS 590	Music Department Seminar	2 SH
Total Semester Hours 30 SH		

Master of Music in Jazz Pedagogy

Core Courses		**12 SH**
MUS 500	Introduction to Music Research	1 SH
MUS 520	Form and Analysis	3 SH
MUS 528	Pedagogy of Improvisation	3 SH
MUS 523	Jazz Styles and Analysis	3 SH
	Choose 1 from the below:	
MUS 545 or MUS 517	Topics in Music Literature – or – The Blues: Musical, Cultural, Historical Contexts	2 SH
Performance Requirements		**6-7 SH**
	Jazz Ensembles (Large Jazz Ensemble and Chamber Jazz taken for 4 semesters, 4 SH total) *	4 SH

MUS 510	Applied Lessons (taken for 2 semesters, 2 SH total)	2 SH
MUS 533	Applied Jazz Piano for Non-Pianists **	1 SH
Studies in Major Field		**7 SH**
MUS 506	Topics in Jazz Pedagogy	2 SH
MUS 502	Arranging for the Jazz Educator	3 SH
MUS 505	Rhythm Section Lab	2 SH
Electives		**3-4 SH**
Final Project		**2 SH**
MUS 590	*Music Department Seminar*	2 SH
Total Semester Hours 30-32 SH		

Note: Courses with "XX" designation are awaiting the assignment of a course number.

**Ensemble requirements can be completed during the academic year or summer term.*

***Students who claim Piano as their major instrument are omitted from this requirement and can take a different elective course in place of this class.*

Program Goals & Objectives

The Department of Music at Western Connecticut State University is dedicated to fostering an inclusive and innovative learning environment that supports the professional and artistic growth of its students. The Master of Music program aims to:

- Equip students with advanced pedagogical, theoretical, and performance skills necessary for careers in music education and jazz pedagogy, while also preparing them for a terminal degree in music. This goal is attainable through the following objectives:
    1. Provide students with the tools to effectively analyze, teach, and perform music, incorporating comprehensive theoretical and structural understanding.
    2. Offer in-depth study of music history, literature, and diverse genres to enhance students' ability to teach and perform within various musical traditions.

- Deliver a curriculum that incorporates modern teaching methodologies, including contemporary strategies for both classroom and ensemble settings in music education and jazz pedagogy.

- Cultivate the creative, intellectual, and artistic abilities of students by promoting lifelong engagement with music and advocating for diverse musical traditions and practices. This goal is attainable through the following objectives:
    1. Provide opportunities for students to engage in high-quality performances, masterclasses, and workshops with peers, faculty, and renowned guest artists.
    2. Instill in students the importance of lifelong learning and advocacy for the arts, encouraging them to be informed and passionate contributors to the musical community.

- Foster a collaborative environment that supports the ongoing creative and professional development of students and faculty, providing a model for continuous growth and innovation.

- Provide meaningful cultural contributions and services to the university, local community, and the broader musical world by supporting performance, education, and collaborative opportunities. This goal is attainable through the following objectives:
    1. Offer educational and performance experiences that demonstrate the value of music and the arts to students, their families, and the wider community, promoting cultural appreciation and involvement.
    2. Serve as a resource for music educators and performers, particularly in the areas of PreK-12 education and jazz pedagogy, supporting the professional growth of music teachers in the region.

- Develop students' skills in self-discipline, problem-solving, and communication through personalized academic advising and mentorship, equipping them for professional success.

Program Learning Outcomes

The program goals and objectives are attainable through the following learning outcomes:

1. Students will use concepts of music theory and form to inform music practice, analyze musical scores, and create musical compositions.
2. The students will master topics in music history and literature through writing, research, and the use of constructive discourse.
3. The students will demonstrate mastery in content knowledge in both affective and cognitive domains in music education and jazz pedagogy by conducting, performing, reading and writing research, and utilizing contemporary methodology and pedagogy.
4. The students will have opportunities to create, perform, evaluate, and connect to musical performances.
5. The students will serve as a resource for regional educators to learn and apply content knowledge, skill, contemporary methodologies, and pedagogy.
6. The students will utilize constructive discourse to develop, evaluate, and create research projects for the purpose for presentation to students, peers, and faculty.

Admission Requirements

M.M. in Music Education

- Bachelor's Degree in Music
- Interview with Music Education Faculty

M.M. in Jazz Pedagogy

- Bachelor's Degree in Music
- Audition/Interview with Jazz Faculty

Upon offer of admission and acceptance, students will take entrance exams in music theory and music history. Students who do not pass the theory and history entrance exams will take MUS 527, *The Structure of Music*, and/or MUS 539, *Music History Review*, offered as asynchronous online courses. These two remedial courses will not count towards the degree requirements.

Degree Program Requirements

The M.M. in Music degree will be conferred upon matriculated students who have completed 30 graduate credits at Western Connecticut State University (minus transferred credits), and a final project researched and written by the student under the guidance of a thesis advisor and committee.

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 final project/recital and/or comprehensive examination), as required for particular programs.

Art

ART 510 Art Colloquium 4-8 SH

This course offers an awareness of contemporary critical issues essential to the experience of a maturing artist. Exposure to a series of lectures/demonstrations by practicing professionals is an introduction to the awareness. Each visiting artist will deliver a slide lecture or demonstration on his or her work or will discuss a contemporary critical issue. Student attendance is mandatory.

ART 511 Graduate Studies in Art History 3 SH

This course offers three semesters of advanced studies in global art history, art theory and critical thinking. Students will consider art within the context of its geographic, social and political history as well as conditions of gender, race and class. Over the span of three semesters, topics will include Western and non-Western historical and contemporary art, public art, social practices, craft, illustration, architecture, and interdisciplinary media, amongst others. This course consists of lectures, discussions, individual research and writings, culminating in a final research paper and oral presentation each semester. Required of all MFA students.

ART 512 Individual Introductory Graduate Studio in Area of Emphasis 3-6 SH

This introductory graduate-level studio experience will bring each student to an appropriate level of graduate work and create a consistent direction within the program. Building on undergraduate studio experience, each student will develop beginning graduate-level skills and concepts in an area of expertise. Regular critiques from faculty and visiting critics will be a significant aspect.

ART 520 Individual Applied Studio I 3-6 SH

The studio courses, taken in sequence of escalating expectations, will allow each student to develop artistically at an appropriate pace that is agreed upon between the student and the faculty adviser. Each student will work independently in his or her own studio with weekly critiques by faculty. Emphasis is on development of personal direction in artistic development.

ART 521 Individual Applied Studio II 6 SH

This is a continuation of ART 520. Students will continue to work independently to develop individual direction, thereby increasing standards of aesthetics and expertise. This course requires weekly critiques with faculty. *Prerequisite*: successful completion of ART 520.

ART 530 Advanced Individual Studio I 12-15 SH

Intense independent studio investigations bring the student toward a professional level of artistic maturation. Production of a significant body of work is mandatory. The course requires weekly critiques with faculty. *Prerequisite*: successful completion of ART 521.

ART 531 Advanced Individual Studio II 9 SH

This is the final course in independent sequence. Students will continue to produce significant quantities of ambitious work that display increasing expertise and creative maturity. Portfolio work must reflect a competitive professional level. The course requires weekly critiques with faculty. *Prerequisite*: successful completion of ART 530.

ART 580 Practicum Internship 3-6 SH

This course exposes students to professional artists working in studios and offers a hands-on experience in studio techniques. Students will intern in an appropriate professional studio for hands-on experience. This course is not mandatory for teaching assistants.

ART 581 Individual Introductory Graduate Studio in Related Area 3-6 SH

Expansion of areas of expertise leads to creative cross-fertilization between the students' work and in their relationships with others. A secondary area of emphasis will increase the students' artistic resources. Each student will be required to investigate a studio area parallel to his or her area of concentration. The course requires weekly critiques by faculty in chosen area.

ART 590 Thesis Exhibition 6 SH

This is the capstone of the M.F.A. program. Presentation of a graduate thesis exhibition is an integral part of the program. The thesis show is comparable to a thesis paper and should reflect the culmination of the student's individual artistic efforts. Under the supervision of a faculty adviser, the student will develop and select work suitable for professional-level graduate exhibition, design appropriate publicity materials, presentations and installation of work, and mount and document the exhibition. The course requires weekly critiques by faculty adviser and visiting critics. *Prerequisite*: successful completion of all preceding courses except ART 531, which may be taken simultaneously.

ART 598 Faculty-Developed Course

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

ART 599 Student-Developed Study

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

Master of Music Course Descriptions

MUS 500 Introduction to Research in Music 1 SH

This course provides students an introduction to graduate music research methods (Historical, Qualitative, Quantitative). This course explores the tools to review, evaluate, and complete research in various modalities. In addition to an emphasis on design and analysis, students will gain an extended vocabulary necessary to complete this research, and develop writing in various styles (APA, Chicago/ Turabian).

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 505 Jazz Rhythm Section Lab

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 506 Special Topics in Jazz Pedagogy 2 SH

This course explores the intersection between the practical and the theoretical aspects of jazz pedagogy. Topics will include the history of jazz music in American schools, conducting a large jazz ensemble, coaching a small jazz ensemble, private instruction, philosophy of jazz pedagogy, sociological and psychological aspects of music teaching and learning, and giving an effective masterclass/clinic. Students will interface with the immediate community of learners and performers and will participate in the annual WCSU Jazz Festival as performers and junior clinicians.

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 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.

MUS 517 The Blues: Musical, Cultural and Historical Contexts 2 SH

The sound and feeling of the blues is inherent in much of what we consider American music – gospel, jazz, rock and roll, country, funk, rhythm and blues, funk and hip hop. Much more than a song form or a genre of music, the blues informs us of American history through the lens of the African-American experience and speaks to us through its many manifestations of musical expression, as well as its poetry. In any serious study of the pedagogy and performance of the music we call jazz, it is imperative that the educator have a firm foundation in the blues and its location as a foundational element of American music.

MUS 519 Summer Intensive Small Jazz Ensemble 1 SH

This course is offered as an option to fulfill the ensemble requirement for the Jazz Pedagogy degree. In addition to the rehearsal and performance of standard and original repertoire, improvisational strategies and techniques specific to the repertoire will be presented. Students will collaborate with the instructor to select repertoire, produce original arrangements for the group.

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.

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.

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.

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.

MUS 528 Pedagogy of Improvisation 3 SH

Theoretical and practical applications of improvisational vocabulary will be presented in this course. Application of the course material will bolster each student's competence as an improviser and as a teacher of improvisation, as it relates to a range of musical idioms. Areas of focus will include expansion of the tonal improvisational vocabulary through chromaticism, exploration of non-functional harmony, advanced solo transcription and analysis and exploring the various types and uses of the pentatonic and octatonic scales.

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.

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.

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.

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.

MUS 539 – Music History Reviewy Music 0 SH

Music History Review focuses on the undergraduate music history curriculum. In this course, students will review western music history from the Medieval period to the Modern period. Students will be able to articulate through writing, examinations, and informal assessments the salient details of the various

musical styles represented throughout Europe since the 12th century and how social and cultural elements shaped these styles.

MUS 540 – Topics in Music History 3 SH

This course represents an opportunity for students to pursue in greater depth highly specialized music history topics. The subject matter will change each time the course is offered. Topics might include a specific composer or group of composers, a country's musical history, or a survey of a specific genre/ tradition.

MUS 545 Topics in Music Literature 2 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.

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.

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.

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.

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.

Writing and Literature

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.

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Peck, Lisa, M.A., Associate Director of Academic Advisement, Academic Advisement

Pegolotti, James, Ph.D., Librarian, Library Services

Piro, Jody, Ed.D., Professor, Education & Educational Psychology

Piscopo, Barbara, Ed.D., Professor, Nursing

Popiel, Elizabeth, M.F.A., Professor, Theatre Arts

Proctor, Richard, M.B.A., Professor, Accounting

Pruss, Ingrid, Ph.D., Associate Professor, English

Qi, Shouhua, Ph.D., Professor, English

Quinnell, William, M.F.A., Professor, Media Services

Rajcula, Jody, M.S., Professor, Health Promotion & Exercise Science

Reitz, Joan, M.A., Librarian, Library

Rice, Catherine, Ed.D. Professor, Nursing

Riley, MaryAnn, M.Ed., Professor, Nursing

Roach, James R., Ph.D., President

Rosenberg, Ellen M., Ph.D., Professor, Anthropology

Rosenthal, Bernard, Ph.D., Professor, Psychology

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Russock, Howard, Ph.D., Professor, Biology

Sandifer, C. Edward, Ph.D., Professor, Mathematics

Schmiedel, Thomas, M.L.S., Associate Librarian, Library

Schramm, Harold B., Ph.D., J.D., Professor, Justice & Law Administration

Scrimgeour, James, Ph.D., Professor, Writing, Linguistics & Creative Process

Sergi, Mary, A.S., Administrative Assistant to the President, President's Office

Serniak, Peter, M.S., Director, Continuing Education

Shaw, Ronald, B.S., Associate Vice President of Public Safety

Sherlock, Irene, B.A., M.A., M.F.A., M.S., Associate Director, University Publications and Design

Sheskin, David Ph.D., Professor, Psychology

Shibuya, Ruth, Ph.D., Professor, Health Education

Simon, Paul, Ed.D., Information Technology & Innovation

Skinner, Steven, Ph.D., Professor, Social Sciences

Skorina, Violet, Ph.D., Associate Professor, English

Smith, David, M.M., Professor, Music

Stambler, Leah, Ph.D., Professor, Education & Educational Psychology

Steinberg, Marjorie, M.S.W., Associate Professor, Social Work

Stevens, Helen, Assistant Professor, Education

Stewart, Peggy, M.S., Graphic Designed/Photographer, Communications & Marketing

Sullivan, Margaret, Professor, English

Sullivan, Richard, M.S., Vice President, Finance & Administration

Szabo, Alesia, Associate Librarian, Library Services

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

Veneziano, Robert, Ph.D., Professor, Social Work

Verhoff, Virginia, Ph.D., Assistant Professor, Health Promotion & Exercise Science

Wallace, John, M.A., Director, Housing & Auxiliary Activities

Walther, Robert, Associate Director, Institutional Services

Walton, William, M.F.A., Professor, Communications & Theatre Arts

Weinstein, Laurie, Ph.D., Professor, Social Sciences

Wells, Joanne, Ph.D., Director, Counseling Center

Wilson, Michael, Ph.D., Professor, Education & Educational Psychology

Wohlever, James Ph.D., Professor, Mathematics

Woodcock, Robert, M.A., M.S.N., Associate Professor, Nursing

Wright, Marie, Ph.D., CSU Professor, Management Information Systems

Yake, Edith, M.A., Associate Professor, Social Sciences

Yen, Yu-Fong, Ph.D., Chemistry & Biochemistry

Yocum, Doris, Ph.D., Professor, Philosophy

Young, Kenneth, Ph.D., Professor, History

HONORARY DEGREE RECIPIENTS

Honorary Degree Recipients

1985 Nathan S. Ancell Doctor of Laws

1986 John W. Toland Doctor of Humane Letters

1993 Ellen M. Hancock Doctor of Humane Letters

1993 Marian Anderson (posthumously) Doctor of Humane Letters

1994 Clifford Wharton, Jr. Doctor of Humane Letters

1995 Ralph Braibanti Doctor of Humane Letters

1996 Jane Goodall Doctor of Humane Letters

1997 Leon Botstein Doctor of Humane Letters

1998 Dallas K. Beal Doctor of Humane Letters

1999 Montel Williams Doctor of Humane Letters

2000 The Most Reverend Edward M. Egan Doctor of Humane Letters

2002 Skitch Henderson Doctor of Humane Letters

2003 Constantine (Deno) Macricostas Doctor of Humane Letters

2004 L. Eudora Pettigrew Doctor of Humane Letters

2006 Catherine Crier, JD Doctor of Humane Letters

2008 M. Farooq Kathwari Doctor of Humane Letters

2009 Jonathan Alter Doctor of Humane Letters

2010 Wyclef Jean Doctor of Humane Letters

2011 Allan Houston Doctor of Humane Letters

2012 Ronald B. Bruder Doctor of Humane Letters

2015 M. Jodi Rell Doctor of Humane Letters

2019 Prof. David Smith, Faculty Music