



WESTERN
CONNECTICUT
STATE UNIVERSITY

SCHOOL OF PROFESSIONAL STUDIES

SCHOOL OF PROFESSIONAL STUDIES

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Departments

Education & Educational Psychology • Theresa Canada, Chair, WH250, (203) 837-8509

Faculty: J. Burke; K. Burke; K. Campbell (Graduate Coordinator, School Counseling); T. Canada; J. Caruso; M. Daria; M. Delcourt (Ed.D. Coordinator); E. Duncanson; M. Gilles (Graduate Coordinator, Clinical Mental Health Counseling); A. Merrill (M.S. Ed. Coordinator); B. Rabe (M.A.T. Coordinator); D. Shaw; L. Stambler; J. Volpe; M. Wilson.

Health Promotion & Exercise Sciences • J. Rajcula, Chair, B230a, (203) 837-8688

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

Nursing • Karen Crouse, Chair, WH107a, (203) 837-9061

Faculty: E. Abate; J. Aina; C. Avery; D. Brown; K. Crouse; K. Daley (Graduate Coordinator); M. Doherty; E. Geraci; R. Goodrich; L. Halloran; J. Lupinacci; P. Moreland; T. Palladino; B. Piscopo (RN-BSN Coordinator); C. Rice; M.A. Riley.

Social Work • Robert Veneziano, Chair, WH123A, (203) 837-8409

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

Mission and Objectives

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

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

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

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

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

Given its evolution from a normal school to a university, given the success and recognition these programs have achieved to date, it is not difficult to envision these departments housing an innovative Center for Excellence. Further, since the school is defined by the education, health and human service fields, it is not unreasonable to consider enlarging the number of programs to include additional education, health and human service professionals. This is in keeping with the projected need for education, health care and human service professionals throughout the nation.

Graduate Degree Programs

Education and Educational Psychology

Doctor of Education in Instructional Leadership

Certificate for Intermediate Administration and Supervision (Endorsement 092)

Master of Arts in Teaching

Options:

Secondary Education — Biology

Secondary Education — Mathematics

Secondary Education — Spanish

Master of Science in Education

Options:

Curriculum

Instructional Technology (non-certification)

Reading (non-certification)

Special Education (non-certification)

Master of Science in Counselor Education

Options:

Clinical Mental Health Counseling

School Counseling

Nursing

Master of Science in Nursing

Clinical Specialist

Adult Nurse Practitioner

Professional Certification-Only Programs

Post-Master's Certificate in Adult Nurse Practitioner

Admissions

Please refer to the department area in this catalog for specific procedures and requirements for admissions, or contact the Division of Graduate Studies at (203) 837-8244.

Doctor of Education in Instructional Leadership

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Accreditation

All university and associated programs are accredited through the New England Association of Schools and Colleges (NEASC). Additionally, WCSU's Doctor of Education (Ed.D.) in Instructional Leadership program is approved by the Connecticut Department of Higher Education (DHE) and the Connecticut State Department of Education (CSDE). The program to obtain a Certificate in Intermediate Administration and Supervision (Endorsement #092), available to students admitted to the Ed.D. in Instructional Leadership program, is accredited at the state level by the Connecticut DHE, the CSDE, and nationally through the Educational Leadership Constituent Council of the National Policy Board for Educational Administration.

Program Overview

WestConn's Ed.D. in Instructional Leadership degree program is designed for educators who are interested in exploring issues related to leadership in schools, curriculum and instruction, reflective practice and methods of inquiry related to PK-12 school settings. Graduates of this program will be able to apply advanced curricular systems and strategies in classrooms and schools. The program will prepare educators to be instructional leaders within their districts so they will be able to assist with many decisions related to academics and assessment. Students admitted to the Ed.D. in Instructional Leadership program also may apply for admission to the certificate program in Intermediate Administration and Supervision (Endorsement #092). This certificate program is a collaboration between WestConn and Central Connecticut State University (CCSU).

092 Certificate Description

The Certificate for Intermediate Administration and Supervision program is offered to candidates who have fulfilled the requirements of a planned program leading to administrative positions in a school district up to and including assistant superintendent. These positions include roles such as department chair, assistant principal, principal and assistant superintendent for curriculum and instruction. To receive the endorsement, all candidates must complete a planned program approved by the CSDE and receive a passing grade on the four-module Connecticut Administrator's Test.

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

Program Mission and Objectives

In addition to fulfilling the mission of the education and educational psychology (E & EP) department, candidates for the Ed.D. in Instructional Leadership degree must meet objectives that are varied and vital to the professional development of classroom educators and for the improvement of student achievement. The program is designed to prepare PK-12 educators to:

1. Assume roles of leadership in the conceptualization, initiation, assessment and redesign of instructional strategies.

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

WestConn's Ed.D. in Instructional Leadership is founded on the belief that instructional leaders should be a major human resource in every educational system. The effectiveness of PK-12 schools is determined in great part by the quality of teaching as evidenced by outstanding practitioners.

Technology, curricula restructuring, school management and assessment succeed only if they are supported, embraced, internalized and owned by teachers, administrators and support staff. The vast reservoir of talent, energy and experience of all educators can be released and realized through this program.

Admission Requirements for the Ed.D. in Instructional Leadership Program

Application Checklist:

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

Please submit:

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

Please arrange for the following to be sent directly to the Office of Graduate Studies at WestConn:

- 6. Official transcripts from all colleges and universities you have attended; a minimum cumulative GPA of 3.0 for all previous graduate course work is required.
- 7. An official score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the past five years. In addition, the Test of English as a Foreign Language (TOEFL) is required for all international students.
- 8. Three recommendations attesting to your professional educational qualifications and ability to complete a doctoral program. At least one of these recommendations must be completed by someone in a supervisory capacity in an educational setting. The official WCSU form must be used for the completion of all recommendations.
- 9. A completed immunization form.

PLEASE NOTE:

- a. Admission to the program will be determined after a satisfactory interview with designated WCSU representatives from the Ed.D. admissions committee.
- b. Please do not send any additional materials.
- c. Admission to the Ed.D. Program in Instructional Leadership is competitive.
- d. Cohorts consist of 20-25 candidates.
- e. Review of application materials begins March 1. All admission requirements must be received by the Office of Graduate Studies at least one month prior to the beginning of classes for the first course in each cohort sequence.
- f. This program is based on a cohort model that accepts students every other year (Fall 2009, Fall 2011, etc.).

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

The following three requirements were set forth by the CSDE for admission to a program for a Certificate for Intermediate Administration and Supervision. These criteria must be met by all applicants:

1. Hold a master's degree in education or a related field from an accredited institution.
2. Evidence of five years of full-time educational experience in a PK-12 setting.
3. Completion of at least 36 semester hours of a special education course.

For WestConn's program, the entrance materials will include three additional types of information:

4. Two recommendations, using a form with specific criteria and questions developed in conjunction with faculty at WCSU, CCSU and local administrators. One recommendation must be completed by the candidate's district superintendent or someone at the executive level of the school district (Central Office), and the second should be submitted by a supervisor of the applicant.
5. An application and leadership mini-portfolio must be completed by each applicant and assessed using a scoring rubric. This rubric incorporates knowledge, skills and dispositions targeted throughout the program and on the employer survey.
6. An interview including an accompanying four-point rating of target criteria will be completed by all interviewers.

An admissions committee will minimally consist of the educational administration program coordinator, at least one other faculty member from the Ed.D. Program and a present or former local school administrator. All candidate materials will be reviewed by the admissions committee before entry to the program will be granted.

Admissions Policies

Graduate students in the Ed.D. program must complete the requirements for the degree within the 6-year period immediately preceding the awarding of the degree. An appeal process through WestConn's Graduate Council is available if a student needs to apply for an extension beyond this period of time.

Students in the Ed.D. in Instructional Leadership program may apply to the 092 certificate program during their second semester of dissertation seminars or two years later. Earlier application can only be made by consent of the coordinator for the Ed.D. in Instructional Leadership program.

Transfer of Credit

Doctoral students can transfer up to nine credit hours of doctoral level coursework provided the credits represent equivalent courses described in the program of study, pending approval by the program coordinator.

Academic Planning

Each candidate must meet with the Ed.D. program coordinator to discuss the academic program and the doctoral advisement process. Course sequencing is predetermined and all students participate in a cohort model in order to complete the program.

Doctor of Education in Instructional Leadership

A minimum of 60 semester hours (SH) is required for the Ed.D. degree, including the requirement for a dissertation.

<i>Core Courses in Theory and Foundation</i>	<i>18 SH</i>
ED 800 Foundations of Instructional Leadership	3 SH
ED 801 Group Leadership, Group Processes and Team Building in Education	3 SH
ED 802 Emerging Instructional Technologies	3 SH
ED 803 National Standards, Current Practices and Policies in Education (Summer Institute)	3 SH
ED 804 Learning, Cognition, and Teaching	3 SH

ED 805 Research and Evaluation in Education 3 SH

Areas of Specialization 18 SH

ED 820 Topics in Curriculum and Instruction 3 SH

ED 821 Leadership Assessment and Development 3 SH

ED 822 Talent Development Across the Curriculum 3 SH

ED 823 Models of Creative Thinking 3 SH

ED 824 Diversity Issues in Schools 3 SH

ED 826 Quantitative and Qualitative
Applications of Educational Research 3 SH

Inquiry Strategies and Dissertation Sequence 24 SH

ED 860 Quantitative Methods Applied to Educational Research 3 SH

ED 861 Qualitative Methods Applied to Educational Research 3 SH

ED 865 Introduction to Educational Research Designs 3 SH

ED 881 Dissertation Seminar 1 3 SH

ED 882 Dissertation Seminar 2 3 SH

ED 883 Dissertation Seminar 3 3 SH

ED 884 Dissertation Seminar 4 3 SH

ED 885 Dissertation Seminar 5 3 SH

Certificate for Intermediate Administration and Supervision (Endorsement #092)

The planned program for this certificate is a total of 24 semester hours. The recommending institution, WestConn, will offer 18 of these credits. The remaining six credits will be offered through CCSU. A minimum of 60 hours is required for the Doctor of Education in Instructional Leadership degree, including the requirements for a dissertation.

Institution Courses 24 SH

WestConn ED 800 Foundations of Instructional Leadership 3 SH

WestConn ED 804 Learning, Cognition and Teaching 3 SH

WestConn ED 820 Topics in Curriculum and Instruction 3 SH

WestConn ED 805 Research and Evaluation in Education 3 SH

CCSU EDL 618 Understanding the Political and
Ethical Environment of School Leadership 3 SH

CCSU EDL 656 Leadership and Supervision in
Teaching and Learning 3 SH

WestConn ED 660 Internship and Seminar in Educational Leadership:
Theory, Research, and Practice I 3 SH

WestConn ED 665 Internship and Seminar in Educational Leadership:
Theory, Research, and Practice II 3 SH

Master of Arts in Teaching (M.A.T.)

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

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Accreditation

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

Program Overview

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

Program Mission Statement and Objectives

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

Master of Arts in Teaching Program Objectives

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

Admission Requirements

1. A non-refundable \$75 transcript evaluation fee.
2. Official transcripts from all colleges/universities attended must be mailed to the Division of Graduate Studies.
3. Combined Undergraduate GPA of at least 2.8 from all completed coursework
4. If an applicant's cumulative undergraduate grade point average (GPA) is below 2.8, the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:

Undergraduate Miller Analogies Test Required Score:s

2.8 or higher — M.A.T. not required

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

5. Completion of at least two undergraduate general education mathematics courses with a grade of “B” or higher in each, as well as all content area courses to be determined by transcript evaluation.
6. Passing score on Praxis I Pre-Professional Skills Tests or waiver from the CSDE.
7. Passing score on content area Praxis II Subject Assessment(s).
8. For Spanish candidates: Passing score on ACTFL; oral and written proficiency exams.
9. Completed graduate application, mini-portfolio, three references and a non-refundable \$50 application fee.
10. Immunization Records if born after Dec. 31, 1956.
11. A review of the application will be completed by the M.A.T. program admissions review committee.
12. Qualified applicants will then be invited to interview.

Program Entry Interviews and Academic Planning

Each candidate must meet with the M.A.T. coordinator and department chair or representative. This is a 15-month cohort model providing the required coursework leading to teacher certification in the selected area and a master’s degree. Candidates are expected to take all courses in a specified sequence totaling 42 semester hours.

Program Completion and Eligibility for State Teacher’s Certification

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

Dismissal from, Admission to, or Retention in Professional Teacher Education Program

Strict guidelines for admission to and retention in the teacher education certification programs include academic excellence. Students who fail to meet or maintain established admission and retention criteria will be dismissed from the program. The M.A.T. program oversight committee will recommend candidates for student teaching during the third cohort semester.

Dismissal from the Student Teaching Experience

Superintendents, school district facilitators, cooperating teachers, principals, university supervisors and faculty members of the E&EP department, in consultation with the appropriate arts and sciences, health education, or music education faculty members, reserve the right to remove a student teacher from any student teaching/clinical experience.

A recommendation for dismissal can be based on but is not limited to:

1. An absence of five or more consecutive teaching days in a 15-week (75 full teaching days) assignment or three or more consecutive days in a seven week (35 full teaching days) assignment, without presenting a verified explanation.
2. A failure to demonstrate the state-mandated teaching competencies during student teaching or any clinical experience.
3. Evidence of abuse of alcohol or other drugs.
4. Written recommendation from the PK-12 public school’s cooperating teacher, principal, the E&EP department chair and/or the coordinator of student teaching that the student teacher be removed from the clinical placement due to the student teacher’s failure to meet the school’s expectations.
5. Non-professional behavior as documented by the PK-12 public school’s cooperating teacher, principal or department chair.
6. Violation of the CSDE Code of Professional Responsibility.

7. Allegation or conviction for sexual, physical or emotional intimidation, harassment or abuse of PK-12 students.
8. Allegation or confirmation of a felony indictment.

When problems arise during a student teaching/clinical experience, the university supervisor notifies the coordinator of student teaching in a formal letter that clearly states both the concerns and the steps that have been taken to rectify the situation. The coordinator of student teaching then forwards this information to the chair of the E&EP department who, in turn, meets with involved parties — the student teacher, the coordinator of student teaching, the university supervisor and the assistant dean/certification officer — to investigate the situation, develop plans for improvement or to recommend dismissal of the student teacher from the program.

The chair of the E&EP department confirms all decisions of this meeting via a letter to the student teacher. The letter is signed by the chairperson of the E&EP department and the coordinator of student teaching; copies are sent to the dean and assistant dean of the School of Professional Studies.

The student teacher has the right to submit a written appeal within seven days of a notification of dismissal, to the chair of the E&EP department, the coordinator of student teaching and the university supervisor. The affected student also has the right — within two weeks of the hearing date — to appeal, in writing, his/her dismissal to the dean of professional studies.

Core Curriculum for Secondary Cohorts

ED 500 Contemporary Educational Issues	3 SH
ED 502 Secondary Student Teaching (Grades 6-12) for the M.A.T. Program	6 SH
ED 503 Educational Psychology	3 SH
ED 514 Teaching Reading in the Content Areas	3 SH
ED 530 Curriculum of the Secondary School	3 SH
ED 532 Computer Literacy in Education	3 SH
ED 546 Inquiry in the Classroom	3 SH
ED 571 Urban Education Experience	3 SH
ED 592 Capstone Project in Education	3 SH
ED 593 Standards, Mandates, and Legal Issues in Teaching	3 SH
EPY 509 Exceptional Learners: Children & Adolescents	3 SH

Secondary Education, Mathematics Option Content Courses

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

Secondary Education, Science (Biology) Option Content Courses

ED/BIO 566 Teaching Science in Secondary Schools	3 SH
BIO 598 Faculty Developed Study in Laboratory Science	3 SH

Secondary Education, World Language (Spanish) Option Content Courses

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

Master of Science in Education

Offering Options for Certified Teachers in Elementary and Secondary Education

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Accreditation

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

Program Overview

WestConn's M.S. in Education degree program prepares candidates for careers in teaching. The program maintains professional relationships with the broader educational community and is committed to the continuous support and development of cooperative projects and services with area schools. The M.S. in Education program empowers students to attain the highest standards of academic achievement, personal development and ethical conduct. Candidates in our teacher education program must achieve the following objectives:

1. Demonstrate academic competence in their selected fields;
2. Complete a general program of studies in education in addition to a recommended content area major other than education;
3. Know the historical, social, economic, political, comparative and philosophical foundations of education;
4. Understand the variety of patterns of human growth and development;
5. Value and infuse cultural diversity;
6. Demonstrate a proficiency in and working knowledge of the national and state standards;
7. Demonstrate a spirit of inquiry, the use of critical thinking skills, and the habits of the reflective practitioner, and;
8. Demonstrate the ability to appropriately incorporate the use of technology in instructional practices.

Program Mission Statement and Objectives

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

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

Admission Requirements

Applicants who wish to be admitted to the M.S. programs in teacher education must submit the following materials to the Division of Graduate Studies office:

1. Application for admission to the Division of Graduate Studies and a \$50 application fee.

2. One official transcript mailed (not hand-delivered) to the Division of Graduate Studies office from each college or university previously attended, including all earned grades and degree. (For initial non-matriculating enrollment, an unofficial transcript indicating a 2.8 undergraduate grade point average or higher and the baccalaureate degree will suffice.)
3. If an applicant's cumulative undergraduate grade point average (GPA) is below 2.8, the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:
 UNDERGRADUATE GPA MAT SCORE REQUIRED
 2.8 or higher MAT not required
 2.57 to 2.79 35th percentile
 2.47 to 2.56 45th percentile
 2.37 to 2.46 50th percentile
 Below 2.37 60th percentile
4. A copy of a valid teaching certificate in elementary and/or secondary education.
5. Supporting documents such as letters of reference required for particular concentrations or options.
6. Evidence of successful completion of any required prerequisite courses for a particular concentration.
7. Evidence of an earned baccalaureate degree from an accredited institution of higher education.

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

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

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

Program Entry Interviews and Academic Planning

Each candidate must meet with the M.S. graduate coordinator to discuss and plan the academic program. Course sequencing suggestions will be provided at that time.

Degree Requirements: Option in Curriculum

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

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

Master of Science in Education: Option in Curriculum

<i>Professional Education Requirements</i>	<i>12 SH</i>
ED 500 Contemporary Educational Issues	3 SH
EPY 505 Measurement & Evaluation	3 SH
ED 501 Introduction to Educational Research (after 21 SH)	3 SH
ED 592 Capstone Project in Education	3 SH
 <i>Required Courses</i>	 <i>3 SH</i>
ED 515 Curriculum in the Elementary School	3 SH
OR	
ED 530 Curriculum in the Secondary School	3 SH

<i>Option Courses Select</i>	<i>9 SH</i>
ED 514 Teaching Reading in the Content Areas	3 SH
ED 517 Developmental Reading in the Elementary School	3 SH
ED 519 Improving Thinking Skills	3 SH
ED 525 Teaching Children w Learning Disabilities	3 SH
ED 527 Individualizing Instruction	3 SH
ED 532 Computer Literacy in Education	3 SH
ED 535 Developmental Reading in the Secondary School	3 SH
ED 556 Curriculum Development Using the Internet	3 SH
ED 559 Educational Computer Simulations	3 SH
ED 578 Teaching the Gifted and Talented	3 SH

Electives *6 SH*

Up to 3 SH may be taken outside of the E & EP department

Total Semester Hours: Minimum of 30 SH

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

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

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

The objective of the instructional technology option is to expand the professional knowledge base of teachers regarding the use of instructional and information technology in the classroom.

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

Master of Science in Education: Option in Instructional Technology (Non-Certification)

<i>Professional Education Requirements</i>	<i>12 SH</i>
ED 500 Contemporary Educational Issues	3 SH
EPY 505 Measurement & Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 592 Capstone Project in Education	3 SH

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

Electives *6 SH*

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

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

Total Semester Hours: Minimum of 30 SH

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

Degree Requirements: Option in Reading (Non-Certification)

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

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

Master of Science in Education: Option in Reading (Non-Certification)

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

<i>Professional Education Requirements</i>	<i>12 SH</i>
ED 500 Contemporary Educational Issues	3 SH
ED 505 Measurement & Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 592 Capstone Project in Education	3 SH

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

Electives *6 SH*
Up to 3 SH of elective graduate credits may be taken outside of the E&EP dept.

Total Semester Hours: Minimum of 30 SH

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

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

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

The objective of the special education option is to expand the professional knowledge base of teachers regarding the education and development of exceptional, gifted, talented, and disabled students in a regular classroom. This program does not fulfill requirements for state certification in special education. A minimum of 30 semester hours (SH) is required for the M.S. degree in education with an option in spe-

cial education, including the requirements for the non-thesis or thesis approach. Culmination of the program includes completion of a three-semester hour capstone project (ED 592).

Master of Science in Education: Option in Special Education (Non-Certification)

<i>Professional Education Requirements</i>	<i>12 SH</i>
ED 500 Contemporary Educational Issues	3 SH
EPY 505 Measurement & Evaluation	3 SH
ED 501 Introduction to Educational Research	3 SH
ED 592 Capstone Project in Education	3 SH

<i>Option Courses Select</i>	<i>12 SH</i>
ED 525 Teaching Children w/Learning Disabilities	3 SH
ED 545 Teaching Children with Emotional Disturbances	3 SH
ED 557 Computers in Special Education	3 SH
ED 578 Teaching the Gifted and Talented	3 SH
ED 726 Child and Adolescent Development	3 SH
EPY 509 Educational Problems of Exceptional Children	3 SH

Electives *6 SH*

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

Total Semester Hours: Minimum of 30 SH

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

Master of Science in Counselor Education

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Program Overview

The counselor education program includes a 48-credit School Counseling option and a 60-credit Clinical Mental Health Counseling program option, each leading to the Master of Science (M.S.) degree.

Students develop 'Plan of Study' with their coordinator and usually complete their program in three years.

The counselor education program has been nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs since 1996. The School Counseling option prepares candidates to work as school counselors in grades K-12. The Clinical Mental Health Counseling option prepares students to work as counselors in a variety of community, agency and clinical mental health settings. Students are National Certified Counselor eligible after passing the National Counselor Exam, administered at WestConn each fall and spring. In addition, graduates are eligible to become licensed professional counselors upon completing additional requirements set forth by the state of Connecticut.

In view of the responsibilities of the role of counselor in both school and community settings, students whose

work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended either for matriculation or continuation in the program.

Program Mission, Goals and Objectives

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

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

Admission Requirements

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

- a. Achieve a minimum of 2.8 QPR for all undergraduate courses.
- b. If an applicant's cumulative undergraduate grade point average (GPA) is below 2.8, the applicant must present a score rated at the 35th percentile or higher on the Miller Analogies Test, as indicated below:
UNDERGRADUATE GPA MAT SCORE REQUIRED
2.8 or higher MAT not required
2.57 to 2.79 35th percentile
2.47 to 2.56 45th percentile
2.37 to 2.45 50th percentile
Below 2.37 60th percentile
- c. Complete an undergraduate program which includes a general education distribution of courses in English, mathematics, science, social and behavioral sciences, foreign language and fine arts.
- d. Submit an essay demonstrating proficiency in English, stating the reasons for wanting to enroll in a counselor education program, and emphasizing experiences relevant to the field.
- e. Submit three letters of recommendation from individuals able to testify to the student's suit ability as a prospective counselor.

- f. Be interviewed by the program's faculty admissions committee, which will assess the student's academic background and personal attributes that might affect the student's performance as a counselor.
- g. Complete nine semester hours of psychology (if applying for the community counseling program) or six semester hours of psychology, including introduction to psychology and a human development courses, and a three-semester hour introductory course in special education (if applying for the school counseling program).

Additional School Counseling Requirements:

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

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

Option in School Counseling

The curriculum for the school counseling option includes the following graduate courses:

<i>Open to all Graduate Students</i>	<i>6 SH</i>
ED 500 Contemporary Educational Issues	3 SH
ED 572 Career Education and Development	3 SH
<i>Open to Students Accepted to Program or by Permission of Chair</i>	<i>6 SH</i>
ED 585 Introduction to Community and School Counseling	3 SH
ED 586 Theories of Counseling	3 SH
<i>Open to Students Accepted to Program Only</i>	<i>36 SH</i>
ED 587 Counseling Diverse Populations	3 SH
EPY 600 Assessment for Counselors	3 SH
EPY 601 Fundamentals of Statistics and Research Design	3 SH
EPY 602 Interviewing and Consultation Across the Life Span: Principles and Techniques	3 SH
EPY 603 Group Work Foundation: Theory and Practice	3 SH
EPY 604 Individual Counseling in the Schools: Clinical Skills	3 SH
EPY 606 Advanced Group Work: Theory and Practice	3 SH
EPY 607 Pupil Personnel Services: Philosophy and Organization	3 SH
EPY 610 Practicum in School Counseling	3 SH
EPY 612/613 Internship in School Counseling	6 SH
<i>Electives</i>	<i>3 SH</i>

Total Semester Hours: 48 SH

Option in Clinical Mental Health Counseling

This option leads to Counselor Licensure and National Certification. Curriculum for the Clinical Mental Health Counseling option includes the following courses:

Open to Students Accepted to Program or by Permission of Chair *9 SH*

EPY 618 Introduction to Clinical Mental Health Counseling	3 SH
ED 586 Theories of Counseling	3 SH
ED 572 Career Education and Development	3 SH

<i>Open to Students Accepted to Program Only</i>	<i>45 SH</i>
ED 587 Counseling Diverse Populations	3 SH
EPY 600 Assessment for Counselors	3 SH
EPY 601 Fundamentals of Statistics & Research Design	3 SH
EPY 602 Interviewing & Consultation Across the Life-Span: Principles & Techniques	3 SH
EPY 603 Group Work Foundation: Theory & Practice	3 SH
EPY 605 Clinical Mental Health Counseling Skills	3 SH
EPY 606 Advanced Group Work: Theory & Practice	3 SH
EPY 608 Clinical Mental Health Counseling: Mgmt, Delivery and Consultation	3 SH
EPY 611 Practicum in Clinical Mental Health Counseling	3 SH
EPY 614 Internship in Clinical Mental Health Counseling	3 SH
EPY 615 Internship in Clinical Mental Health Counseling	3 SH
EPY 620 Marriage and Family Counseling	3 SH
EPY 621 Drug and Alcohol Counseling	3 SH
EPY 630 Introduction to Psychopathology	3 SH
EPY 619 Crisis Counseling in the Community and School	3 SH

Two Faculty-approved Electives *6 SH*

Total Semester Hours: 60 SH

Teacher Certification-Only Programs

Maryann Rossi, Coordinator of the Teacher Certification-Only Program
Interim Dean, White Hall 003C *Phone (203) 837-8950*
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Since spring 2009, WestConn has not accepted new applications to the Certification Only Program in education. This change is being implemented so that WestConn will be in compliance with proposed regulation changes by the Connecticut State Department of Education (CSDE), as well as the requirements of national accreditation standards. All students currently enrolled in WestConn's Certification Only Program have until May 2012 to complete all program requirements.

We are pleased to offer our new Master of Arts in Teaching (M.A.T.) program for individuals who already hold a bachelor's degree from an accredited institution of higher education and are interested in obtaining secondary education certification in biology, mathematics or Spanish. We strongly encourage these individuals to apply to the M.A.T. Program. For more information, go to wcsu.edu/mat.

Additionally, WestConn has received approval from the CSDE and is currently awaiting final approval from the Connecticut Dept. of Higher Education to its proposed M.A.T. program in elementary education, which we hope to offer in the near future.

Prospective students interested in WestConn's M.A.T. program should contact the Division of Graduate Studies at (203) 837-8244, or Dr. Bonnie Rabe, M.A.T. program coordinator at rabeb@wcsu.edu or call (203) 837-3206.

Individuals who hold a bachelor's degree and are interested in becoming certified in elementary education, secondary education (chemistry, earth science, English and history/social sciences, music education or health education) should consider WestConn's second bachelor's degree option. For more information on earning a second bachelor's degree, please contact the Office of University Admissions at (203) 837-9000.

Master of Science in Nursing

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Program Overview

The Master of Science (M.S.) in Nursing program prepares nurses for leadership positions in the nursing practice. The program requires completion of 36 credits of specialized professional course work, with courses organized into three components:

- a foundational core (theory, issues, research, foundations of practice);
- a role component specific to the selected role; and,
- a role support component that provides a concentrated practicum experience in the selected role.

Students may prepare for either the adult nurse practitioner or clinical nurse specialist role. All students complete a sequence of clinical and role component courses, including a minimum of 500 hours of clinical practicum experiences under the guidance of a preceptor, and a thesis or research-based thesis project. Upon completion of the program, students are eligible to take the certification examination for their chosen role.

The program is designed for part-time study, with courses offered in the evening. Part-time study requires approximately four years for completion of the degree, although students are granted up to six years to complete all degree requirements.

The program is accredited by the Collegiate Commission on Nursing Education (CCNE), One Dupont Circle NW, Washington, DC, 20036. Phone: (202) 887-6791; fax: (202) 887-8476.

Program Mission, Goals and Objectives

Conceptual Framework and Organizational Structure

The program of study leading to the M.S. in Nursing degree prepares nurses for roles as advanced practice nurses, with an option to prepare for certification as an adult nurse practitioner or medical surgical clinical nurse specialist. Each role requires completion of a foundational core, representing content common to the advanced study of nursing practice; a role component, representing content specific to the selected role; and a role support component, providing practicum experiences for transition into the selected role.

The curricular design assumes that education for the advanced practice of nursing requires substantial clinical experiences in aspects of the selected role, supervised by professional health care providers who have education and experience in the role, and occurring in a variety of settings. Clinical practicum experiences in the program enable students to develop clinical experiences that meet course objectives as well as their own specific learning needs and interests. The approach to clinical practica allows for flexibility in the time and places in which clinical experiences occur.

Foundational Core

Preparation for the advanced practice of nursing rests on a foundation of generalized knowledge and practice common to all roles. The M.S. in Nursing program addresses the following content areas as foundational to the advanced study of nursing: the theoretical bases of nursing practice; the contemporary issues encountered

by the masters-prepared practitioner within the nursing profession and the broad health care field; critical thinking in the application of knowledge and skills to the identification and analysis of patient problems and their resolution through the development of clinical expertise and diagnostic reasoning ability; and the utilization of research and the appropriate application of the research process to the identification, analysis, and resolution of practice problems. All students are required to complete a clinical research thesis or project.

The approach to these areas of study is eclectic, offering students alternative conceptualizations of the field as a basis for the analysis and critique of extant practice, theory, and research; the generation of creative alternatives to present approaches to practice; and the formulation of personal conceptual interpretations of nursing as a guide to practice, all within the context of a rapidly changing health care environment.

Advanced Practice Roles

The advanced practice of nursing may proceed through direct care, or blended roles. Direct care roles involve management of the health care of a caseload of clients, for example, as an adult nurse practitioner. Blended roles combine elements of the direct care and a mediated role approach, as with the clinical nurse specialist or case manager.

Role Support

As students move toward completing the M.S. in Nursing program, they are helped to synthesize and apply curricular content to fulfilling their selected role. All students complete a substantial clinical practicum in which they enact all aspects of the selected role under the guidance of a qualified clinical preceptor. Seminar sessions address common places in each of the roles and promote sharing the experience and perspective of students engaged in these different roles.

Program Outcomes

Working with individuals and groups the graduate of the masters in nursing program will:

1. Use evidence-based nursing interventions to generate research for the purpose of expanding nursing science.
2. Demonstrate expertise in the provision of care to individuals and groups from diverse backgrounds across the health spectrum.
3. Function in a variety of roles collaborating with other disciplines in the attainment of improved patient care and outcomes.
4. Continuously evaluate their nursing practice in relation to professional standards and assume accountability for practice.
5. Demonstrate comprehensive knowledge of policy formulation and how it impacts nursing practice and health care delivery.
6. Analyze ethical issues as they affect communities, society, the health professions, and their own practice.

Admission Requirements

Applications for admission to the M.S. in Nursing program are made through the Division of Graduate Studies. Applicants must submit official transcripts of all undergraduate and graduate work with the graduate application fee. Admission to the M.S. in Nursing program is selective. Candidates must have earned a bachelor's of science in nursing degree from a recognized accrediting agency, or equivalent undergraduate preparation; achieve a satisfactory score on the Miller Analogies Test (required for those applicants with an undergraduate QPA of less than 3.00); and hold a current RN license. At the time of application, candidates must provide a resume and one letter of recommendation from an employer. As part of the admission process, the candidate must meet with the MS program coordinator to develop a plan of study.

Prior to enrollment in NUR 575, Advanced Health Assessment, students will be required to present evidence that they have either completed a basic physical assessment course within the past five years, or demonstrate successful performance on paper and pencil examination to evaluate baseline assessment knowledge and skills.

Degree Requirements

Students are required to complete the requisite coursework, the clinical component and a thesis within six years in order to be eligible for graduation.

Master of Science in Nursing

Curriculum Structure Foundational Core Components

These courses are required of all M.S. in Nursing students and are intended to serve as prerequisites for remaining program requirements.

NUR 501 Theoretical Basis of Nursing Practice	3 SH
NUR 502 Contemporary Issues in Health Care Delivery	2 SH
NUR 504 Nursing Research (Prereq: NUR 501)	3 SH
NUR 511 Foundations of Clinical Nursing Practice	3 SH

Advanced Practice: Clinical Nurse Specialist and Nurse Practitioner:

NUR 515 Advanced Pathophysiology	3 SH
NUR 570 Advanced Clinical Pharmacology	3 SH
NUR 575 Advanced Health Assessment	3 SH
NUR 580 Nursing Management of the Acutely Ill Adult	2 SH
NUR 585 Nursing Management of the Chronically Ill Adult	2 SH

Clinical Practice: Nurse Practitioner

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

Or

Clinical Practice: Clinical Nurse Specialist

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

Capstone course for all students

NUR 590 Professional Role Enactment	4 SH
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Total Semester Hours: 36 SH

Required of all students

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

Post-Master's Study: Adult Nurse Practitioner

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

- * M.S. in Nursing with a significant clinical component
- * NUR 570, Advanced Clinical Pharmacology, or equivalent; or licensure as an advanced practice registered nurse in either Connecticut or New York
- * Basic skills in health assessment, as evidenced by completion of a formal or continuing education program in the past five years or via paper-and-pencil testing prior to entry into the program.

Students are required to take the following courses:

NUR 575 Advanced Health Assessment	3 SH
NUR 580 Nursing Management of the Acutely Ill Adult	6 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 at least “B-” or above to progress in the program.

Department of nursing grades are assigned as follows:

A = 92 - 100	B- = 80-82	D+ = 68-70
A- = 89 - 91	C+ = 77-79	D = 64-67
B+= 86- 88	C = 74-76	D- = 63-60
B = 83- 85	C- = 71-73	F = Below 60