College of Education, Nursing and Health Professions

As a professional school, the College of Education, Nursing and Health Professions prepares students for careers in a variety of helping, educational, and health professions by providing opportunities to develop critical knowledge and relevant skills. The college is committed to provide professional development programs appropriate for the current and future needs of practicing professionals. In addition to on-campus courses and learning experiences, programs include internships or clinical placements conducted in conjunction with education, clinical, and community agencies in Greater Hartford. In the case of physical therapy candidates, clinical placements are available across the United States.

The Department of Education and Human Services offers undergraduate programs in Early Childhood, Elementary, Secondary English, and Integrated Elementary/Special Education; and graduate programs in Early Childhood Education, Elementary Education, Counseling, and Educational Technology. In addition, the department has a Sixth-Year Certificate program in Counseling.

The Department of Educational Leadership offers advanced degree programs: Sixth-Year Certificate, or Certificate of Advanced Graduate Study (CAGS) program, in Educational Leadership; and a Doctoral Program in Educational Leadership.

The Department of Nursing offers undergraduate and graduate programs for registered nurses. The undergraduate program is a B.S.N. program for registered nurses. Graduate programs are offered in Nursing Management, Nursing Education, and Community/Public Health Nursing.

The Department of Health Sciences offers undergraduate programs in Health Science, Radiologic Technology, Respiratory Care, and Clinical Laboratory Science/Medical Technology. The department offers undergraduate pre-professional articulation programs leading to graduate study in dentistry, chiropractic, podiatry, osteopathic medicine, and optometry. Additionally, with the Department of Physical Therapy, the Department of Health Sciences offers a combined B.S. in Health Science that leads to admission to the Doctoral Program in Physical Therapy (open to those students who have continued to meet program standards throughout their undergraduate program).

The Department of Physical Therapy currently has a master’s degree program, which will be available for admission to graduate students through the summer of 2007. Beginning in the spring of 2008, the department will accept only applications for the Doctor of Physical Therapy, as the master’s degree program will have been phased out.

Facilities

Hillyer Hall houses facilities for the Department of Education and Human Services: the dean’s offices, including academic services for the college; rooms for classes, seminars, and conferences; and an educational technology laboratory. There are many technology-ready classrooms affording the use of PowerPoint and Web-based presentations in classes. The Mortensen Library houses monographs, journals, periodicals, reference works, and books pertaining to education, nursing, health professions, and human services, as well as the Department of Education and Human Services Curriculum Laboratory.

The Charles A. Dana Hall offers facilities for the departments of Nursing and Health Sciences. Features of the building are the two Mali auditoriums, a computer laboratory, and individual research laboratories for graduate students and faculty. Dana Hall also has classrooms, faculty offices, science laboratories, seminar rooms, a simulated clinical laboratory, the Hoffman clinical/teaching skills laboratories, and a combined laboratory/classroom for radiologic technology and respiratory care.

The Beatrice Fox Auerbach Hall houses the administrative and faculty offices for the Department of Nursing and the Department of Educational Leadership.

The Educational Technology Laboratory provides computers, printers, and educational software. Supportive education materials are available for students of the Department of Education and Human Services and for area teachers to preview. Assistants are available to

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1The College of Arts and Sciences offers a master’s program in school psychology (see page 71).
help students and teachers from area school districts.

Housed in Mortensen Library, the Education Curriculum Laboratory contains a recently updated collection of texts and instructional materials representative of those used in area school systems. Materials are available for use by teachers and students.

University of Hartford Magnet School

The University of Hartford Magnet School, a Hartford interdistrict magnet school, is a public magnet school on our private University campus. Fifty percent of the students attending this school come from Hartford; the remaining students are from the following partner school districts: Avon, Bloomfield, Farmington, Simsbury, West Hartford, and Wethersfield. The school serves children from preschool through grade five, who attend an extended school day. Opened in 2001, the facility is housed in a newly constructed building specifically designed to meet the needs of its students, teachers, and theoretical framework.

The magnet school’s curriculum is framed in the context of Howard Gardner’s theory of multiple intelligences. This theory supports the concept that all children have several intelligences, not just the linguistic and mathematical intelligences normally addressed by schools, and that these intelligences need to be nurtured to enable children to learn through their strengths while enhancing their weaker abilities.

The school serves as a model school for field work, practica, internships, and student teaching for University students in our teacher education, human services, counseling, educational leadership, and educational technology programs. Students from the nursing programs as well as from the health professions are involved in the magnet school, which also houses a family and wellness center.

The Esphyr Slobodkina Reading Room

Esphyr Slobodkina was a 1928 immigrant to our country who came from the small Siberian town of Cheliabinsk. She came to be not only a well-loved and respected children’s author/illustrator but also one of America’s greatest abstract artists. Her history and accomplishments are an inspiration for our teachers, elementary students, and the education community. The reading room dedicated in her name is available for reading to large and small groups of children and their parents, for conducting workshops for parents on reading to children, and for arts-related programming for children.

University Physical Therapy, LLC

Located in the Sports Center, University Physical Therapy, a private-practice corporation, is available for referrals and is used by the degree candidates in physical therapy for integrated clinical experiences.

Field and Clinical Placements

The Department of Education and Human Services has established relationships with area school systems and social service agencies that have resulted in many innovative programs. These reflect the college’s commitment to serving school and community needs by making full use of the talents of students and faculty.

Teacher education programs include extended periods of integrated professional instruction and experience in local public schools, providing the opportunities for students to apply knowledge and skills.

The Department of Educational Leadership provides placements in a variety of public-school, university, and public-agency settings for students completing either administrative or research internships as part of their planned program of study.

The Department of Nursing has contracts with approximately 40 clinical agencies in the Greater Hartford area and around the state. Acute care, long-term care facilities, and community agencies, including public schools and homeless shelters, are used to provide educational experiences.

The Department of Health Sciences maintains clinical affiliation contracts with all major health care agencies in the region and more than 500 throughout the nation. These agencies provide clinical experience opportunities for students in the health sciences.

Academic Regulations

Time Limit and Transfer Credit

The master’s degree and the Sixth-Year Certificate, or the Certificate of Advanced Graduate Study (CAGS), must be completed within six years, beginning with the initiation of course work toward the degree. Generally, a maximum of 6 graduate credits may be transferred from an accredited institution. These 6 credits will be transferred only if they have not been applied toward an earned degree and if they have relevance to the student’s planned program of
study. Transfer credits must carry a grade of B or better.

**Scholastic Requirements**
The minimum grade point average (GPA) required for the master’s degree and the Sixth-Year Certificate in Counseling is 3.0. A higher average in the field of specialization may be required. A student whose grade point average falls below 3.0 or who receives a grade below C will be reviewed by the Academic Standing Committee and is subject to dismissal. The required GPA for students enrolled in both the Sixth-Year program in Educational Leadership and the Doctoral Program in Educational Leadership is 3.4. Graduate students who do not meet the GPA standards will be placed on academic probation.

**Comprehensive Examinations and Other Culminating Experiences Required for Degree Completion**
Master’s degree and Sixth-Year Certificate candidates are required to complete a comprehensive examination or other culminating experience. Candidates for the Master of Science in Nursing in all four specialties develop a research proposal, carry out a project, and write an article suitable for professional publication. Educational Leadership Sixth-Year Certificate and CAGS students have the option to complete a research/demonstration project in lieu of an exam. Counseling students normally take the counseling specialty area of the Praxis II examination for this purpose and must score within the 75th percentile nationally in that test administration. Information on test dates is available in the department office, Auerbach 225. Students should consult with their advisors for specific program requirements.

Successful completion of a comprehensive exam or other requirement is necessary within the six-year period, beginning with the initiation of course work toward the degree. Retakes of an exam or any sections thereof must be completed within the six-year period.

Comprehensive exams are offered during fall, spring, and summer semesters on scheduled dates. It is the students’ responsibility to be acquainted with the requirements for this examination.

More detailed information about the comprehensive exams, research/demonstration projects, and other culminating experiences, along with policies and procedures, are available from the department in which the student is enrolled.

**Withdrawal**
An official withdrawal form must be filed with the registrar. A student who does not complete a course and does not officially withdraw from it may receive a failing grade. Students should consult the current academic calendar for the withdrawal deadline (see page 44).

**Application for a Degree**
General requirements and procedures for application for a degree and graduation are described on page 43.

**Accreditations and Memberships**

**Department of Education and Human Services**
NCATE and State of Connecticut
Certification programs in the College of Education, Nursing and Health Professions are approved by the National Council for Accreditation of Teacher Education (NCATE) as well as the State of Connecticut Department of Education.

CT-AACTE
The American Association of Colleges for Teacher Education, Connecticut chapter (CT-AACTE), is an organization of colleges and universities approved for the preparation of professional personnel for the public schools. The organization meets regularly to discuss issues of mutual concern and advises the State of Connecticut Department of Education and the State of Connecticut Department of Higher Education on important issues in teacher education and personnel preparation.

Kappa Delta Pi
Kappa Delta Pi is an international honor society in education. Its members exhibit successful academic achievement, dedication to the ideals of education, and a desire to help others. Graduate and undergraduate students who exhibit high academic standing and a commitment to education are invited to become members. In addition to involvement in activities as a society member, Kappa Delta Pi offers members national scholarship funds, a Laureate Award to honored educators, and publications, such as the *KDP Record* and *Educational Forum*. The Pi Phi Chapter at the University of Hartford is an active participant in campus activities, conducting fund drives and service projects for the improvement of children’s education in the community.
Department of Educational Leadership
All Educational Leadership programs are approved by one or more of the following: the National Council for Accreditation of Teacher Education (NCATE); the Educational Leadership Consortium; and, in the case of certification programs, the State of Connecticut Department of Education.

Department of Nursing
The Master of Science in Nursing program is accredited by the State of Connecticut Board of Governors for Higher Education and by the National League for Nursing Accrediting Commission (NLNAC) through the Council of Baccalaureate and Higher Degree Programs. NLNAC maintains program information on tuition and fees and length of the program. Contact NLNAC at 61 Broadway, New York, NY 10006; telephone: 212.363.5555.

Sigma Theta Tau International, Iota Upsilon Chapter-at-Large
This honor society recognizes superior achievement and leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals and purposes of the profession. Membership is by invitation for students who demonstrate excellence in the nursing program and for community leaders who have demonstrated excellence in leadership in nursing. The chapter is jointly sponsored by the departments of Nursing at the University of Hartford, Saint Joseph College, and Central Connecticut State University.

Department of Health Sciences
Committee on Allied Health Education and Accreditation
The department’s undergraduate programs in Clinical Laboratory Science/Medical Technology, Occupational Therapy, Radiologic Technology, Respiratory Care, and the master’s program in Physical Therapy are fully accredited by the appropriate nationally recognized agencies. Upon completion of the clinical requirements of these programs, students are eligible to sit for a professional certification, registration, or state licensure examinations.

Department of Physical Therapy
With the recent approval and subsequent phase-in of the Doctoral Program in Physical Therapy, the M.S.P.T. program will be phased out.

Department of Education and Human Services
Graduate Degree Programs
The College of Education, Nursing and Health Professions awards master’s degrees in Early Childhood and Elementary Education, as well as in Counseling and Educational Technology. A Sixth-Year Certificate program, or Certificate of Advanced Graduate Study (CAGS), is offered in Educational Leadership; and a Sixth-Year Certificate program is available in Counseling. The division also offers a Doctoral Program in Educational Leadership. All of these programs are framed within the concepts and practice of the reflective practitioner: students develop their professional skills and knowledge while engaged in reflective practice.

Additionally, the Department of Educational Leadership offers a Doctor of Education (Ed.D.) as well as a Sixth-Year Certificate, or Certificate of Advanced Graduate Study, in Educational Leadership (see page 120).

Praxis I: Pre-Professional Skills Tests (PPST): Academic Skills Assessments for Prospective Teachers
The Praxis I Pre-Professional Skills Test (PPST) has been implemented by the State of Connecticut to ensure that candidates for teacher preparation are competent in skills (mathematics, reading, and writing) that are considered essential for teacher education candidates. Students who wish to be recommended for certification must either achieve a satisfactory score on each component of the Praxis I PPST or apply and receive a Praxis I waiver.

Praxis I Waiver
The Praxis I waiver may be attained if a student has achieved one of the following: (1) Scholastic Assessment Test (SAT)—(a) administered after April 1, 1995, a cumulative score of 1100, provided that neither the verbal nor the mathematics subtest score is below 450; (b) administered before April 1, 1995, a cumulative score of 1000, provided neither subtest score is below 400; or (2) American College Test (ACT)—(a) administered after October 1989, no less than 22 on the English subtest and 19 on the mathematics subtest; (b) administered before October 1989, no less than 22 on the English subtest and 19 on the mathematics subtest; or (3) Prueba de Aptitud Academica
Education and Human Services

(PAA)—submit proof of cumulative scores equivalent to those stated for the SAT.

A waiver may be granted by furnishing the Connecticut State Department of Education with official proof of having met one of the test score requirements mentioned above. In addition to forwarding appropriate test scores, you must complete a waiver registration form as a waiver applicant. Waiver application forms are available on the Connecticut State Department of Education Web site.

Subject Knowledge Assessment: Selected Praxis II (for Prospective Teachers)

Students are expected to pass at least one exit exam in their specialty area(s) as a condition of teacher certification; they should consult their advisors for details. Students must successfully complete all appropriate course work and student teaching, as well as pass the appropriate Praxis II subject-area or endorsement-area test(s) in order to be considered certification program completers or to be eligible to receive an institutional endorsement for Connecticut state teacher certification.

Master’s Degree Programs Leading to Educator Certification

College graduates who did not, as undergraduates, prepare for public school teaching may obtain professional preparation leading to recommendation for Connecticut teacher certification.

To be eligible for certification endorsement, the candidate must show evidence of balanced study in the liberal arts and have successfully completed the required professional education courses. In addition, all certification candidates must have completed an undergraduate major in a subject area other than education. Candidates with deficiencies in any area may be required to complete additional course work. All official transcripts are reviewed by the advisor and student at the time that the student’s official planned program of study is determined, so that any deficiencies can be noted.

Candidates may have fulfilled some program requirements in past study. Program plans are individually developed in consultation with the student’s advisor and the college evaluator.

Preparation for teaching music may be obtained from The Hartt School in cooperation with the College of Education, Nursing and Health Professions. Programs are planned with advisement of faculty in The Hartt School.

Recommendation for Educator Certification

In addition to fulfilling academic requirements, candidates must demonstrate appropriate personal characteristics of the profession. Forms and information may be obtained from the college’s Office of Academic Services, Hillyer Hall, rooms 216–18.

It is possible for students to satisfy State of Connecticut certification requirements in some areas prior to completion of master’s degree programs.

In order to be recommended for certification, the candidate must fulfill State of Connecticut requirements in general education, subject-area major, and professional education courses as outlined in Certification Regulations for Connecticut Educators. Graduate students who are deficient in any of the state requirements must complete those requirements in addition to the professional education courses required for the degree sought.

Students who matriculate into the graduate program must work with their advisor to set up a planned program sheet that lists the required areas of general and professional education. The planned program sheet will be kept in the official files in the Evaluator’s Office, Hillyer 218. In addition, prior to recommendation for certification, official transcripts are reviewed by the college evaluator to ensure that all certification requirements have been met.

Those seeking teacher certification will have to complete a student teaching experience or experiences. Applications for student teaching are due a full semester prior to assignment. Students must be matriculated prior to the time the application is submitted. Specific deadlines will be posted.

As new State of Connecticut certification regulations are implemented, students are required to meet the new standards.

Applicants for certification who completed any portion of their certification training programs at the University of Hartford more than six years ago must present evidence of at least 12 additional credits of relevant course work, completed at either the University of Hartford or elsewhere in order to be recommended for certification. Those applicants may be required to complete additional course work at the University of Hartford.

Graduate Admission Requirements

Information about Department of Education and Human Services application procedures may be obtained from the college at 860.768.5038 or from the Center for Graduate and Adult Academic Services at 860.768.4371. Information
about the Miller Analogies Test and Graduate Record Exam is also available at the above numbers.

The following application materials must be filed with the Center for Graduate and Adult Academic Services in the Beatrice Fox Auerbach Computer and Administration Center, room 201, for applicants seeking master’s degrees or Sixth-Year or CAGS certificates. Those students who wish to apply to the Doctoral Program in Educational Leadership should refer to page 120 for doctoral program admission requirements.

1. Official transcripts
2. Two letters of reference from professional or academic sources
3. Completed University of Hartford application for graduate study
4. An essay specifying the area of proposed study, degree sought, and the reasons for seeking admission
5. Interview with appropriate program faculty (Faculty member will complete an interview summary form.)
6. Miller Analogies Test scores or Graduate Record Exam scores are now only required for Counseling and Ed.D. programs (exam results must be no more than five years old).

More detailed information on criteria for admission and necessary evidence is available from the college or from the Center for Graduate and Adult Academic Services.

Planned Programs
A planned program is developed in consultation with the advisor. After matriculation, it is the students’ responsibility to set up a meeting with their advisors in order to plan a program of study. Any subsequent changes in the program must be approved in writing by the advisor and the Department of Education and Human Services chair. A copy of the planned program and any subsequent modifications must be filed by the student in the Office of Academic Services (Hillyer 216–18) of the College of Education, Nursing and Health Professions.

Nonmatriculated Students
Students may take a maximum of 6 semester hours of graduate study in the College of Education, Nursing and Health Professions before matriculating into a degree program. Additional courses normally are not applied toward completion of a University of Hartford degree.

Financial Assistance

Graduate Assistantships
A limited number of graduate assistantships are available to students who are accepted by the Department of Education and Human Services. Assistantships are designed for students wishing to pursue full-time graduate study. Please inquire in the ENHP Office of Academic Services.

Comprehensive Examination or Research Project
The comprehensive exam or other specified culminating experience must be taken to complete the master’s degree. Educational technology degree candidates complete an e-portfolio. Sixth-Year students may elect to complete a research/demonstration project in lieu of the exam. The exam should be taken during the semester in which the last course is taken.

Programs in the Department of Education and Human Services

Counseling
Programs in Counseling are offered by the College of Education, Nursing and Health Professions in cooperation with the Department of Psychology of the College of Arts and Sciences. The programs provide opportunities to prepare for counseling positions in a variety of settings. Graduates are primarily employed in elementary and secondary schools and higher education settings. Some graduates find positions in mental health centers, social agencies, rehabilitation agencies, correctional institutions, hospitals, and business settings. Students may elect to work toward becoming certified school counselors and/or licensed professional counselors (see below). The program is designed to provide entry-level practitioners with the following competencies:

1. To select from and function in a variety of counseling styles and strategies dependent on the needs of individuals, families, and social systems;
2. To assist a client in determining appropriate short- and long-term goals and to achieve observable and/or measurable changes in client behavior based on concrete treatment plans;
3. To evaluate, select, administer, and statistically interpret standardized assessment measures;
4. To initiate, run, and evaluate group interventions and to perceive how one’s own behavior affects group members;
5. To demonstrate leadership in identifying and acting upon consulting roles with community resources on behalf of clients;
6. To assist clients individually and in group settings to explore career options, and to develop a plan of action toward educational and/or occupational goals;
7. To understand appropriateness of design as producers and consumers of behavioral research; to compute, interpret, and apply commonly used statistical procedures;
8. To analyze the interpersonal dynamics within an organizational structure and to function effectively within prescribed institutional constraints;
9. To begin the continuing process of staying current professionally, including computer literacy and its implications for practicing professionals;
10. To recognize emerging social, political, and economic trends, and to predict the implications of such trends on professional practice within our diverse populations;
11. To demonstrate sensitivity to diversity in the application of counseling techniques; and
12. To have a functional understanding of the code of ethics of the American Counseling Association.

Counseling

Program of Study

All students complete a 30-hour core program as follows:
EDM 554 Research and Statistics in Education and Human Services [3]
or EDC 561 Computer Applications in Human Services [3]
or PSY 510 Experimental Design [3]
PSY 584 Introduction to Counseling and Psychotherapy [3]
EDC 563 Counseling Laboratory [3]*
EDC 567 Group Process [3]
or PSY 649 Group Process and Psychotherapy [3]
or MGT 711 Dynamics of Group Decision Making [3]
EDM 660 Theory and Interpretation of Group Tests [3]
EDC 560 Psychology of Career Development [3]
EDC 625 Cognitive Behavioral Counseling: Theory and Practice [3]
EDH 510 Children and Adults with Special Needs [3]
EDC 661 Clinical Practicum in Counseling [3]
EDC 663 Guidance Principles, Organization, and Administration [3]

Students may receive a master’s degree with these 30 credits. Successful completion of a comprehensive examination is necessary. Counseling students will therefore normally take the School Guidance and Counseling specialization examination of the Praxis II and must attain a minimum score as set by the department (see advisor for details).

Those wishing to pursue certification as a school counselor, licensure as a professional counselor, or both, must complete additional course work as follows:

School Counseling Certification
PSY 629 Principles of Family Psychotherapy [3]
PSY 650 Community Consultation [3]
EDC 665 Counseling Internship [3]
PSY 560 Life Span Development [3]
EDG 611 Multicultural Approaches in Education and Human Services [3]
EDC 565 Theories and Applications of Group Interaction [3]

Note: Either three years of full-time teaching, or taking EDC 665 as well as EDC 666, are required. Students who wish to be endorsed for certification as a school counselor must meet the Praxis I requirements as explained on page 100.

This program leads to Connecticut State Department of Education initial certification as a school counselor. Please note that Connecticut regulations for School Counseling are being modified. Consult with your advisor for specific requirements.

For students whose career goals may include community agency work or other mental health settings, the above course outline will be modified and supplemented with electives.

*EDC 563 is the first course in the clinical series. Students who do not receive a grade of B or above in this course will not be allowed to proceed to subsequent clinical courses and may not be able to complete their programs.
Suggested electives include
PSY 527 Substance Use and Abuse [3]
PSY 542 Psychopathology of Childhood [3]
PSY 554 Community Psychology [3]
PSY 564 Psychopathology [3]
PSY 569 Theories of Personality [3]
EDA 630 Legal Issues in Education and Human Services [3]

Licensed Professional Counselor
Licensure in Connecticut now involves 60 hours of graduate credit as well as other requirements. Students seeking this goal should consult with their advisor.

While the Counseling program is intended to meet the professional needs of the student, recommendation for certification or licensure is not automatic. Instead, it emanates from a total assessment of the student’s mastery of the necessary skills and theoretical background and from his or her personal suitability to serve in a professional capacity. The faculty will endeavor to apprise each student throughout the program as to that individual’s professional and personal progress. Students are urged to seek consultation with the faculty.

Sixth-Year Program in Counseling
The Sixth-Year program is an individually planned program for those who hold a master’s degree in counseling.

School Psychology
The School Psychology program is a graduate program in the Psychology department of the College of Arts and Sciences. Further information and application for admission are available from the Graduate Office of the College of Arts and Sciences.

Teacher Education Programs
The teacher training programs in Early Childhood and Elementary Education provide opportunities for professional preparation in education to meet the rapidly changing needs of a pluralistic society. The goal of these programs is to prepare teachers as reflective practitioners who integrate understanding of their content areas, their students, and theories of pedagogy. Also included in these preparation programs are mastery of learning and developmental theories, knowledge of curriculum and effective teaching strategies, cultural and diverse needs of students, integration of technology, application of skills in assessment, and implementation and evaluation of effective educational programs.

Upon successful completion of course work and the specified national Praxis II examination(s), candidates will be recommended for Connecticut certification in their programs of study.

Successful completion of a comprehensive examination is necessary for all teacher education programs. For further information, see page 99.

As new State of Connecticut certification regulations are implemented, students are required to meet the new standards.

Early Childhood Education

Master’s Degree in Early Childhood Education Leading to Certification (Birth to Kindergarten or Nursery to Grade 3)

Required credits: 33–36 for first endorsement, plus 6–9 credits for second endorsement

The Early Childhood Education program is designed to prepare teachers at the graduate level to work in school settings with all children between birth and kindergarten and/or nursery and third grade. The program focuses on an inclusion model. Students are prepared to work with families, provide for the integration of children and services and to collaborate with other professionals.

Professional Education:
The following requirements constitute the early childhood certification program. Students in this program will be required to complete a Professional Foundations core of 12 credits as well as a Nursery/Kindergarten (NK) core of 12 credits of course work plus one NK student teaching experience of 3 credits. Students may undertake an endorsement in the birth to kindergarten area with an additional 6 credits and/or an endorsement in the Nursery to Grade 3 area with an additional 9 credits.

Professional Foundations:
EDF 568 Philosophical and Cultural Issues [3]
EDH 510 Theoretical Foundations: Children and Adults with Special Needs [3]
EDR 550 Fundamentals of Reading Instruction [3]
EDP 540 Developmental and Learning Theories [3]
EDT 610 The Computer as an Instructional Tool [3]
EDY 630 Model Programs in Early Childhood Education [3]
EDY 647 Working with Families: The Child, the Home, and Community [3]
EDY 646 Observation and Assessment in Early Childhood [3]
EDY 644 Birth–K Integrated Curriculum [3]
EDY 554 Student Teaching—NK [3]

**Birth–Kindergarten Courses:**
EDY 643 Infants and Toddlers: Development and Assessment [3]
EDY 552 Student Teaching—Infant/Toddler [3]

**Nursery–Grade 3 Courses:**
EDY 645 K–3 Integrated Curriculum [3]
EDY 553 Student Teaching—Grades 1, 2, 3 [3]

**Note:** Also required for certification if not taken at the undergraduate level: EDR 558 Reading and Language Arts through Children’s Literature (3 credits) and 15 credits in Human Growth and Development.¹ The 15 credits in Human Growth and Development may be taken from prior study or may be taken concurrently with the required Early Childhood Education program.

**Master’s Degree in Early Childhood Education**

**Required credits [30]**

**Required Core:**
EDA 640 Curriculum Development [3]
EDT 610 The Computer as an Instructional Tool [3]
EDM 554 Research and Statistics in Education and Human Services [3]

**Specialization Core:**
EDY 630 Programs in Early Childhood Education [3]
EDY 644 Birth–K Integrated Curriculum [3]
EDY 620 Planning and Administering Early Childhood Programs [3]
EDY 640 Theory and Research in Early Childhood Education [3]

**Electives [9]**

**Master’s Degree in Early Childhood Education with Montessori Concentration**

**Required credits [33]**

**Required Core:**
EDY 620 Planning and Administering ECE Programs [3]
EDY 630 Model Programs in ECE [3]
EDY 640 Theory and Research in Early Childhood [3]
EDY 644 B–K Integrated Curriculum [3]

¹Questions regarding specific courses taken at the undergraduate level can be answered by an advisor.

EDY 646 Observation and Assessment in Early Childhood [3]
EDY 647 Working with Families: The Child, the Home, and Community [3]

**Montessori Core:**
EDYM 500 Foundations of the Montessori Method [3]
EDYM 510 Human Relations and Self-Awareness among Young Children [3]
EDYM 520 Perceptual-Motor Development [3]
EDYM 530 Language Arts/Reading Curriculum and Instruction [3]
EDYM 540 Practicum [3]

**Montessori Concentration in the Master’s Degree in Early Childhood Education**

The objectives of this concentration in Montessori Primary Education within the Early Childhood Education graduate program are as follows:

1. To expose the Montessori-prepared early childhood educator to various current and historical approaches to early childhood education;
2. To prepare Montessori-prepared early childhood educators to work with families;
3. To prepare Montessori-prepared early childhood educators to use a variety of current developmentally appropriate assessments and to plan appropriately for children based on those assessments;
4. To prepare Montessori-prepared early childhood educators to read current early childhood research as consumers of research as applied to children and families; and
5. To prepare Montessori-prepared early childhood educators to plan and administer early childhood programs.

This program creates the opportunity for graduate-level preparation with a concentration in the primary level of Montessori education. This program is established through a partnership with the Association Montessori Internationale (AMI)—approved Montessori Training Center of New England. Prepared Montessori teachers interested in pursuing a graduate degree in Early Childhood Education can take courses in early childhood in addition to the courses undertaken for the Montessori preparation. This program concentration is part of the early childhood graduate offerings in the Department of Education and Human Services. **This is not a certification program.**
The Montessori concentration prepares professionals to address the changing needs of students in Montessori schools who may not have begun their education in a Montessori school. The concentration in Montessori recognizes the professional preparation of the Montessori-trained teacher and builds on that to provide the Montessori teacher with a well-rounded background in all areas of early childhood education.

Courses and practical experiences listed in the Montessori concentration, plus the other early childhood courses, lead to a master’s degree in Early Childhood Education. The 33-credit program of study requires two semesters to complete the 15-credit Montessori portion of the program. The remaining early childhood courses are taken as available through a regular course rotation.

**Field-Based Learning and Practicum**

Through the integration of Montessori field study in course work as well as in the practicum (EDYM 540), candidates have opportunities to apply material from class to children in real teaching and learning settings. Candidates thus bring back authentic experiential information to their training experiences, which enriches graduate students’ learning.

Field experiences through the non-Montessori courses round out the Montessori experience, affording students the opportunity to observe and interact in programs and schools that follow various models of early childhood education.

**Culminating Activity**

As a culminating activity for the graduate degree, students are required to take the comprehensive exam that is part of the graduate program in early childhood education. The culminating activity for the concentration in Montessori consists of a series of oral exams.

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**Master’s Degree in Early Childhood Education with a Montessori Concentration**

**Program Plan**

**Early Childhood Core**

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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>EDY 620 Planning and Administering Early Childhood Education Programs</td>
<td>3</td>
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<tr>
<td>EDY 630 Model Programs in Early Childhood Education</td>
<td>3</td>
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<tr>
<td>EDY 640 Theory and Research in Early Childhood</td>
<td>3</td>
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<tr>
<td>EDY 644 B–K Integrated Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDY 646 Observation and Assessment in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDY 647 Working with Families: The Child, the Home, and Community</td>
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**Montessori Core**

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<tbody>
<tr>
<td>EDYM 500 Foundations of the Montessori Method</td>
<td>3</td>
</tr>
<tr>
<td>EDYM 510 Human Relations and Self-Awareness among Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EDYM 520 Perceptual Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>EDYM 530 Language Arts/Reading Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDYM 540 Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credits for Early Childhood Education core:** 18

**Total credits for Montessori core:** 15

**Total credits for degree program:** 33

The Montessori Training Center of New England is responsible for the field placements of students. These placements are made in AMI-accredited Montessori schools in Connecticut and Massachusetts.

**Admission Requirements**

1. Minimum of bachelor’s degree
2. Acceptance into the Montessori Training Center of New England
3. Official transcripts
4. Two letters of reference from professional or academic sources
5. Completed University of Hartford application for graduate study
6. An essay specifying the reasons for seeking admission in this area of study
7. An interview with appropriate program faculty (Faculty member will complete an interview summary form.)

**Master’s Degree in Elementary Education Leading to Certification (Kindergarten–Grade 6)**

**Required credits: 45**

**Required Core:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDF 568 Philosophical and Cultural Issues in Contemporary Education</td>
<td>3</td>
</tr>
<tr>
<td>EDH 510 Theoretical Foundations: Children and Adults with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EDP 540 Applied Developmental and Learning Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDR 550 Fundamentals of Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDT 610 The Computer as an Instructional Tool</td>
<td>3</td>
</tr>
</tbody>
</table>
Master's Degree in Deaf Education: Aural Habilitation and Education of Hearing-Impaired Children

This program is a partnership between the University of Hartford and CREC Soundbridge in Wethersfield, Conn., a nationally recognized, regional, auditory oral/verbal program for hearing-impaired children.

It is the only master’s degree program focusing on deaf education in Connecticut, and one of only two programs in New England specializing in the development of spoken language in children who are deaf and hearing impaired. The emphasis on aural habilitation and technology ensures that professionals acquire the knowledge and skills necessary to work with children with hearing loss, now as well as in the future as new technology and educational innovations develop.

The program qualifies graduates for certification as teachers of the deaf in Connecticut. Certified teachers of the hearing impaired are in great demand nationwide as well as regionally. Thanks to a generous grant from a private foundation, the University of Hartford is able to offer substantial scholarships to all applicants who are accepted into the program.

Admission Requirements

1. Minimum of a bachelor’s degree in Education or teacher’s certification. (Other academic backgrounds may be considered.)

2. Completion of the following prerequisites:
   6 credits in normal cognitive and psychological development (e.g., PSY 240 Infant and Child Development; PSY 242 Adolescent and Emerging Adult Development; PSY 222 Principles of Learning, Conditioning, and Behavior; PSH 201 The Psychology of Childhood and Adolescence).
   6 credits in family systems, parenting, coping with stress (e.g., EDY 647 Working with Families: The Child, the Home, and Community; PSY 245 Psychological Aspects of Parenting; SOC 204 Sociology of Marriage and the Family; PSY 247
Psychological Aspects of Death and Dying; PSY 557 Stress: Causes, Consequences, and Management).

3 credits of theoretical foundations regarding children with special needs (e.g., EDH 510 Theoretical Foundations: Children and Adults with Special Needs).

3 credits in behavior management, positive approaches to addressing children’s behavior (e.g., PSY 522 Methods of Behavior Change).

3. Official transcripts
4. Two letters of reference from professional or academic sources
5. Completed University of Hartford application for graduate study
6. An essay specifying the reasons for seeking admission in this area of study
7. An interview with appropriate program faculty

Program Curriculum: Field-Based Learning, Practica, and Student Teaching

The strongest university programs preparing teachers of the deaf have close ties to schools and programs for hearing-impaired children. Given its status as the largest mainstream program in the state, and one of the largest in the United States, CREC Soundbridge is able to provide a full range of practicum placements from birth through high school, in auditory-verbal therapy, integrated classrooms, mainstreaming, audiology, and related services for hearing-impaired children who are learning spoken language.

Through field study, practica, and student teaching, students have easy, immediate, and enriching opportunities to apply material from class to children in real teaching, learning, and diagnostic settings. Students thus bring back authentic experiential data to the University classroom. Ten of the 14 courses in this program include a field study component. The courses requiring field study, with the projected numbers of field study hours for each course, are as follows:

<table>
<thead>
<tr>
<th>Course Field Study Hours</th>
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</thead>
<tbody>
<tr>
<td>EDAH 550 Perspectives on the Education of Deaf and Hard of Hearing Children [15]</td>
</tr>
<tr>
<td>EDAH 610 Psychoacoustics and the Development of Auditory Perception [10]</td>
</tr>
<tr>
<td>EDAH 630 Introduction to Clinical Audiology [10]</td>
</tr>
<tr>
<td>EDAH 631 Hearing Instruments [10]</td>
</tr>
<tr>
<td>EDAH 640 Teaching Speech I [6]</td>
</tr>
<tr>
<td>EDAH 641 Teaching Speech II [6]</td>
</tr>
<tr>
<td>EDAH 651 Acquisition and Analysis of Spoken Language [4]</td>
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<tr>
<td>EDAH 652 Spoken Language Intervention I [6]</td>
</tr>
<tr>
<td>EDAH 653 Spoken Language Intervention II [6]</td>
</tr>
<tr>
<td>EDAH 660 Literacy Development in Children with Hearing Loss [10]</td>
</tr>
<tr>
<td>EDAH 670 Educational Methodology for the Mainstream [10]</td>
</tr>
</tbody>
</table>

In addition, in the fall semester each student carries out 15 hours per week of guided practicum at Soundbridge, for which 2 credits are earned. Students have seven weeks (15 hours per week) in two of the following settings during the fall and spring semesters: birth–3/auditory-verbal therapy, preschool, kindergarten–grade 6, middle school/high school, and consulting teacher service.

Full-time student teaching occurs for 10 weeks after all course work and practica have been completed. Placements may be at Soundbridge or at other approved sites. Students earn 6 credits for the 10 weeks of full-time student teaching. Although there may be slight deviations, the assumption is that students will be assuming full teaching responsibilities after the first week.

Culminating Activity

As a culminating activity, students are required to prepare portfolios.

Course Sequence

Summer

| EDAH 550 Perspectives on the Education of Deaf and Hearing-Impaired Children [3] |
| EDAH 600 Anatomy and Physiology of Hearing and Speech Mechanisms [3] |
| EDAH 610 Psychoacoustics and the Development of Auditory Perception and Processing [3] |
| EDAH 620 Articulatory Phonetics [2] |

Fall

| EDAH 630 Introduction to Clinical Audiology [3] |
| EDAH 651 Acquisition and Analysis of Spoken Language [3] |
| EDAH 640 Teaching Speech I [2] |
| EDAH 621 Acoustic Phonetics [2] |
The master’s in Educational Technology program comprises two components. The first component, the master’s degree in Educational Technology, is designed to develop education professionals who are able to use existing and emerging technologies to enhance student learning.

Based on educational theory and design, these educational leaders will employ reflective practice to integrate and implement educational technologies into their courses and curriculum. These technology-rich environments will support individual and collaborative learners in K–12 schools as well as higher education and adult learning settings. The Educational Technology program is aligned with the International Society for Technology in Education (ISTE), National Educational Technology Standards (NETS), National Council for Accreditation of Teacher Education (NCATE) technology standards, and State of Connecticut technology standards.

The educational technology course of study provides education professionals with the foundation, knowledge base, experience in practice, and expertise to become leaders in the planning and implementation of existing and emerging technologies. Courses covering such topics as multimedia, graphics, the Internet, and others not only enhance education professionals’ understanding of modern educational technologies but also provide a basis for pedagogical improvements in their various educational environments. Courses are designed to emphasize project-based learning and application of skills and theory to improve their practice.

Programs are individualized for each student based on the courses listed below.

### Master’s Degree in Educational Technology

<table>
<thead>
<tr>
<th>Required credits [30]</th>
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<tbody>
<tr>
<td><strong>General Core [6]:</strong></td>
</tr>
<tr>
<td>EDT 610 The Computer as an Instructional Tool [3]</td>
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<tr>
<td>EDM 554 Research and Statistics in Education and Human Services [3]</td>
</tr>
<tr>
<td><strong>Specialized Core [12]:</strong></td>
</tr>
<tr>
<td>EDT 615 Educational Technology: Creating New Environments for Learning [3]</td>
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<tr>
<td>EDT 618 What an Educational Technology Specialist Needs to Know [3]</td>
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<tr>
<td>EDT 665 Theoretical Foundations of Educational Technology [3]</td>
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<tr>
<td>EDT 666 Instructional Design [3]</td>
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<tr>
<td><strong>Specialized Options:</strong></td>
</tr>
<tr>
<td>EDA 640 Curriculum Development [3]</td>
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<tr>
<td>EDT 611 Computers in Special Education [3]</td>
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<tr>
<td>EDT 616 Microcomputer Hardware: What an Educator Needs to Know [3]</td>
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<tr>
<td>EDT 617 Programming Concepts for Teachers [3]</td>
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<tr>
<td>EDT 620 Using the Internet across the Curriculum [3]</td>
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<tr>
<td>EDT 625 Multimedia and Curriculum Innovation [3]</td>
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<tr>
<td>EDT 631 Using Technology in Intermediate and Middle Grades [3]</td>
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<tr>
<td>EDT 635 Learning about Distance Education [3]</td>
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<tr>
<td>EDT 640 Evaluation and Design of Educational Software [3]</td>
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<tr>
<td>EDT 650 Directed Study in Educational Technology [3]</td>
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<tr>
<td>EDT 660 Current Issues in Educational Technology [3]</td>
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<tr>
<td>EDT 663 K–8 Science and Technology in the Classroom [3]</td>
</tr>
<tr>
<td>EDT 664 Mathematics and Technology in Grades 3–8 [3]</td>
</tr>
<tr>
<td>EDT 667 Creating Web Pages and Managing Web Servers [3]</td>
</tr>
<tr>
<td>EDT 670 Technology and Educational Reform [6]</td>
</tr>
<tr>
<td>EDT 696 Current Topics and Applications [1–3]</td>
</tr>
</tbody>
</table>

**Electives:**
Chosen with the advisor’s approval from other graduate offerings in the college or the University.
Learning, Innovation, and Performance Certificate

The second component of the Master’s Degree in Educational Technology program is a certificate in Learning, Innovation, and Performance (LIP). The LIP certificate is designed for working professionals who have moved into a training function within their company but do not have formal education in instructional design and human performance technologies. This is a two-semester, four-course, 12-credit certificate program. Students progress through the program as a cohort and attend all of the classes together.

Certificate candidates explore effective ways to improve performance and innovation in organizations. Combining theory, skill training, and practical application, they learn by doing, considering, and revising. By the end of the program, they understand training and performance interventions and have the skills to continue to build superior interventions.

The program may be taken as a stand-alone certificate program, or the credits earned may be applied toward attaining the full master’s degree in Education Technology.

Learning, Innovation, and Performance Certificate

Required credits: 12
EDT 510 Theory and Analysis of ID [3]
EDT 512 Practicum of ID [3]
EDT 520 Theory and Analysis of HPT [3]
EDT 522 Practicum of HPT [3]

Course Codes

The course numbering system is described on page 40.

Not all of the courses listed in this Bulletin are offered each year. Offerings for each semester and for the summer sessions are listed in the class schedules that are available during each registration period in the Office of the Dean. The University reserves the right to make changes in academic programs.

Course codes are listed in alphabetical order as follows:
EDAH Aural Habilitation
EDC Counseling
EDE Elementary Education
EDF Educational Foundations
EDH Special Education
EDM Research
EDP School Psychology and Human Development
EDR Reading
EDT Technology
EDX Independent Study
EDY Early Childhood Education
EDYM Early Childhood Montessori Education

Course Descriptions

Foundations in Education of the Deaf

Speech and Hearing Science and Technology
EDAH 600 Anatomy and Physiology of Hearing and Speech Mechanisms [3] Anatomy and physiology of normal hearing and speech mechanisms; common pathologies of the hearing mechanism, with particular application to congenital and early-onset causes of childhood deafness; structure and function of the vocal tract, particularly the process of speech respiration and phonation.

EDAH 620 Articulatory Phonetics [2] An introduction to articulatory phonetics, this course teaches students to transcribe English according to the International Phonetic Alphabet. Applications specific to teaching speech to hearing-impaired children are demonstrated. Field study recording and transcribing samples of fluent and impaired speech. Corequisite: EDAH 600.

EDAH 621 Acoustic Phonetics [2] Explanation of the scientific bases of the acoustics of spoken-English segmental and suprasegmental phonemes; application of acoustic phonetics to potential auditory perceptual confusions of children with hearing loss; maximizing technology to provide the child maximum access to speech. Prerequisites: EDAH 610 and EDAH 620.

EDAH 610 Psychoacoustics and the Development of Auditory Perception and Processing [3] Familiarization with normal human responses to verbal and nonverbal auditory stimuli; physical and perceptual attributes of sound; auditory perception and processing in normally hearing and hearing-impaired indi-
viduals; classroom acoustics. Field study. Corequisite: EDAH 600.


EDAH 631 Hearing Instruments [3] Role and application of contemporary assistive hearing technologies in the aural habilitation process; function, selection, fitting, proper use, and maintenance of hearing aids, FM systems, cochlear implants, and other technology. Field study. Prerequisite: EDAH 630.

Speech, Language, and Communication

EDAH 651 Acquisition and Analysis of Spoken Language [3] Acquisition of spoken language in English; development of pragmatic, semantic, and syntactic competencies; general effects of hearing loss on this process; formal and informal ways of analyzing spoken language. Field study. Prerequisite: Admission to program or permission of instructor.

EDAH 652 Spoken-Language Intervention I [2] Application of theory and research to the development/remediation of spoken language by hearing-impaired children; critical analysis of approaches to language teaching; synthesis of language assessment data for setting goals; listening and understanding as a basis for all spoken-language learning. Field study. Prerequisite: EDAH 651.

EDAH 653 Spoken-Language Intervention II [2] Spoken-language intervention for hearing-impaired children whose language level is prelinguistic, emerging, developing, or complex; issues and practicalities regarding what to teach, in what order, and how; adjustments for older students with emerging or developing language; possible impact of family and cultural diversity on intervention strategies. Field study. Prerequisite: EDAH 652.


EDAH 680 Practicum and Seminar [2] Supervised experience working with children who have hearing loss in two of a variety of educational settings. This practicum experience provides students with the opportunity to integrate theoretical knowledge from graduate-level classes with actual teaching and learning in educational settings for children who are deaf or hard of hearing. Two seven-week practica may occur in any of the following settings: auditory-verbal therapy; integrated classrooms for preschool-age children; mainstreaming classrooms for elementary, middle school, or high school students; consultant-model instruction for students who are fully included in regular classes. Students are required to observe and participate in the various teaching and learning activities that present themselves in each setting. With the supervisor's agreement, students may gradually take on teaching responsibilities in accordance with each student's abilities and the opportunities that the practicum site offers. Practicum placements are for a minimum of 15 hours per week, with an additional hour per week for a reflective group seminar experience. Prerequisite:
May be taken only by students who have completed 11 credits in Aural Habilitation and Education of Hearing-Impaired Children.

**EDAH 681 Student Teaching and Seminar** [6] This course provides student teachers with an opportunity to integrate their understanding and knowledge of audition, language, speech, technology, pedagogy, children, and parents in a 10-week, full-time (five days a week) instructional setting for children who are deaf or hard of hearing. All placements must have prior approval. This is the culminating preservice, supervised teaching experience intended to promote a reflective practitioner. Students work very closely with their University supervisors as well as their on-site cooperating teachers. Prerequisite: May be taken only by students in their final semester of the program.

**Counseling**

**EDC 560 Psychology of Career Development** [3] An exploration of factors influencing occupational and educational choices and an analysis of career education, career development, and decision-making theories. Students will be able to critique and/or develop models for delivering career counseling, planning, and placement strategies in a range of human service settings.

**EDC 563 Counseling Laboratory—Developing Helping Skills** [3] A basic laboratory experience in counselor repertoire development. Audio and video recordings aid trainees in receiving extensive supervisory assistance. Students usually spend additional time beyond class hours during the week. Prerequisite: PSY 584 (may also be taken concurrently).

**EDC 564 Individual Counseling Techniques** [3] Provides counselors-in-training with an understanding and appreciation of the variables involved in establishing, maintaining, and terminating a helping relationship. Exercises employed to enable trainees to apply and demonstrate their developing therapeutic skills. Should be taken concurrently with EDC 660.

**EDC 565 Theories and Applications of Group Interaction** [3] An intensive course in the application of the principles of group dynamics for experiential objectives. Prerequisites: EDC 567 and permission of instructor.

**EDC 566 Group Processes** [3] Designed to improve understanding of human dynamics and group behavior, to gain insight into the student’s own behavior and reactions of people to him or her, to compare the actual results of behavior with the results intended, and to improve the student’s comfort and ability in group situations. An introduction to group process by comparison of theoretical foundations.

**EDC 625 Cognitive Behavior Counseling: Theory and Practice** [3] Provides counselors-in-training with an understanding of the contributions and limitations of cognitive behavioral approaches. After mastering the general theoretical implications of blending behavioral and cognitive applications, trainees will develop analogues for class discussion and critiquing to test their understanding of the effectiveness of an array of interventions. Prerequisite: Graduate standing.

**EDC 640 High School Transitions Counseling** [3] Students leaving high school face important decisions as they prepare themselves for gainful employment or further education. With the majority of our youth seeking some further education, this course briefly responds to the developmental guidance approaches open to both the college-bound and the non-college-bound student. The course focuses on the overlap of approaches that enhance the decision-making process for college-bound and non-college-bound students. The major emphasis of the course is on preparing beginning counselors to acquire the insight and skills to respond to the specific needs of students who seek postsecondary educational opportunities after high school. Prerequisites: Graduate standing and permission of program director.

**EDC 661 Clinical Practicum in Counseling** [3–9] An advanced practicum experience in a school or agency setting, which provides the student with an opportunity to integrate practice with a theoretical background. A 3-credit practicum experience involves one full evening in seminar activities at the University and a minimum of five hours per week of applied experience.

**EDC 663 Guidance Principles, Organization, and Administration** [3] This course examines the theoretical underpinnings and organizational structures of a comprehensive developmental guidance program. Emphasis is placed on an analysis of the school counselor as coordinator, consultant, manager, and teacher. These roles vary as the school counselor promotes the academic, social, and career development of students in a diverse society.

**EDC 665 Counseling Internship** [3–6] A full-year internship of supervised counseling experience in a school or agency setting. Students desiring to substitute an internship experience for
the three-year teaching experience necessary for certification should make arrangements with their advisor during the last semester of their master’s degree program. Prerequisite: Master’s degree in counseling.

EDC 666 Counseling Internship [3–6] A full-year internship of supervised counseling experience in a school or agency setting. Students desiring to substitute an internship experience for the three-year teaching experience necessary for certification should make arrangements with their advisor during the last semester of their master’s degree program. Prerequisite: Master’s degree in counseling.

Elementary Education

EDE 654 Models of Instruction: Elementary [3] Diverse models of instruction will be explored in order to provide a beginning repertoire of teaching skills and strategies for the elementary level. Models include presentation, direct instruction, concept teaching, cooperative learning, problem-based instruction, and classroom discussion. An understanding of the dynamics of teaching and the techniques of matching teaching models to particular student outcomes within a reflective practitioner philosophy will be emphasized. An overview of the “backward design” model, highlighting essential questions for optimizing student understanding, will be reviewed. Application will be made to the development of a content-area unit plan employing the varied models of instruction designed to meet the needs of all students. Prerequisites (select two): EDF 568, EDH 510, and EDP 540.

EDE 660 Curriculum and Standardized Testing [3] This course incorporates elementary curricular content within a foundation for standardized testing and is linked to field-based assignments. Standardized testing continues to play a major role as an indicator of achievement of all students in American education. Students will learn and reflect on how mandated state (i.e., Connecticut Mastery Testing) and national tests impact their classrooms, and how best practices in curriculum and instruction prepare all children for standardized testing. Refining intended curricular learning outcomes and the sequencing/integration of curriculum will be addressed. Measurement skills and appropriate computer software, including reliability, validity, as well as statistical tools necessary for interpretation of results, will be emphasized. Diversity and cultural sensitivity issues will also be explored. Prerequisite: EDE 654.

EDE 662 Planning/Assessing: Elementary [3] This course will combine the rudiments of teacher curricular and class management planning (objective writing, lesson plans, unit plans) using state and national curricular frameworks for all content areas. This curricular planning will be paired with ongoing and continuous assessment techniques. The focus will be on thematic curriculum planning using interdisciplinary content areas. Students will learn how to employ and reflect on authentic assessment mechanisms to increase all student achievement. Students will be given opportunities to develop curriculum units and conduct observations in combination with documentation methodologies and assessment strategies that will include portfolios and teacher-made assessments. The intended outcome of this course is that participants will have an introductory understanding of the natural connections between teaching, learning, documentation, assessment, and reflective practice that is linked to EDE 665 Practicum and Seminar. Prerequisite: EDE 660. Corequisite: EDE 665.

EDE 663 Elementary Methods: Science/Social Studies/Arts [3] This course combines content-specific, discipline-based methodology for science, social studies, and the arts at the elementary level with an interdisciplinary/integrative framework. State and national curricular benchmarks will be reviewed in each of the three domains for the lower- and upper-elementary school levels. Specific materials, resources, and technological supports will be examined per discipline, along with the particulars of planning, assessment, and management techniques for all students. Within the context of overarching essential questions, cross-curricular applications will be made through unit planning that incorporates all three of the domains. It is a main goal of this course that students will internalize the connections between subjects and will understand and reflect on the richness of this interaction. It is also intended to serve as a model for similar integration across other areas of the elementary curriculum. Prerequisite: EDE 662.

EDE 664 Elementary Math Methods [3] This course provides students with an overview of various methodologies and materials (manipulatives and computer based) specifically used for effective mathematics teaching at the elementary school level. Students will become knowledgeable in selecting appropriate methods for assessing all elementary students in this
discipline as well as assessing curricular effectiveness. The National Council of Teachers of Mathematics standards along with Connecticut’s Curricular Framework for Mathematics will be fully reviewed. Students will explore and reflect on the variety in learning styles found on the elementary level and will be responsive to typical problematic patterns such as “math phobia.” Participants will also be able to analyze their own experiences, perceptions, and attitudes about math and, as reflective practitioners, will become aware of how these factors impact young learners. Prerequisite: EDE 663.

EDE 665 Elementary Practicum and Seminar [3] This course provides students with the opportunity to integrate their previous field experiences (in urban, suburban, or rural setting) into a wider understanding of what it means to be a reflective professional by analyzing both in field placement as well as in seminar the various critical components of real-time teaching. Students will experience and reflect on the technical, practical, and continuous aspects of teaching through observations of and participation in classroom settings, practices, and interactions. Practicum placements in surrounding urban, suburban, or rural elementary school programs will be for a minimum of 20 hours per week, with an additional one hour per week for a reflective group seminar experience. Students will also be exposed to the social, ethical, and political context of schooling and will be able to take a perspective on these from a firsthand personal “lens” viewpoint. Prerequisite: EDE 664. Laboratory fee.

EDE 667 Student Teaching and Seminar: Elementary Education [9] This course provides student teachers with an opportunity to integrate their understanding and knowledge of students, content, and pedagogy in an elementary classroom. All placements are in approved settings (urban, suburban, or rural) and require full-day attendance five days per week. This is the culminating preservice supervised teaching experience that promotes being a reflective practitioner. Students work very closely with both their University supervising instructor as well as their on-site cooperating teacher. Feedback from both supervisors will be ongoing and continuous and will provide the student with a supportive framework upon which modifications and experimentation for all students can be employed. Prerequisite: EDE 665. Laboratory fee.

Foundations of Education

EDF 568 Philosophic and Cultural Issues in Contemporary Education [3] Study of persistent themes in American education, interpreted historically and philosophically, including concepts of the educated person; the school as an extension of business, science, and the arts; selected problems of current interest.

EDG 611 Multicultural Approaches in Education and Human Services [3] Teachers, administrators, counselors, and health and human services professionals are increasingly called upon to respond to diversity issues and cultural differences in the populations they serve. The intent of this course is to increase knowledge, understanding, and sensitivity to ethnic and cultural groups and subgroups within the dominant American culture. Major focus will be on the practice of effective and sensitive techniques. Prerequisite: Graduate standing.

Special Education

EDH 510 Theoretical Foundations: Children and Adults with Special Needs [3] An introductory graduate course in which the classroom teacher will be exposed to a wide variety of exceptionalities in the population in order to study the cognitive, language, and social functioning of each exceptional population, with emphasis on the implications of these variables for home, school, and community.

Assessment, Research, and Learning

EDM 554 Research and Statistics in Education and Human Services [3] Intended to provide skill in treatment of research data. Includes descriptive, correlational, and inferential statistics up to two-way ANOVA; some nonparametric statistics.

EDM 660 Theory and Interpretation of Group Tests [3] An advanced course in application of measurement instruments and techniques. A case-study approach is utilized to develop the student’s analytic strategy and decision-making techniques. Prerequisite: EDM 554.

Psychology and Human Development

EDP 540 Applied Developmental and Learning Theories [3] The major theories of human development and learning will be emphasized through research, readings, discussion, and projects for educational and human service applications. It is intended that students will develop an understanding of and learn applications for the theories of behavioralist, social learning, cognitive, and maturational theorists.
Reading
EDR 550 Fundamentals of Reading Instruction [3] This is a graduate-level course designed to introduce the developing teacher to reading instruction and the development of a reading/writing community. This course will emphasize the theory and components of the reading process that will help teachers develop a set of clear principles and strategies for literacy instruction. Semantic, syntactic, graphophonic, and pragmatic sources of information will be explored. The latest research about literacy development and its relationship to classroom instruction for all learners will be reviewed. Approaches to teaching low English-proficient and at-risk students will be integrated throughout the course. This course is designed for students who have had no previous course work in the area of reading.

EDR 551 Reading and Language Arts Instruction [3] This course will develop competencies in assessment and instructional techniques in reading and language arts instruction (reading, writing, speaking, spelling, listening, viewing, grammar, and thinking). The future teacher will further develop proficiency in supporting diverse learners as they develop language and literacy attitudes and skills. Students will learn how to engage learners in literature study and writing workshop to foster efficiently and effectively hyperawareness for strategy application. The interrelated process of reading, writing, listening, speaking, viewing, and performing with a wide range of learners will be stressed. State (Connecticut’s Blueprint for Reading Achievement: The Report of the Early Reading Success Panel) and national reading guidelines will be used to develop a comprehensive reading and language arts program.

EDR 558 Reading and Language Arts through Children’s Literature [3] This course is the second literacy learning course for early childhood majors. It focuses on effective, research-based ways of helping and supporting young children to develop as readers, writers, speakers, listeners, and thinkers. Students will learn how to develop and teach in a comprehensive literacy learning program that encourages thoughtful, critical, and extensive reading and writing. Students will explore children’s literature in order to foster lifelong literacy in young children. Prerequisite: EDR 344 or EDR 550.

Educational Technology
EDT 510 Theory and Analysis for Instructional Design [3] This foundations course introduces theoretical and analytical tools of the field of instructional design (ID) through lecture, readings, class discussion, and applied practice. Participants learn fundamental concepts and models for the application of ID in business and industry settings. They explore both the theory and practice of ID tools for analysis, design, and evaluation. Topics include, but are not limited to, task analysis, needs analysis, environmental analysis, user analysis, developing performance objectives, exploration of different interventions, methods of evaluation, and using evaluation to improve interventions. Admission to LIP program required. Must be taken concurrently with EDT 512.

EDT 512 Practicum: Instructional Design and Delivery [3] Students learn to design, build, and deliver training interventions using a variety of media. Working in groups, students analyze an authentic performance problem; develop training interventions; and deploy, evaluate, and improve them in an iterative cycle. Students are assigned roles and function as a project team. The instructor guides the process, acting as both a resource and an overall project director. Topics include, but are not limited to, design and development of training interventions using print, instructor-led, Web-based, and computer-based delivery; rapid prototyping; and evaluation. In addition to class sessions, students must be available for occasional site visits to analyze clients’ needs and abilities. Admission to LIP program required. Must be taken concurrently with EDT 510.

EDT 520 Theory and Analysis for Human Performance Technology [3] This foundations course introduces theoretical and analytical tools of the field of human performance technology (HPT) through lecture, readings, class discussion, and applied practice. Participants learn fundamental concepts and models for the application of HPT in business and industry settings. They explore both the theory and practice of HPT tools for analysis, design, and evaluation. Topics include, but are not limited to, performance analysis, informational needs analysis, systems analysis, design of nontraining interventions, performance support systems, and methods for measurement of performance. Prerequisites: EDT 510, EDT 512, and admission to LIP program. Must be taken concurrently with EDT 522.
EDT 522 Practicum: Human Performance Technology [3] Students learn to design, build, and deliver performance interventions using a variety of media. Working in groups with guidance by experts in the field, students analyze an authentic performance problem; consider and test several prototypes for improving performance; and develop a single or series of interventions that may include, but are not limited to, job aids, electronic performance support, coaching, systemic alterations, and just-in-time training. Students are assigned roles and function as a project team. The instructor guides the process, acting as both a resource and an overall project director. Topics include, but are not limited to, design and development of performance, systems analysis, work flow analysis, motivational analysis, user analysis, construction of job aids, construction of electronic performance support systems, rapid prototyping, and iterative and evolutionary design. In addition to class sessions, students must be available for occasional site visits to analyze clients’ needs and abilities. Prerequisites: EDT 510, EDT 512, and admission to LIP program. Must be taken concurrently with EDT 520.

EDT 610 The Computer as an Instructional Tool [3] Introduction to the use of the computer in the teaching-learning process. Topics will include the use of the computer as a tool and tutor. Students will become competent users of a wide range of educational computer software and will examine the issues and implications of computer use in classrooms. Laboratory fee.

EDT 611 Computers in Special Education [3] Studies of technological advances that are influencing special education, computer use in the classroom for instruction, and management of children with special physical, mental, learning, sensory, or emotional needs. Prerequisite: EDT 610. Laboratory fee.

EDT 615 Educational Technology: Creating New Environments for Learning [3] This course is intended to enable students to explore the uses of technology to make needed changes in school learning. Bottom-up curriculum planning, cooperative learning, collaborative team planning, whole learning and situated (contextual) learning approaches will be investigated in relation to trends and potentials in the field of educational technology. Prerequisite: EDT 610. Laboratory fee.

EDT 616 Microcomputer Hardware: What an Educator Needs to Know [3] An in-depth exploration of the computer environments commonly found in elementary and secondary schools. Students will gain experience with the operating systems and hardware for Windows, Macintosh, and MS DOS. The course will include consideration of networking, adaptive and multimedia peripherals, basic operation, and troubleshooting. Recommended for all educators using computers. Prerequisite: EDT 610 or permission of instructor. Laboratory fee.

EDT 617 Programming Concepts for Teachers [3] Introduction to the major concepts in computer programming and their application in the languages of Turtle Graphics, JAVA, JAVA applets, and HTML. Special emphasis is placed on learning an algorithmic approach to problem solving and then creating programming code for the solution. This course is for beginners who have no experience with programming or novices with limited experience. Prerequisite: EDT 610. Laboratory fee.

EDT 618 What an Educational Technology Specialist Needs to Know [3] This course focuses on topics that include networking issues, server administration, staff training and support, allocation of resources to students and teachers, curriculum issues, and current technical, instructional, and administrative issues that affect educational computing in K–12 schools and organizations. Prerequisite: EDT 610.

EDT 620 Using the Internet across the Curriculum [3] This course provides an in-depth experience with the educational resources of the Internet. Using hands-on activities, students develop expertise in integrating, managing, and developing strategies for using the Internet in the curriculum. They learn to adapt Internet tools effectively to present curricular topics, establish criteria for evaluating and authenticating resources of the Internet, and develop ways to contribute to the educational resources on the Internet. Prerequisite: EDT 610. Laboratory fee.

EDT 625 Multimedia and Curriculum Innovation [3] This course is designed to enable students to explore a variety of potential uses of multimedia technology for the development of interactive learning environments. The focus of the course will be on the use of videodisc and CD-ROM technology controlled with a Hypercard front end to create dynamic classroom activities for elementary and secondary students. Prerequisite: EDT 610. Laboratory fee.
EDT 631 Using Technology in Intermediate Grades [3] This course provides teachers with the opportunity to explore the use of technology in grades 4–8 in social studies, science, math, and language arts. Students will examine and evaluate various software programs and create a dynamic project based on their own district standards. Prerequisite: EDT 610. Laboratory fee.

EDT 635 Learning about Distance Education [3] This survey course covers different aspects of telecommunications, teleconferencing, video, computers, multimedia, the World Wide Web, and other technologies related to distance education. Students and professor explore research concerning the best methods of using distance education and some principles of implementing distance education within K–12 and higher education, business, and government institutions. Cutting-edge technologies that contribute to this ever expanding field of education are discussed, as is their relationship to the different forms of synchronous and asynchronous distance learning and distance education using computer technology. Prerequisite: EDT 610. Laboratory fee.

EDT 637 Graphics and Visual Representation [3] This course focuses on learning how to use graphics and design techniques with a variety of graphical programs to help students visualize concepts, organize, and communicate ideas and enhance their abilities to think hierarchically and graphically. Prerequisite: EDT 610. Laboratory fee.

EDT 650 Directed Study in Educational Computing I [3] Students will develop projects to be completed on an individual basis under the direction of a faculty member. Laboratory fee.

EDT 660 Current Issues in Educational Technology [3] This course probes selected topics in educational technology that reflect emerging trends in the field. Discussion centers on the impact of educational technology issues on individual teachers and their pedagogy, lesson planning and instructional design, and administrative and budgetary issues at the school and school district level. Prerequisite: EDT 610. Laboratory fee.

EDT 663 K–8 Science and Technology in the Classroom [3] This course is designed to teach an integrated approach to the teaching of elementary and middle school science and the use of technology in the classroom. Students will use and demonstrate hands-on, inquiry-based science activities with microcomputer software, graphing calculators, and calculator-based labs, and use the Internet via electronic mail and the World Wide Web. Prerequisite: EDT 610 or the equivalent. Laboratory fee.

EDT 664 Mathematics and Technology in Grades 3–8 [3] Students will learn how to integrate technology in the mathematics curriculum of grades 3–8, using the NCTM Standards as a guide. Students will be introduced to a variety of software that is appropriate for intermediate and middle school students and will learn to use these materials to stimulate mathematical understanding. Prerequisite: EDT 610 or equivalent. Laboratory fee.

EDT 665 Theoretical Foundations of Educational Technology [3] This course will provide students with a theoretical framework for innovative applications of technology to enhance learning. The course focuses on learning theories in relation to educational technology and the use of this information in planning models for educational change. Prerequisite: EDT 610. Laboratory fee.

EDT 666 Instructional Design [3] This is a survey course of the field of instructional design. Participants learn fundamental instructional design concepts and processes. They explore a range of instructional design theories and consider their relationship to learning theories. A number of instructional design models are examined, covering the period from the early 1900s to present-day Web-based course instructional design. Topics include, but are not limited to, Instructional Systems Design (ISD), rapid prototyping, needs analysis, learner characteristics, instructional strategies, and formative and summative evaluations. Prerequisites: EDT 610 and EDT 665. Laboratory fee.

EDT 667 Creating Web Pages and Managing Web Servers [3] Students will set up and learn to manage a Web server as part of their own intranet. They will learn to use technologies for publishing interactive Web content, including advanced HTML editors, optimizing graphics files, animation, page layout with tables, Web-based forms, CGIs, integration of searchable databases, and Javascript. Students will learn to customize their Web content for their own classroom or school environment. Prerequisite: Permission of instructor. Laboratory fee.

EDT 670 Technology and Educational Reform [3] This course explores ways to use technology to bring about significant change in the educational process. Basic issues to be
reviewed are those that have led to the need for innovation in education, the process of implementing technology in education, changes in student attitudes and needs, changes in the purposes and meaning of “education.” Concrete examples are explored of how technology can assist in enhancing the learning process for both teachers and students. Prerequisite: EDT 610. Laboratory fee.

**EDT 696 Educational Technology: Current Topics and Applications [1–3]** Selected topics in educational computing and technology, varying from semester to semester, reflecting emerging trends in the field. Prerequisite: EDT 610 or equivalent. Laboratory fee.

**Early Childhood Education**

**EDA 640 Curriculum Development [3]** Analysis of factors in curriculum development; determination of educational directions; principles and procedures for selecting and ordering components of the educational program; historical, philosophical, sociological, and psychological bases in curriculum development.

**EDY 552 Student Teaching: Infant/Toddler [3]** A supervised experience in a selected inclusion model infant and/or toddler setting. The student will develop competencies in observing/assessing children; planning, implementing, adapting, and evaluating activities/materials and instructional programs for children of this age. Prerequisite: Permission of the department. Laboratory fee.

**EDY 553 Student Teaching: Grades 1, 2, 3 [3]** Provides a supervised experience in a selected inclusion model, grade 1, 2, or 3 setting. The student will develop competencies in observing/assessing children; planning, implementing, adapting, and evaluating materials and instructional programs for children of these grades. Prerequisite: Permission of the department. Laboratory fee.

**EDY 554 Student Teaching: Nursery–Kindergarten [3]** A supervised experience in a selected inclusion model, preschool or kindergarten setting. The student will develop competencies in observing/assessing children; planning, implementing, adapting, and evaluating instructional programs. Prerequisite: Permission of the department. Laboratory fee.

**EDY 620 Planning and Administering Early Childhood Programs [3]** Examines theory and practice in the administration of educational programs for young children. Focus on determining program philosophy and operating policies; planning, implementing, and evaluating programs; complying with government regulations; selecting and working with staff; planning and analyzing a budget.

**EDY 630 Model Programs in Early Childhood Education [3]** This course will focus on the study and evaluation of model early childhood approaches developed to serve infants through primary grade children. Emphasis is on the integration of major concepts into workable models.

**EDY 640 Theory and Research in Early Childhood Education [3]** Advanced study of current theory and research in early childhood education. Emphasis on the psychosocial, creative, and intellectual behavior of young children; social policies on laws affecting young children; and the role of early education in our society.

**EDY 643 Infants and Toddlers: Development and Assessment [3]** This course will explore all areas of development (physical, language, cognitive, and social/emotional) for both normal and atypical infants and toddlers. Formal and informal assessment tools will be studied, which take into account developmental milestones and developmental lags. This course will include curriculum and play appropriate for the stimulation of development in typical and atypical infants and toddlers. Observations and direct work with this age span will be required. Prerequisite: Permission of advisor.

**EDY 644 Birth–Kindergarten Integrated Curriculum [3]** This course is designed to explore the components of early childhood curricula (language arts, mathematics, science, social studies, expressive arts, health, and safety) for birth to kindergarten through the study and creation of developmentally appropriate and culturally sensitive curricula for young children. Prerequisite: Permission of advisor.

**EDY 645 Kindergarten–3 Integrated Curriculum [3]** This course is designed to explore the components of early childhood curricula (language arts, mathematics, science, social studies, expressive arts, health, and safety) for kindergarten to third grade through the study and creation of developmentally appropriate and culturally sensitive curricula for young children. Prerequisite: Permission of advisor.
EDY 646 Observation and Assessment in Early Childhood [3] Observation is the core of the assessment of children during the early childhood period. The student will learn a variety of observation techniques to incorporate as a key variable into early childhood programs, birth to grade 3. Methods of assessment, both formal and informal, will be explored. The rationale for and ethical issues surrounding assessment will be discussed. Prerequisite: Permission of advisor.

EDY 647 Working with Families: The Child, the Home, and Community [3] In this course, students will explore the vital role of family with regard to children in the home and in the community. The course will detail the role of the early childhood professional as he/she works with both the child and the family. The vast range of community services available to families and children will be explored. Approaches to working toward the implementation of the best possible service delivery for the child and family will be emphasized. Prerequisite: Permission of advisor.

Early Childhood Montessori Education

EDYM 500 Fundamentals of Montessori Method [3] This course presents a survey of the development of the young child in accordance with the psychology of Dr. Maria Montessori and the philosophy of the Montessori method. Prerequisite: Acceptance into the MTCNE program.

EDYM 510 Montessori Developmental and Social Skills [3] This course shows, by demonstration and lecture, a group of exercises known in Montessori education as the Practical Life exercises. These exercises are designed to enable independent functioning, social grace, and self-esteem among children between ages 3 and 6-plus years. Content includes development of coordinated movement; health and safety, both indoors and outdoors; and play (spontaneous, free choice of activities). Prerequisite: Acceptance into the MTCNE program.

EDYM 520 Perceptual Motor Development [3] This course shows, by demonstration and lecture, activities known in Montessori education as Exercises for the Education of the Senses that are designed to lead the child to an intelligent and imaginative exploration of the world. Content includes identification of a child’s process of classifying her/his world, problem solving, and critical thinking. Prerequisite: Acceptance into the MTCNE program.

EDYM 530 Montessori Language Arts Reading Curriculum [3] This course shows, by demonstration and lecture, the Montessori exercises for the development of spoken and written language, reading readiness, and prereading and reading skills. Emphasis is on spoken and written language in the areas of daily life, storytelling and composition, literature, geography, history, biology, science, music, and art, as well as the functional aspects of grammar, syntax, reading, and reading analysis. Additional emphasis is on building self-confidence and self-expression in the social setting. Prerequisites: EDYM 500, 510, and 520.

EDYM 540 Montessori Practicum [3] This course offers an opportunity to practice the various professional and personal skills that a Montessori teacher uses. By working along with a qualified Montessori teacher in a children’s group, the student may focus on one professional task at a time. Student-teachers may discern which facets of their personalities are appealing to young children and which are antagonistic to this stage of development. This practicum is an eight-week, full-time, supervised classroom experience in an accredited Montessori school. Prerequisites: EDYM 500, 510, and 520. Corequisite: EDYM 530.

Special Courses and Independent Study

EDX 613 Independent Study [1–3] Independent study that may include research, experiments, or special work in one’s own school or classroom. Arrangements may be made with, and projects approved by, the major professor concerned.

EDX 650 Thesis [3] The continued investigation and reporting of a suitable problem in the field of education. The student is expected to enroll in each semester until the thesis is finally accepted by the chair of the department. Student and advisor must agree on the thesis problem.

EDX 663 Special Topics in Education [1–6] Exploration of contemporary topics in education. Areas considered may include school effectiveness, teaching/learning styles, and video teaching. Consult current schedule for topics.
Department of Educational Leadership

Faculty
Professor Donn Weinholtz, Ph.D.
Associate Professors Karen I. Case, Ph.D.; Barbara A. Intriligator, Ed.D., Chair, Department of Educational Leadership
Assistant Professors Judith C. Houle, Ed.D.; Diana J. LaRocco, Ed.D.

The Department of Educational Leadership offers these advanced programs: a Sixth-Year Certificate, or Certificate of Advanced Graduate Study (CAGS), in Educational Leadership, designed primarily for students pursuing initial administrator certification; and a Doctor of Educational Leadership. Both initial administrator (092) and superintendent of schools (093) certification may be obtained through completion of the prescribed doctoral courses, approved by the Connecticut State Department of Higher Education, and the successful completion of the Connecticut State Administrator Test (CAT).

Admission Requirements
Information about the Educational Leadership programs may be obtained through the University’s Center for Graduate and Adult Academic Services in the Beatrice Fox Auerbach Computer and Administration Center, room 201.

Admission to the Educational Leadership programs is a two-phase process. Applicants must hold a completed master’s degree in a related field and have at least three years of professional experience.

Applicants must successfully fulfill the requirements of phase I before advancing to phase II.

Phase I
To complete the initial phase of the application, the applicant must submit the following credentials:

- Application form
- Writing samples (form enclosed in application)
- Current résumé
- Application fee
- Official transcripts
- Miller Analogies Test Score (MAT)
- Letter of support from employer
- Three references from professors, employers, or school administrators on the forms supplied with the application

Phase II
Once applicants have successfully completed phase I, they will receive notification requesting that they schedule an interview with the Educational Leadership Admissions Committee. The admissions interview is the last step in the application process. Successful applicants must (1) demonstrate competence to complete scholarly work, (2) demonstrate skills and/or aptitude for leadership in educational and human service organizations, and (3) demonstrate competency in written expression and in articulating complex ideas verbally.

Comprehensive Examination or Research Project
The comprehensive exam or other specified culminating experience must be taken to complete the Sixth-Year Certificate or the CAGS. Students may elect to complete a research/demonstration project in lieu of the exam. The focus is on general administration and supervision, with specific emphasis on empowerment, curriculum and instructional development, and leadership theory. The exam should be taken during the semester in which the last course is taken.

Accreditation
All Educational Leadership programs are approved by one or more of the following: the National Council for Accreditation of Teacher Education (NCATE); the Educational Leadership Consortium; and, in the case of certification programs, the State of Connecticut Department of Education.

Doctoral Program in Educational Leadership

Program Description
The University of Hartford’s Doctoral Program in Educational Leadership (Ed.D.) reflects the latest thinking and research on leadership, organizations, and institutional change. Participants benefit from the rich interactions of our diverse student body, drawn from public and private schools, universities, health-related professions, government and human service organizations. What these individuals have in common is a dedication to the improvement of possibilities for their respective constituencies through change and enhancement of their service delivery systems. The Department of Educational Leadership takes pride in the following mission statement:
To create a learning environment through which learners build on their knowledge and skills in ways that enable them to shape their work settings into dynamic learning environments, creating schools, organizations, and communities wherein energies are devoted toward excellent achievement and outcomes.

A variety of experiences have been infused into the doctoral program of study, enabling students to acquire cognitive understanding and to strengthen their personal leadership skills. Students who successfully complete this program are awarded a Doctor of Education, with a specialization in educational leadership.

Special Features
Diversity of Students. Most students are mid-career adults, who balance family and professional responsibilities with their pursuit of the doctoral degree. They work in schools, universities, and health, government, and human service organizations. Thus, the educational leadership learning community benefits from interdisciplinary problem solving as we address the complex issues confronting educational leaders today.

Cohort Group Structure. Students are admitted in cohort groups each summer. These groups serve as a support network as students advance through the program. To the extent possible, courses are scheduled to enable students to complete their programs together with colleagues. Active enrollment in summer courses allows students to move through courses rapidly and replaces the residency requirement in more traditional doctoral programs. Also, students have ongoing formal and informal opportunities to integrate and exchange ideas with colleagues, faculty, and other members of the University community.

Doctoral Advisement Process. Upon matriculation into the doctoral program, each student is assigned a program advisor. Program advisors meet with students regularly as a demonstration of the doctoral program’s commitment to matriculated students. In addition, faculty assist students with the development of their programs of study and develop mentoring relationships with students.

Information Technology. The doctoral program includes training and support in electronic information technology. Students use Blackboard, the University online support system, to enhance their classroom experiences. The Mortensen Library Web site offers a wealth of tools for conducting research on the Internet.

Also, students learn to use computer applications to enhance their work, including spreadsheet, database, and presentation software. The goal of this component of the program is to produce leaders who are familiar with the tools of information technology and who are prepared to use them in instructional and administrative settings.

Administrator Certification. Upon successful completion of the Doctoral Program in Educational Leadership, students are eligible to receive either the Connecticut Intermediate Administrator Certificate or the Connecticut Superintendent of Schools Certificate. Students should consult their program advisors about specific procedures to be followed in this process. Interstate certification relationships exist between Connecticut and other states.

Advancement to Candidacy
Students who maintain a 3.4 GPA and have no incomplete grades are formally eligible to begin their dissertation research and may enroll in a two-course sequence that leads to a formal advancement-to-candidacy decision: EDD 852 Synthesis Seminar in the fall semester and EDD 860 Doctoral Proposal Seminar in the spring semester. The dissertation developed in EDD 860 is subjected to a blind review and assessment process conducted by Educational Leadership faculty.

Dissertation
Every student must complete a dissertation as part of the graduation requirements. Policies and procedures for completing the research are available under separate cover. Courses related to the dissertation are EDD 860, 861, 862, and 863.

Students must maintain continuous registration until completion of all program requirements has been achieved. Students must register for at least 1 credit each semester (EDD 863 when working on their dissertation), or register for active status through the Registrar’s Office if not enrolling in a class for a semester.

Learning Sequence
Professional Studies (24 credits)
These courses represent the core learning in the program. They address the major understandings and skills needed by educational leaders in the areas of educational policy, curriculum and instruction, organizational performance and
change, and professional and ethical practice. Collectively, these areas represent the domains within which educational leaders practice. All courses are required.

**Courses in this area include**
- EDD 820 Children, Families, and Community [3]
- EDD 821 Educational Policy Studies [3]
- EDD 822 Seminar in Organizational Theory [3]
- EDD 823 Educational Organizational Improvement and Change [3]
- EDD 824 Curriculum Theory and Research [3]
- EDD 825 Seminar in Instructional Development [3]
- EDD 826 Professional and Ethical Issues in Educational Leadership [3]
- EDD 827 Seminar in Educational Leadership [3]

**Areas of Specialization (15 credits)**
Courses in this program area address the major challenges confronting educational leaders charged with the responsibility of sustaining institutions through the promotion of innovative practices. Such leaders engage in systems thinking, understand both practical and policy issues associated with resource management, as well as develop and sustain professional learning communities. These leaders explore the viability of coordinated service delivery approaches for persons with complex service needs and their families. They encourage new paradigms for engagement with the community. Gender equity and diversity issues also guide their practice.

**Courses in this area include**
- EDD 830 Advanced Planning [3]
- EDD 831 Empowerment of Professional Staff [3]
- EDD 832 Human and Fiscal Resource Management [3]

**Elective courses:**
- EDD 833 Integrating Services for Children and Families [3]
- EDD 839 Special Topics in Educational Leadership [3]

**Research Methods (9 credits)**
These courses promote the use of inquiry-driven practice. Future leaders understand the application of technology to facilitate data-based decision making. In addition, students acquire those quantitative and qualitative research skills and methodologies needed to engage in their doctoral research. All courses are required.

**Courses in this area include**
- EDD 840 Research Skills for Educational Leaders [3]
- EDD 842 Qualitative Research Methods [3]
- EDD 844 Quantitative Research Methods [3]

**Doctoral Internship/Synthesis (6–9 credits)**
Students interested in Connecticut Intermediate School Administrator Certification (092) are required to enroll in a six-month administrative internship, with placements in both school and nonschool settings. Individuals seeking certification as a superintendent of schools (093) need to complete a second six-month administrative internship, with administrative duties that focus on central office and school board responsibilities.

Students with interests in organizations other than public schools take a research internship in which they complete a six-month research project that they expose to public discourse through presentations and/or publications.

**Courses in this area include**
- EDD 850 Doctoral Internship—One [3]
- EDD 851 Doctoral Internship—Two [3]
- EDD 852 Synthesis Seminar [3]

**Dissertation (18–24 credits)**

**Courses in this area include**
- EDD 860 Dissertation Proposal Seminar [3]
- EDD 861 Doctoral Dissertation—One [3]
- EDD 862 Doctoral Dissertation—Two [3]
- EDD 863 Doctoral Dissertation—Three [1]

**Course Descriptions**

**EDD 820 Children, Families, and Community: Contexts for Schooling** [3] The condition of children and families in our society is examined, with a particular interest in defining the role of school in improving their quality of life. The roles of various members of the community in public education and school reform are examined, as well as the diversity of clientele currently being served by the public schools. Prerequisite: Matriculation in Ed.D. program.

**EDD 821 Educational Policy Studies** [3] Examines the theoretical origins of policy studies in education: different conceptualization of the policy process, the strengths and weaknesses of common methods and tools used in various phases of the policy process, the role and function of actors in various phases of the policy process, and the ethical dimensions of policy analysis. Prerequisite: Matriculation in Ed.D. program.
EDD 822 Seminar in Organizational Theory in Education [3] Examines contemporary theory and research on educational organizations, including organizational design, performance, and effectiveness. These cognitive understandings form the basis for examining current operations in students’ places of employment. Students complete an in-depth case analysis of current organizational conditions in their organizations. Prerequisite: Matriculation in Ed.D. program.

EDD 823 Education Organizational Improvement and Change [3] Introduces students to theories and research on the dynamics of individual, group, and organizational change in educational organizations. Using the case studies developed in EDD 822, students design an improvement plan that addresses a problem in their home organization. To the extent possible, students implement one aspect of their improvement plan. Prerequisite: EDD 822.

EDD 824 Curriculum Theory and Research [3] Models and theories of curriculum planning are examined. Students critique the central epistemological assumptions that guide our understanding of the role of the formal and informal curriculum and view school curriculum as it is currently put into practice by teachers. The role of the educational leader in facilitating curriculum reform is analyzed. Prerequisite: Matriculation in Ed.D. program.

EDD 825 Seminar in Instructional Development [3] Examines current issues, trends, and research in instructional development. Other topics include learning theory, the use of human and technological resources to increase instructional effectiveness, and assessment of student outcomes. The roles of administrators and supervisors in facilitating team efforts to improve instructional programs are examined. Prerequisite: EDD 824.

EDD 826 Professional and Ethical Issues in Educational Leadership [3] Critical examination of the ethical issues of concern in leading organizational change in school systems. Students analyze dimensions of reflective practice, professional ethics, licensing and accreditation, and collegial service delivery. Recent efforts to restructure the educational system are used as a forum within which these professional and ethical issues are examined. Prerequisites: EDD 820, 821, 823, and 825.

EDD 827 Seminar in Educational Leadership [3] This course is designed to promote critical analysis of contemporary leadership frame-works and consideration of their utility in educational organizations. Students become familiar with leadership strategies and skills through involvement with different case situations and simulations of issues confronting practicing educational leaders. Extensive role-playing is designed to provide students with opportunities to examine how they function as educational leaders in these simulated situations. Prerequisite: EDD 826.

EDD 830 Advanced Planning [3] Students develop conceptual skills and understandings of the need for and approaches used in planning within educational organizations. Students complete a strategic plan or comprehensive program plan and prepare and disseminate the results of their planning exercises. Prerequisites: EDD 827 and 840.

EDD 831 Empowerment of Professional Staff [3] Students examine the research on work group effectiveness, with a particular focus on ways in which professional staff in educational organizations can achieve increased responsibility and involvement in school improvement activities. Key concepts include team building, job enrichment, group facilitation, participatory decision making, and site-based management. Prerequisites: EDD 827 and 840.

EDD 832 Human and Fiscal Resource Management [3] Provides an understanding of the administrative processes needed to manage human and fiscal resources effectively in educational organizations. Key concepts include use of management information systems, resource planning, personnel administration, facilities planning and operation, budgeting, and collective bargaining. Prerequisites: EDD 827 and 840.

EDD 833 Integrating Services for Children and Families [3] The purpose of this course is to help individuals interested in developing leadership skills in early childhood programs to conceptualize systems for integrating services for young children and their families, and to design innovative models for integrated service delivery systems. Prerequisites: EDD 827 and 840.

EDD 839 Special Topics in Educational Leadership [3] Advanced seminar examining contemporary educational leadership practices and/or emerging policy issues influencing the practice of educational leadership. Prerequisite: Permission of instructor.
EDD 840 Research Skills for Educational Leaders [3] Reviews ways in which qualitative and quantitative research designs and methods are used to conduct research in school administration, leadership effectiveness, and organizational improvement. The validity and utility of these two complementary approaches to conducting research in areas related to educational leadership are examined. Prerequisite: Matriculation in Ed.D. program.

EDD 842 Qualitative Research Methods [3] Examines the issues and practical problems associated with using selected qualitative research methods. Students examine recent approaches to the conduct of qualitative research and complete a qualitative research proposal. Prerequisite: EDD 840.

EDD 844 Quantitative Research Methods [3] This course examines quantitative methods and design typically used in educational research. Statistical areas include sampling theory and inferential statistics, such as ANOVA, factorial analysis (two-way ANOVA), ANCOVA, time series designs, linear and multiple regression, and factor analysis. Students use a statistical package to analyze issues related to national education databases and develop a quantitative research proposal. Prerequisites: EDD 840 and permission of instructor.

EDD 850 Doctoral Internship—Phase One [3] Students complete an internship that provides them with structured opportunities to perform supervised administrative functions in a variety of educational settings. Students will work with faculty advisors to identify placement sites appropriate to their program of study in settings outside their immediate work environment. Internships are arranged in the semester prior to enrollment in EDD 850. Prerequisite: Permission of instructor. Laboratory fee.

EDD 851 Doctoral Internship—Phase Two [3] Phase two of the doctoral internship has been designed to provide students with additional structured opportunities to perform advanced administrative leadership functions. The student will be assigned major responsibility for addressing an educational leadership issue at the field site. Prerequisites: EDD 850 and permission of instructor. Laboratory fee.

EDD 852 Synthesis Seminar [3] Doctoral students in educational leadership review and synthesize their programs of study, and develop a mini-research proposal that is evaluated by the entire EDD faculty. Successful completion of EDD 852 results in advancement to doctoral candidacy. Prerequisite: Permission of the faculty advisor.

EDD 860 Dissertation Proposal Seminar [3] This course is designed to enable students to develop a dissertation research proposal in a supervised environment. Students examine research design concepts, learn the mechanics of writing a dissertation, identify their research topics, and design their studies. Prerequisite: Advancement to candidacy.

EDD 861 Doctoral Dissertation—Phase One [3] Students work closely with their dissertation research supervisor to refine their research proposal, develop instrumentation, and collect data. Prerequisites: EDD 860 and permission of advisor. Repeatable once.

EDD 862 Doctoral Dissertation—Phase Two [3] Students work closely with their dissertation research advisors to analyze data, develop findings and conclusions, and complete the written dissertation research report. Prerequisites: EDD 861 and permission of advisor. Repeatable once.

EDD 863 Doctoral Dissertation—Phase Three [1] Serves as a vehicle for continuous enrollment for students in the Doctoral Program in Educational Leadership to complete their dissertations. Prerequisites: EDD 862 and permission of advisor.

Sixth-Year Certificate Program in Educational Leadership

Program Description
The Sixth-Year Certificate is designed primarily for public school educators pursuing initial administrator certification (092). The Certificate of Advanced Graduate Study (CAGS) program in Educational Leadership prepares students for specific roles within both public and private schools. Graduates seek positions such as department head, assistant principal, principal, director, supervisor, and director of curriculum and instruction. Students participate as members of a cohort and are provided the opportunity to reflect, engage in systematic inquiry, and collaborate in a supportive learning community. Field experiences merge ethics and administrative internship to further professional goals.

The program has been identified by the Educational Leadership Constituent Council, which is affiliated with the National Council for Accreditation of Teacher Education.
Planned Programs
A planned program is developed in consultation with the advisor. After matriculation, it is the students’ responsibility to set up a meeting with their advisors in order to plan a program of study. Any subsequent changes in the program must be approved in writing by the advisor and the Department of Educational Leadership chair. A copy of the planned program and any subsequent modifications must be filed by the student in the Office of Academic Services (Hillyer 216–18) of the College of Education, Nursing and Health Professions.

Research Project
Sixth-Year Certificate students may elect to complete an action research project in lieu of a comprehensive exam. The focus is on general administration and supervision, with specific emphasis on empowerment, instructional curriculum development, and leadership theory. The exam should be taken during the semester in which the last course is taken.

Courses in the Sixth-Year Certificate program directly correspond to the Connecticut State Department of Education’s Categories and Standards for Intermediate Administrator Certification, as outlined below:

**Category 1: Knowledge of Learners**
EDA 700 Student Learning Styles and Performance

**Category 2: Knowledge of Teaching and Learning**
EDA 710 Curriculum and Instructional Leadership
EDA 711 School Assessment, Evaluation, and Accountability Structures

**Category 3: School Leader Vision, Goals, and School Improvement Practices**
EDA 720 Foundations of Educational Leadership
EDA 721 Creating Learning Communities and Professional Culture
EDA 722 Information Retrieval and Technology
EDA 723 Human and Fiscal Resources for School Improvement

**Category 4: School Leader Role in School Culture and Policy**
EDA 730 Seminar on Change and Education Reform
EDA 731 Equity and School Law
EDA 732 Educational Politics and School Public Relations
EDA 733 Ethical Leadership in Field-Based Experiences

Course Descriptions

**Educational Leadership**
EDA 700 Student Learning Styles, Instruction, and Performance Assessment [3] This course is designed to promote the understanding and application of the principles of student growth and development as learners to the building of an appropriate curriculum supported by best instructional practices. Students also learn how to assess curriculum, instruction, and achievement using a variety of appropriate techniques. Prerequisite: Matriculation into Sixth-Year program.

EDA 710 Curriculum and Instructional Leadership [3] This course is designed to provide insight into, and practical experience in, planning for curriculum improvement. Students examine the elements and strategies that support curriculum and instructional leadership, including, but not limited to, pedagogical and curriculum history, influences on curriculum planning, cultural diversity and the equitable distribution of resources, national and state frameworks and standards, budget issues, selection of materials and technologies, evaluation (program evaluation, testing, and assessment). Prerequisite: EDA 700 or permission of instructor.

EDA 711 School Assessment, Evaluation, and Accountability Systems [3] Determining the efficacy of schools and school districts to meet high standards for all learners requires evaluation of internal systems and the people who work in them. Students in this course look at assessment and evaluation on a variety of levels and how to use the data generated from them to improve schools. Techniques for data collection, management, and assessment are applied in field experiences. Prerequisite: EDA 710.

EDA 720 Foundations of Educational Leadership [3] Educational organizations are complex and dynamic entities, functioning on a variety of dimensions in a constant state of change. In order to be an effective leader and agent for positive change in such organizations, one must be attuned to the various dimensions of these organizations and how they are connected, how professionals interact within these various dimensions, and how leaders can create the vision and desire of those within the organization to increase their personal and collective efficacy. Building on the knowledge of organizations and how they function, students will
examine how leaders behave in a variety of contexts. Prerequisite: Matriculation into Sixth-Year program.

EDA 721 Creating Learning Communities and Professional Culture [3] This course is concerned with creating learning communities for children, parents, teachers, and community members. It is intended to aid prospective school leaders in their understanding of community structures, collective vision and mission statements, and the current call for integrated social services. Prerequisite: EDD 730 or permission of instructor.

EDA 722 Information Retrieval and Technology [3] This course examines information retrieval and technology. Technology is examined through four frames: (1) technological proficiency, (2) integration of technology into the curriculum, (3) information retrieval, (4) technology management and leadership. Students work in teams in order to develop a technology plan for a district that integrates these four frames into a cohesive plan of action. The plan will consist of (1) a vision statement, (2) an implementation plan, (3) a means by which they can adequately ensure teacher professional development in technology, and (4) a way in which the plan can be assessed and updated. Prerequisites: EDA 720 and permission of instructor.

EDA 723 Human and Fiscal Resources for School Improvement [3] This course suggests different ways to organize human and financial resources. The course investigates the following topics: staffing, teacher time, student time, class size, district spending and funding levels, alignment of district spending with academic priorities, professional development, restructuring of teacher salaries, school autonomy in using and organizing. Prerequisite: EDA 720.

EDA 730 Seminar in Change and Educational Reform [3] The focus of this seminar is on leadership and change. Students examine new paradigms for public school reform, leadership, empowerment of professional staff, and professional practice in educational leadership. Prerequisites: EDA 700, 710, 720, and permission of instructor.

EDA 731 Equity and School Law [3] This course examines principles of law applicable to practical problems of school organization and administration. The purpose of the course is to develop in students an appreciation and understanding of legal terminology, principles, concepts, provisions, and the restrictions that surround and undergird the American system of public education and that affect those who work in and attend the schools. The law governing public schools, as interpreted and conveyed in the class, reflects the past, reports the current status, and frames the issues that may be anticipated in the future. Prerequisite: EDA 720.

EDA 732 Educational Politics and School Public Relations [3] This course emphasizes the importance of designing programs around the goals of school improvement and the communication of these goals to the public. Students will recognize that publicity is inherent in community and public relations, that school leaders must utilize an informational service for interpreting the school to the community and the community to the school, and that the real essence of a dynamic program geared toward improvement and accountability lies in parental and community cooperation and involvement in the affairs of the school. Prerequisites: EDA 720 and 730.

EDA 733: Ethical Leadership in Field-Based Experiences [3] The internship is intended to provide students with an opportunity to demonstrate competence in the cognitive and affective areas of educational administration and leadership. It is during the internship that students are able to demonstrate that they have the ability to apply theory and research skills to practical situations and to function as reflective practitioners. These experiences gradually grow more complex, and the student should seek to gain more responsibility in the setting over time. The internship is broken down into two segments. A portion of the internship is spent in a student’s home setting; however, responsibilities must be administrative in nature and different from the position the student now holds. The remaining portion of the internship involves placement in another organizational setting, such as a social service agency, or a private or public service agency. Prerequisites: EDA 700, 710, 720, 730, and permission of instructor. Laboratory fee.
Department of Nursing

Master of Science in Nursing

The Department of Nursing emphasizes quality teaching complemented by scholarly and creative expression, clinical expertise, dedicated community service, and service to the profession of nursing. We are dedicated to the preparation of people who enrich the nursing profession by responding flexibly and creatively to both professional and societal issues. Graduates increase their professional base of expertise and add depth in scholarship.

The Master of Science in Nursing (M.S.N.) program is a core advanced-practice curriculum that allows three areas of role focus: Community/Public Health Nursing, Nursing Education, and Nursing Management.

Post-Master’s Teaching Certificate in Nursing

The Post-Master’s Teaching Certificate in Nursing (PMC) is a 12-credit graduate certificate program designed for nurses who focused on a specialty other than nursing education in previous graduate study and who now have the interest or need for teacher preparation. Built upon courses within the M.S.N. curriculum, the certificate is designed to provide students with the in-depth skills and knowledge they need to be competent and confident in nurse educator roles. Designed by faculty and nurse educator alumni, the program begins with a 1-credit course that orients participants to the “tool kit” for teaching effectiveness, and a second 1-credit course to provide them with an opportunity to observe the educator role. The final course provides mentoring in the educator role in the setting of the student’s choice.

Courses for the PMC (12 credits):
NUR 615  Theories of Learning and Teaching for the Health Care Professions
NUR 627  Theoretical Basis of Nursing Education
NUR 631  Practicum and Seminar in Nursing Education
NUR 632  Advanced Role Observation

Graduate Admission Requirements

Graduate admission requirements for the Master of Science in Nursing:

1. Bachelor’s degree from a nursing program accredited by NLNAC or CCNE, or a bachelor’s degree and completion of B.S.N. competencies in community health, health assessment, leadership, and statistics (see Transition Process, this page)
2. Undergraduate grade point average of at least 3.0 on a 4.0 scale or completion of 6 credits at the graduate level with a minimum grade point average of 3.3
3. Current licensure or eligibility for licensure as a registered nurse (RN) in the state of Connecticut
4. Two letters of recommendation, preferably one from an academic source and one from a clinical source in the most recent nursing position
5. Transcripts from all undergraduate programs and graduate-level courses
6. At least one year of full-time clinical practice
7. Completed application form to include professional goals statement and related experience

Application Deadlines

Priority filing date for the spring semester is November 15. Priority filing date for the fall semester is April 15.

Accreditation and Memberships

The Master of Science in Nursing program is accredited by the State of Connecticut Board of Governors for Higher Education and by the Commission on Collegiate Nursing Education (CCNE). CCNE maintains program information on tuition, fees, and length of program. Contact the CCNE at One Dupont Circle NW, Suite 530, Washington DC 20036-1120; 202.887.6791.

Transition Process

(for applicants who do not hold the B.S.N. degree1)

Many RNs have sought bachelor’s degrees in fields other than nursing but find, for various reasons, they would now like to pursue a master’s degree in nursing. At the University of Hartford, the faculty have identified four competencies that are addressed in the B.S.N. curriculum and that are essential to the study of

1Applicants who hold a non-nursing bachelor’s degree will be considered for admission on an individual basis.
nursing at the graduate level. The transition process at the University encompasses these four competencies and must be completed prior to or within the first year of graduate study. The transition process requires M.S.N. candidates to demonstrate competency in each of the following areas: (1) community health, (2) leadership, (3) health assessment, and (4) statistics and/or research.

Applicants may submit documentation of the competencies to the Graduate Admissions Committee at the time of application. Otherwise, all such applicants are required to take NUR 440 Pre-M.S.N./Leadership, NUR 441 Pre-M.S.N./Health Assessment, NUR 442 Pre-M.S.N./Community Health, and M 114 Everyday Statistics within the first year of academic study.

**International Nurses**

Nurses from countries other than the United States must obtain RN licensure in Connecticut. To be eligible to sit for the state licensing exam, a graduate of a foreign nursing program must first pass a two-part exam given by the Commission on Graduates of Foreign Nursing Schools (CGFNS, 3600 Market Street, Suite 400, Philadelphia, PA 19104-2651, U.S.A.; telephone: 215.349.8767; fax: 215.662.0425).

**Academic Standards**

A grade point average of 3.0 is required for graduation. Students who receive more than one C at the graduate level will be counseled to leave the program.

**Scholastic Requirements**

Master’s degree students in nursing must develop a research proposal, produce a professional portfolio, and write a manuscript suitable for professional publication.

**Community/Public Health Nursing**

**Required credits: 34**

The Community/Public Health Nursing focus in the M.S.N. program prepares nurses to assume leadership roles in community/public health nursing in a variety of health care settings, including schools, home care, occupational health, and public health and community-based agencies. Nurses are prepared to synthesize nursing and community/public health theory in promoting and preserving the health of families, aggregates, and populations.

**Core Courses (15 credits)**

NUR 609 Perspective Transformation I
NUR 610 Theoretical Perspectives in Nursing
NUR 619 Scholarly Inquiry in Nursing
NUR 621 Advanced Nursing
NUR 633 Perspective Transformation II
*NUR 634 Research Proposal Preparation
*NUR 635 Graduate Research

**Courses for Community/Public Health Role (10 credits)**

NUR 650 Health Issues in the Community
NUR 629 Theoretical Basis of Community/Public Health Nursing
NUR 661 Practicum in Community/Public Health Nursing

**Cognate Courses (9 credits)**

Students select cognate courses from nursing and other disciplines to support their specialty areas.

**Nursing Education**

**Required credits: 34**

The Nursing Education focus in the M.S.N. program prepares nurses for educator roles in academic environments and staff development roles in health care practice settings. Nurses are prepared to synthesize nursing and education theory to facilitate learning in individual and groups in diverse settings.

**Core Courses (15 credits)**

NUR 609 Perspective Transformation I
NUR 610 Theoretical Perspectives in Nursing
NUR 619 Scholarly Inquiry in Nursing
NUR 621 Advanced Nursing
NUR 633 Perspective Transformation II
*NUR 634 Research Proposal Preparation
*NUR 635 Graduate Research

**Courses for Educator Role (10 credits)**

NUR 615 Theories of Learning and Teaching for the Health Care Professions
NUR 627 Theoretical Basis of Nursing Education
NUR 631 Practicum and Seminar in Nursing Education

**Cognate Courses (9 credits)**

Students select cognate courses from nursing and other disciplines to support their specialty areas.

*Optional
Nursing Management

Required credits: 34

The Nursing Management focus in the M.S.N. program prepares nurses for leadership and management roles in diverse practice settings. Nurses are prepared to synthesize leadership, management, and policy theory in influencing health care systems and advancing nursing practice.

Core Courses (15 credits)
- NUR 609 Perspective Transformation I
- NUR 610 Theoretical Perspectives in Nursing
- NUR 619 Scholarly Inquiry in Nursing
- NUR 621 Advanced Nursing
- NUR 633 Perspective Transformation II
- *NUR 634 Research Proposal Preparation
- *NUR 635 Graduate Research

Courses for Manager Role (10 credits)
- NUR 600 Theories of Economics and Finance for Nurse Administrators
- NUR 625 Theoretical Basis of Nursing Management
- NUR 630 Practicum and Seminar in Nursing Management

Cognate Courses (9 credits)
Students select cognate courses from nursing and other disciplines to support their specialty areas.

Course Descriptions

NUR 440 Pre-M.S.N./Leadership [1] This course is required for the R.N. without a B.S.N. in nursing who is applying to the M.S.N. program. Key leadership concepts, such as change, conflict management, and leadership styles, included in the undergraduate B.S.N. program are covered. Prerequisite: RN with a bachelor’s degree that is not in nursing.

NUR 441 Pre-M.S.N./Health Assessment [1] This course is required for the RN without a bachelor’s degree in nursing who is applying to the M.S.N. program. The course covers major health assessment concepts that are part of the undergraduate B.S.N. program, such as interviewing, physical examination, and documentation of health problems. The course includes a lab format. Students practice health assessment skills on each other. Prerequisite: RN with a bachelor’s degree that is not in nursing.

NUR 442 Pre-M.S.N./Community Health [2] This course is required for the RN without a bachelor’s degree in nursing who is applying to the M.S.N. program. Key concepts and major issues of community/public health nursing, such as community theory and assessment, epidemiology, and environmental health, are covered. Prerequisite: RN with a bachelor’s degree that is not in nursing.

NUR 600 Theories of Economics and Finance for Nurse Administrators [3] The overall purpose of this course is to prepare nurse administrators to manage their financial areas of supervision effectively and efficiently by understanding and applying basic knowledge and practice of economics, reimbursement, and fiscal management. There will be an opportunity provided for the student (or group of students) to develop a business plan for a potential health care–related business for the current economic/reimbursement environment. Prerequisite: Matriculation in nursing graduate program or permission of instructor.

NUR 605 Feminist Perspectives on the Caring Professions [3] Since time immemorial, the feminine principle has been associated with relationship and caring. The significant shift in Western culture away from honoring women as healers to overvaluing the masculine principle and scientific knowledge is viewed from a historical perspective. New feminist scholarship is introduced that both recognizes the advances of science and calls for a revaluing of the feminine, intuition, and caring as crucial aspects of any caring profession. Students are encouraged to explore the role of caring in their own professions. Prerequisite: Open to matriculated graduate students or with permission of instructor.

NUR 607 Writing in Nursing [3] This course focuses on writing skills essential for professional nurses in the context of their professional responsibilities. These include clear exposition, persuasive argument, effective synthesis, and mastery of mechanics, including APA format. Students will write each week both in class and in take-home assignments. Prerequisite: Matriculation in nursing graduate program or with permission of instructor.

NUR 609 Perspective Transformation I: Socialization into a Community of Scholarly Caring [3] During educational programs, nurses experience a transformation in which their perspectives on themselves, their profession, and their opportunities in the profession expand. This course facilitates students’ socialization...
from new graduate student to budding scholar and prepares them for success in graduate study. Topics include self-assessment as learner and scholar; scholarly reading, writing, and dialoging; time management; academic computing skills; and portfolio development. Prerequisite: Matriculation in nursing graduate program or with permission of instructor.

NUR 610 Theoretical Perspectives in Nursing [3] Selected concepts, theories, and phenomena derived from nursing, behavioral, biological, and public health sciences are examined for applicability in assessing and understanding the individual, family, group, and community response to health and illness. Strategies for the delivery and evaluation of nursing care are discussed within the context of the learner’s evolving conceptual framework for practice. Prerequisites: NUR 609 and matriculation in nursing graduate program.

NUR 612 The Process of Patient Education [3] The focus of the course is the implementation of patient education programs at the individual level that meet the goals of health care providers and clients. The influence of learner readiness, health values, culture, and literacy on effective patient education is explored. From a broader perspective, health education and promotion are examined in the context of the social, political, and economic influences of health. Additional exploration of relevant patient education topics includes critical analysis of the role of Internet technology in health education, current research in patient education, and the use of outcome criteria to evaluate health education programs.

NUR 615 Theories of Learning and Teaching for the Health Professions [3] A survey of educational theory and practice as relevant to the teaching role. Distinctions are made between teaching and learning, domains of learning, and approaches used with adult learners. Constraints of application of theory within specific settings (e.g., health care, adult learning, special classrooms) are highlighted. This course is designed for master’s-level students interested in an emphasis on the educator’s role and is also relevant for management students. Prerequisite: Matriculation in nursing graduate program or with permission of instructor.

NUR 619 Scholarly Inquiry in Nursing [3] This course focuses on the development of research skills through critique of written research reports, and the application of quantitative or qualitative research methods to the development of the research proposal. Emphasis is placed on the relationship of research to the knowledge base of nursing and on the utilization and communication of nursing research to influence practice in all settings. Prerequisites: NUR 609 and NUR 621. Prerequisite or concurrent: NUR 610.

NUR 621 Advanced Nursing Practice [3] This seminar course looks at topics germane to the advanced nursing practice roles in education, community/public health, and management. Students engage in the process of becoming politically influential on issues related to policy formulation that benefits all people and the professional practice of nursing. Students investigate and analyze policy, political dilemmas within the health care system, and educational/leadership roles that impact nursing practice. Incorporated into the course is the study of legal, ethical, and contemporary issues. Prerequisite: NUR 609.

NUR 625 Theoretical Basis of Nursing Management [3] This course provides the student with concepts and theories from nursing, business, and other disciplines related to nursing administration. Evaluation of mission and philosophy, goals and objectives, professional standards, and organizational efficiency is emphasized. Administrative processes, human relations dimensions, communication patterns, organizational power, budgeting and finance, and interdisciplinary strategic planning are explored. Prerequisites: NUR 610, NUR 619, NUR 621, and minimum of 3 credits in cognate courses. Prerequisite or concurrent: NUR 600.

NUR 626 Psychoeducational Strategies [3] As educators, managers, or clinicians, nurses need to be self-aware, active listeners, skilled communicators, and effective teachers. This course introduces students to innovative teaching strategies that can be used to stimulate learning in individuals and groups in any setting.

NUR 627 Theoretical Basis of Nursing Education [3] This course provides the student with theories and concepts relevant to the nurse educator role. Curriculum development, analysis and evaluation, classroom and clinical teaching strategies, and evaluation of student and program outcomes are the major themes of the course. Various nurse educator roles are explored. Students are expected to think critically about the process of education and the role of teachers, and to develop a personal philosophy of teaching and learning. Curriculum development and implementation are analyzed from
the perspective of systems theory. Prerequisites: NUR 609, NUR 610, NUR 619; NUR 615, or concurrent.

**NUR 629 Theoretical Basis of Community/Public Health Nursing** [3] This course focuses on advanced nursing practice in the community. Standards of community/public health nursing and theories of community/public health are examined in relation to the care of populations and aggregates. The student develops a program plan based on a community/needs assessment and population risk assessment. The student examines global health issues and their effect on public health. Prerequisites: NUR 609, NUR 610, NUR 619, NUR 621, and NUR 650 (or concurrent).

**NUR 630 Practicum and Seminar in Nursing Management** [3–4] This course gives students the opportunity to apply theories and concepts from nursing and other disciplines in a nursing leadership or management practicum. In consultation with faculty, students are placed with nurse leaders and managers to study program initiatives and departmental units as they interface with other institutional systems. Intervention strategies are designed by students to deliver effective and efficient clinical nursing services. Prerequisites: NUR 600 and NUR 625.

**NUR 631 Practicum and Seminar in Nursing Education** [3–4] This is the experiential component of the nurse educator theory course. Students preparing to be staff development instructors in community, hospital, or long-term care facilities work with a preceptor in a staff development department. Students preparing to teach in schools of nursing are placed in educational settings. Opportunity is provided to explore the components of the role and evaluate oneself in the performance of the role. The suprasystem of the institution is identified, and the role the nursing department fills within that system is explored. Prerequisites: NUR 615 and NUR 627.

**NUR 632 Advanced Role Observation** [1] This course provides the opportunity to observe the role of advanced practice nurses in education, management, and community/public health settings. This is an elective course that M.S.N. students may choose in order to take advantage of a practicum opportunity that is not available during the semester of their planned practicum/seminar courses. Up to 40 hours of role observation may be earned in this course. The student must submit an application to her/his faculty advisor that explicates the nature of the role observation and self-directed learning goals in order to obtain permission for this course. The course is required for participants in the Post-Master’s Teaching Certificate for Nurses program, to be completed prior to NUR 627 and NUR 631.

**NUR 633 Perspective Transformation II** [3] This capstone course is designed to facilitate the expression of transformation in perspective of self, profession, and professional futures for graduate students moving into advanced practice roles in education, management, and community/public health. Topics include professional publication, résumé development, interviewing strategies, career opportunities, and portfolio completion. Postgraduate and doctoral education opportunities are also addressed. Students articulate the perspective transformation experienced during their program of study.

**NUR 634 Research Proposal Preparation** [1] This optional course assists the graduate nursing student to prepare a research proposal for institutional review board approval. The student selects a faculty advisor appropriate to the research project who critiques drafts until the proposal is ready for submission. Prerequisite: NUR 619.

**NUR 635 Graduate Research** [1–3] This optional course assists the graduate student to complete the data collection and analysis components of a research project, prepare the results of the study in article format for publication, and present findings for the utilization of research in practice. Prerequisite: NUR 619.

**NUR 640 Contemporary Topics in Nursing** [1–3] Selected topics in nursing and nursing-related areas, varying from year to year in accordance with the needs of the curriculum and learners.

**NUR 645/445 Emergency and Disaster Preparedness** [3] This course provides an overview of emergency and disaster preparedness. Beginning with definitions and scope of natural disasters, pandemics, and terrorism, students consider homeland security, planning and operations, roles of citizens and the professions, barriers to preparedness, legal considerations, psychological responses, and ethical issues. Using group facilitation and case study method, the course prepares students for a leadership role to advance community emergency preparedness, volunteer management, and community recovery activities. The course establishes the foundation for both personal and professional emer-
gency preparedness planning and action. Prerequisites: Undergraduate or graduate standing in nursing and health professions; other students by permission of instructor.

**NUR 650 Health Issues in the Community** [3]
This course provides the opportunity for the student to conduct an in-depth analysis of a health care problem of a population of individual interest and to develop ecological thinking necessary for advanced nursing practice. The student is guided in the application of ecological systems theory, epidemiology, principles of family health, and concepts of culture to the study of health issues in the community. The community/public health nurse’s role in influencing community engagement and obtaining resources to address community health problems is highlighted.

**NUR 651 Epidemiology** [3] Epidemiology provides the scientific foundation for community/public health practice. This course assists students in developing a working knowledge of descriptive and analytical epidemiology used to examine disease occurrence and health status in communities. Emphasis is placed on skill building in the areas of fundamental methodologies and critical analysis of published epidemiological studies. The student uses epidemiological data in applying knowledge to disease-prevention activities. This course is appropriate for healthcare professionals and human service students. Prerequisite: Matriculation in graduate program or permission of instructor.

**NUR 661 Practicum and Seminar in Community/Public Health Nursing** [3–4]
This course provides the opportunity for students to observe the role of the community/public health nurse in advanced practice. Students apply community/public health concepts and theories in collaboration with a preceptor in a selected site with a population congruent with the student’s interest. The practicum site may be local, regional, national, or international. Students implement a project relevant to the practice setting. Prerequisites: NUR 629 and NUR 650.

**NUR 680, 681 Independent Study in Nursing** [1–3, 1–3] Planned jointly by learner and faculty member, an individualized project designed to give the learner opportunity to develop and pursue a special interest in nursing. Prerequisite: Graduate standing.

**NUR 690, 691, 692, 693 Special Topics in Nursing** [1–4] Elective courses in this category give in-depth information about aspects of the functional areas chosen by graduate students. These courses reflect current major trends in community/public health, nursing education, and/or management that are predicted to have a major impact on the dimension of nursing chosen by the student.

Professional D.P.T. Program
All students must complete a bachelor’s degree and all prerequisite courses before entering the Doctor of Physical Therapy program. The program is designed to educate graduates who are generalists dedicated to the promotion of health and the prevention and rehabilitation of physical disabilities. Graduates are also prepared to meet the intellectual, social, cultural, and economic challenges of our changing health care system.

Facilities
The on-campus facilities for the Department of Physical Therapy are located in the Charles A. Dana Hall, which is part of the new Integrated Science, Engineering, and Technology complex. The program has two Hoffman physical therapy clinical skills teaching laboratories and four dedicated research laboratories for conducting both faculty and faculty-mentored research activities. These research spaces include a human performance research lab with a force platform, for the study of all aspects of human movement as they relate to biomechanical principles; a motor control lab that contains specialized equipment and technology for research related to motor control and motor learning; a pediatric lab equipped with state-of-the-art computers, data analysis programs, and digital videotaping equipment for a number of projects related to the pediatric population; and a woman’s health lab that includes specialized equipment/technology for research related to woman’s health.

University Physical Therapy, LLC, is a faculty private-practice facility located in the Sports Center at Health Services. Physical therapy providers include adjunct and full-time faculty from the physical therapy program. Students in the physical therapy program are linked to the clinic through various professional courses called integrated clinical experiences. In addition, the clinic serves as a site for student internship.

Off-Campus Clinical Facilities
Clinical education settings for the Physical Therapy program are selected on the basis of their ability to provide supervision by professional staff and to offer services to diverse client populations, as well as their compatibility with the University’s and program’s mission and philosophy. The department currently has contracts with approximately 400 facilities in the Greater Hartford area and selected sites throughout the United States. Practice settings include health care, educational, and community (public and private) agencies.

Admission Requirements
A completed application and official transcripts showing evidence of completion of a baccalaureate degree are required for admission. Applicants are responsible for the gathering and submission of all required materials by February 1. An undergraduate GPA of 3.0 or higher is required for application consideration. Applicants must submit

1. Three letters of reference (one must be from a course instructor or academic advisor, one from a supervisor in a professional or other work capacity, and one from another individual in either capacity)

2. Scores on the aptitude portion of the Graduate Record Examination (GRE): minimum scores of 500 on the verbal, quantitative, and analytic portions of the GRE are strongly recommended. Applicants with more than one subtest score below 500 will not be considered (with the exception of the verbal score of those individuals for whom English is a second language). For those for whom English is a second language, a minimum score of 550 on the TOEFL is necessary. Official scores of all required examinations must be received by the University by the February 1 deadline.

3. One essay addressing the question specified in the graduate application
4. A typewritten page that documents health care–related experience, of which 10 hours are required
5. Transcripts for all undergraduate and postgraduate academic work
6. Selected candidates may be invited for interviews prior to admission.

**Application Deadline**
All materials must be submitted by the February 1 application deadline. Incomplete applications will not be considered.

**Prerequisites**
The following prerequisite courses must have been completed at the college level:
1. Biology: 4 credits—one course with laboratory
2. Human Anatomy: 4 credits—one course with laboratory
3. Human Physiology: 4 credits—one course with laboratory.

*Note:* When anatomy and physiology are taken as a combined course, two semesters (i.e., 8 credits) are necessary to meet the requirements.
4. Chemistry: 12 credits—general chemistry, including two-course sequence with laboratory and either organic or biochemistry with laboratory
5. Physics: 8 credits—two-course sequence with laboratory
6. Statistics: 3 credits—course to include descriptive statistics, correlation, and introduction to inferential statistics
7. Calculus: 3 credits
8. Psychology: 9 credits—courses include general, developmental, and abnormal psychology
9. Exercise Physiology: 3–4 credits—one course
10. Humanities: 9–12 credits
11. Social Sciences: 9–12 credits

Courses taken to fulfill prerequisites 1–9 above must be completed with a GPA of 3.0 or higher, with no grade below a C, in order for the application to be considered. An applicant may not have more than two required courses still in progress by the February 1 deadline.

**Professional Program**

**Academic Policies**
Candidates must complete a minimum of 102 credits, including a minimum of 32 weeks of clinical experience to fulfill degree requirements. The curriculum is designed for full-time study only. Part-time enrollment is not an option.

Degree candidates must attain an overall grade point average of B (3.0) or higher, and must achieve a grade of C (73 percent) or better in all physical therapy courses throughout the entire program; as well as display ethical, personal, and professional qualities needed to fulfill the role of a physical therapist. All courses required for the major, with the exception of clinical experiences, must be taken for a letter grade and may not be taken on a Pass/No Pass basis. Satisfactory completion of the clinical affiliation component is a requirement for obtaining the doctoral degree in Physical Therapy.

If a student’s GPA falls below 3.0 in one semester, the student will be put on program warning for the following semester. A professional course grade of 2.0 or a grade of No Pass will be allowed only once in the professional phase of the program. That course may be repeated only once in order to raise the grade to a 2.0 or better or to a Pass. The student may not continue with the professional program until the course is repeated and a passing grade is received in that class. For detailed information on all academic policies, please refer to the *Student Academic and Clinical Manual.*

**Clinical Education**
In addition to the didactic and laboratory course work, students are required to complete and pass all four clinical education experiences. Clinical education experiences are arranged by the University in conjunction with the student and may take place in a number of sites throughout the United States. During these experiences, students are responsible for all clinical education fees ($1,200 per course for DPT 630, DPT 740, and DPT 750), living expenses, and/or transportation expenses associated with the clinical education experience. Students are evaluated using the American Physical Therapy Association’s Clinical Performance Instrument. The scores on this form are converted to a Pass/No Pass using the criteria set by the University of Hartford’s Physical Therapy program. Satisfactory completion of each clinical affiliation is a requirement for obtaining the D.P.T. A grade of No Pass for a clinical affiliation constitutes a failure of a professional course.

**Withdrawal and Discontinuance**
If a student is failing a clinical affiliation experience, he or she may be administratively with-
drawn at the discretion of the academic coordinator of clinical education or at the request of the clinical instructor. When this occurs, the student will fail that placement and another site will be pursued. A second failure will result in the dismissal of the student from the Physical Therapy program. A student who fails any two professional courses (i.e., two professional courses with a grade of C- or below, and one affiliation, or two affiliations) will be dismissed from the program. A student who demonstrates unsatisfactory professional behavior will have a written record placed in his or her academic file. Repeated incidents may lead to dismissal from the program.

Curriculum
The Doctor of Physical Therapy program is a three-year, full-time program.

First Year (DPT 1)
Summerterm
DPT 500 Gross Anatomy [2]
DPT 501 Gross Anatomy Lab [2]
DPT 504 Kinesiology [2]
DPT 505 Kinesiology lab [1]
DPT 508 Pathophysiology for PT I [3]

Fall Semester
DPT 502 Biomechanics [2]
DPT 503 Biomechanics Lab [1]
DPT 506 Physical Agents in PT [2]
DPT 507 Physical Agents for PT Laboratory [1]
DPT 510 Orthopedic Pathophysiology for Physical Therapists [3]
DPT 511 PT Examination and Intervention I [2]
DPT 512 PT Examination and Intervention I Laboratory [1]
DPT 530 Clinical Observation [1]

Spring Semester
DPT 600 Scientific Inquiry I [3]
DPT 608 Diagnosis and Intervention: Musculoskeletal Dysfunction I [3]
DPT 609 Diagnosis and Intervention: Musculoskeletal Dysfunction I Laboratory [2]
DPT 613 Diagnosis and Intervention in Cardiopulmonary Dysfunction [2]
DPT 614 Diagnosis and Intervention in Cardiopulmonary Dysfunctions [1]
DPT 615 Neuroscience [3]
DPT 617 PT Examination and Intervention II [2]
DPT 618 PT Examination and Intervention II Laboratory [1]

Second Year (DPT 2)
Fall Semester
DPT 601 Scientific Inquiry II [3]
DPT 607 Motor Control and Motor Learning [3]
DPT 610 Diagnosis and Intervention in Musculoskeletal Dysfunction I [2]
DPT 611 Diagnosis and Intervention in Musculoskeletal Dysfunction I [1]
DPT 612 Organizational Health Administration for Health Sciences [3]
RAD 616 Diagnostic Imaging [3]
BIO 744 Intro to Clinical Neurology [3]

Spring Semester
DPT 602 Scientific Inquiry
DPT 603 Diagnosis and Intervention: Neurological Dysfunction Lecture [3]
DPT 604 Diagnosis and Intervention in Neurological Dysfunction Laboratory [1]
DPT 605 Diagnosis and Intervention in Pediatric Populations [2]
DPT 606 Diagnosis and Intervention in Pediatric Populations Laboratory [1]
DPT 619 Differential Diagnosis and Advanced Intervention Skills I [2]
DPT 620 Differential Diagnosis and Advanced Intervention Skills I Laboratory [1]
DPT 635 Integrated Clinical Experience II [1]

Summer Semester
DPT 700 Assistive Technology [2]
DPT 701 Disabilities Studies [2]
DPT 702 Nutrition for Health Sciences [3]
DPT 703 Pharmacology for the Health Sciences [3]
Electives (choose one):
DPT 709 Advanced Pediatric Examination and Intervention [2]
DPT 711 Examination and Intervention in Women’s Health [2]

Third Year (DPT 3)
Fall Semester
DPT 730 Clinical Education II (8 weeks) [4]
DPT 704 Doctoral Research [2]
DPT 705 Educational Strategies for the Health Sciences [2]
DPT 707 Clinical Practice in Gerontology for the Health Sciences [2]  
DPT 708 Diagnosis and Intervention in Older Adults Laboratory [1]  
DPT 706 Differential Diagnosis and Advanced Intervention Skills II [3]  

Spring Semester  
DPT 740 Clinical Education III (9 weeks) [0]  
DPT 750 Clinical Education IV (5 weeks) [0]  
Total full-time clinical education: 32 weeks  

Doctor of Physical Therapy Program (D.P.T.)  
The first students admitted to the doctoral program in Physical Therapy are anticipated to commence studies in the summer of 2008.  

Course Descriptions  

DPT 500 Clinical Gross Anatomy [2] A comprehensive study of the internal and surface anatomy of the human body with emphasis on the head, neck, trunk, and extremities. The relationships of neural, muscular, vascular, and lymphatic structures will be discussed and demonstrated in a regional approach. Small-group problem solving and clinical application of anatomy to physical therapy clinical cases will be expected. Students will have access to both prosected human material and anatomy dissection software. Prerequisites: BIO 112, 113, and PT major. Corequisite: PT 501.  

DPT 501 Clinical Gross Anatomy Laboratory [2] This laboratory course is taught in conjunction with PT 500. Laboratory and discussion sessions involve human cadaver prossection in an effort to understand gross anatomical components and relationships of all systemic systems and the skeletal system. Surface palpation, self-paced computer software programs, and analysis of motion at each joint. Systems will be reviewed based on Gross Anatomy lecture. Corequisite: PT 500. Laboratory fee.  

DPT 502 Biomechanics [2] The course is designed to provide the student with the basic concepts of biomechanics with special emphasis on applications to human locomotion. The course will stress the use of Newtonian mechanics and some contemporary laws of physics in the analysis of normal and abnormal human motion. Additional topics discussed in the course are: strength of biological tissues, and the mechanics of muscles. Prerequisites: M 112, PHY 101, PHY 102, HS 516, and DPT 1 status; or permission of instructor. Corequisites: HS/DPT 503, HS/DPT 500, HS/DPT 501.  

DPT 503 Biomechanics Laboratory [1] The course is designed to provide the student an opportunity to apply the basic concepts of biomechanics discussed in DPT 502. The student will be afforded an opportunity to acquire the skills needed to assess human movement and muscle activity using kinematic and kinetic data collection tools. Prerequisites: M 112, PHY 101, PHY 102, HS 516, and DPT 1 status; or permission of instructor. Corequisites: HS/DPT 502, HS/DPT 500, HS/DPT 501. Laboratory fee.  

DPT 504 Kinesiology [2] This course is a detailed study of human movement both normal and pathological. The impact of regional joint structure and muscle function on human movement will be emphasized. A discussion of the effect of some representative musculoskeletal disorders, that are typically seen in the clinical setting, on human movement will be included. Prerequisites: HS/DPT 502, HS/DPT 503, HS/DPT 500, HS/DPT 501, and DPT 1 status; or permission of instructor. Corequisite: HS/DPT 505.  

DPT 505 Kinesiology Laboratory [1] This course is designed to provide the student with an opportunity to implement various technology assisted movement analysis systems. The student will learn how to use and interpret the information obtained from electromyographic recording and video based systems. The emphasis of this course is the use of these systems in the performance of postural and gait analyses. Also included in this course is a discussion of normal and abnormal gait and posture. Prerequisites: HS/DPT 502, HS/DPT 503, HS/DPT 500, HS/DPT 501, and DPT 1 status; or permission of instructor. Corequisite: HS/DPT 504. Laboratory fee.  

DPT 506 Physical Agents in Physical Therapy [2] A study of physical therapy interventions that include physical agents, mechanical agents, soft tissue mobilization, and electrotherapeutic agents. Case studies and current research will be used to develop skill in making clinical decisions that are science and evidence based. Prerequisite: DPT 1 status or permission of instructor. Corequisite: HS/DPT 507.  

DPT 507 Physical Agents Laboratory [1] This laboratory course is designed in conjunction with HS/DPT 506 and provides hands-on experience with planning, implementing, and modifying interventions that include physical, mechanical, and electrotherapeutic agents. Clinical decision making that is science and evidence based is emphasized. Prerequisite:
DPT 1 status or permission of instructor. Corequisite: HS/DPT 506. Laboratory fee.

DPT 508 Pathophysiology for Physical Therapists I [3] This is the first course of a two-course pathophysiology sequence. This course introduces the student to a conceptual framework regarding the majority of illness encountered in the scope of physical therapy practice with a strong emphasis on medical diagnosis and management. Emphasis is placed on the relationship of medical presentation of signs/symptoms and its implication on physical diagnosis evaluation and treatment. This will provide students with differential diagnosis skills for appropriate referrals outside of physical therapy. Prerequisites: BIO 112, BIO 113, and DPT 1 status; or permission of instructor.

DPT 509 Pathophysiology for Physical Therapists II [3] This is the second course of a two-course pathophysiology sequence. This course introduces the students to a conceptual framework regarding the majority of illness encountered in the scope of physical therapy practice with a strong emphasis on medical diagnosis and management. Emphasis is placed on the relationship of medical presentation of signs/symptoms and its implication on physical diagnosis evaluation and treatment. This will provide students with differential diagnosis skills for appropriate referrals outside of physical therapy. Prerequisites: HS/DPT 510, BIO 112, BIO 113, and DPT 1 status; or permission of instructor.

DPT 510 Orthopedic Pathophysiology for Physical Therapists [3] A detailed study of orthopedic injuries and disorders. This course will integrate the etiology, pathophysiology, clinical findings, clinical course, medical prognosis, medical/surgical treatment approaches and physical therapy treatment approaches specific to orthopedic disorders in each region of the body. Lectures from physicians, i.e., orthopedic surgeons, will be included. Prerequisites: HS/DPT 508 and DPT 1 status, or permission of instructor.

DPT 511 Physical Therapy Examination and Intervention I [1] This is the first of four courses that use a case study approach to enhance problem solving skills and provide integration of various patient examination techniques, evaluation, PT diagnosis, goal setting and intervention outcomes within the scope of physical therapy. Topics include an introduction to evidence based practice and the profession of physical therapy (PT) including the origins and history of the PT profession, documentation, and basic PT skills. The roles and utilization of other health care practitioners and support personnel in patient management are also considered. Students solve problems through analysis of case studies. Exploration of personal and professional ethics, values and goals will enhance the students’ ability to develop competence in these areas. Professionalism, verbal and written communication, and ethics are considered throughout. Prerequisite: DPT 1 status or permission of instructor.

DPT 512 Physical Therapy Examination and Intervention I Laboratory [2] This is the laboratory component of the first of four courses that use a case study approach to enhance problem solving skills and provide integration of various patient examination techniques, evaluation, PT diagnosis, goal setting and intervention outcomes within the scope of physical therapy. The student will achieve beginning competency in the following basic patient care techniques: bed positioning, bed mobility, exercise, transfers, gait training, wheelchair measurement and mobility and patient safety. Manual muscle testing, goniometric measurement of joint range of motion, and motion analysis will be incorporated into competency based laboratory exercises. Prerequisite: DPT 1 status or permission of instructor. Corequisite: HS/DPT 511. Laboratory fee.

DPT 530 Clinical Observation [1] This course is designed to provide physical therapy students with practical application of principles and techniques learned during the academic portion of the semester and a greater appreciation for the field of physical therapy. Students will participate in a weekly half-day observation at a selected acute, subacute, or outpatient orthopedic site in the Greater Hartford Community, including the University of Hartford Faculty Clinical Practice. Students are expected to demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, and other health professionals. Prerequisite: DPT 1 status.

DPT 600 Scientific Inquiry I [2] An introduction to the research methods used to document examination and intervention approaches within the profession of physical therapy. Using published clinical research, detailed issues of study design options, data collection tools, data analysis and conclusions to be drawn from the published research will be explored. Prerequisites: PSY 372 and DPT 1 status.
DPT 601 Scientific Inquiry II [2] Students will identify faculty research mentors and work in small groups to begin to develop their research questions or scholarly projects. This will become their research/scholarly project to be completed in DPT 602. Prerequisites: DPT 600 and DPT 2 status. Laboratory fee.

DPT 602 Scientific Inquiry III [2] This course is a continuation of DPT 601 and moves the students from identifying a research question or scholarly project to literature review and proposal development or scholarly project development. Students will work in groups of four or five with a faculty member identified as mentor/supervisor. Students have an option to complete data collection and prepare results for publication or to complete the field application of their scholarly project. Prerequisites: DPT 600, DPT 601, and DPT 2 status. Laboratory fee.

DPT 603 Diagnosis and Intervention: Neurological Dysfunction Lecture [3] A detailed study of the examination, evaluation, diagnosis, and prognosis of patients with neurological dysfunction. The course provides students with the knowledge and skills for differential diagnosis and developing intervention strategies for patients with neurological dysfunction that are grounded in evidence-based practice in physical therapy. Prerequisites: DPT 615, BIO 744, and DPT 2 status. Corequisite: DPT 604.

DPT 604 Diagnosis and Intervention: Neurological Dysfunction Laboratory [1] This course is designed in conjunction with DPT 603 to allow students the opportunity for hands-on experiences to develop physical therapy differential diagnostic techniques and intervention strategies used with patients with neurological dysfunction, with the integration of these skills into case studies. Prerequisites: DPT 615, BIO 744, and DPT 2 status. Corequisite: DPT 603. Laboratory fee.

DPT 605 Diagnosis and Intervention in Pediatric Populations [2] A study of examination and intervention approaches for children with diagnoses/conditions resulting in functional movement impairment. This course will emphasize normal development as well as medical, neurological and orthopedic considerations specific to pediatric disorders. Integration of clinical assessment tools and major theoretical approaches for the intervention of children will be stressed. Psychosocial and developmental considerations specific to children and families will be incorporated into all aspects of the course. Prerequisites: DPT 615 and DPT 2 status. Corequisite: DPT 606.

DPT 606 Diagnosis and Intervention in Pediatric Populations Laboratory [1] A study of examination and intervention approaches for children with diagnoses/conditions resulting in functional movement impairment. This course will emphasize normal development as well as medical, neurological and orthopedic considerations specific to pediatric disorders. Integration of clinical assessment tools and major theoretical approaches for the treatment of children will be stressed. Psychosocial and developmental considerations specific to children and families will be incorporated into all aspects of the course. Prerequisites: DPT 615 and DPT 2 status. Corequisite: DPT 605. Laboratory fee.

DPT 607 Motor Control and Motor Learning [3] This course provides a survey of theories of motor control and motor learning, the application of theory and research to understanding normal movement, and an introduction to implications of motor control and motor learning principles for older adults and individuals with movement dyscontrol. The course provides a foundation for subsequent courses in diagnosis and intervention. Prerequisites: DPT 615 and DPT 2 status.

DPT 608 Diagnosis and Intervention: Musculoskeletal Dysfunction I [3] A detailed study of the examination, evaluation, diagnosis, and interventions for patients with musculoskeletal disability, impairment, and functional limitations. The course will also address preventative measures for clients who have the potential to develop musculoskeletal problems. There will be an emphasis on the preferred practice patterns as they relate to exercise prescriptions, integration of manual therapies and physical agents, and functional outcomes. Appropriate management of the psychosocial aspects of patients with musculoskeletal disorders and documentation of all aspects of patient management will be reviewed. A critical review of findings and clinical implications of research on the topics of musculoskeletal examination and intervention will be conducted. Prerequisites: HS/DPT 500, HS/DPT 502, HS/DPT 504, HS/DPT 506, HS/DPT 511, HS/DPT 512, and DPT 1 status. Corequisite: DPT 609.

DPT 609 Diagnosis and Intervention: Musculoskeletal Dysfunction I Laboratory [3] This laboratory course is designed in conjunction with DPT 608 to allow students practical application of examination and intervention approaches used in differential diagnosis of musculoskeletal dysfunction. An integration of case
studies presented in lab and lecture will be used to further develop the students evaluation skills. Prerequisites: HS/DPT 500, HS/DPT 502, HS/DPT 504, HS/DPT 506, HS/DPT 511, HS/DPT 512, and DPT 1 status. Corequisite: DPT 608. Laboratory fee.

DPT 610 Diagnosis and Intervention: Musculoskeletal Dysfunction II [2] A detailed study of the examination, evaluation, diagnosis, and interventions for patients with musculoskeletal disability, impairment, and functional limitations of the temporomandibular joint, vertebral column, and pelvic girdle. The course will address preventative measures for clients who have the potential to develop musculoskeletal problems in the workplace. There will be an emphasis on the preferred practice patterns as they relate to exercise prescriptions, integration of manual therapies and physical agents, and functional outcomes. Appropriate management of the psychosocial aspects of patients with musculoskeletal disorders and documentation of all aspects of patient management will be reviewed. Current literature findings will be incorporated so that students will be able to assess the methods of examination and intervention that they study. Prerequisites: DPT 608, DPT 609, and DPT 2 status. Corequisite: DPT 611.

DPT 611 Diagnosis and Intervention: Musculoskeletal Dysfunction II Laboratory [1] This laboratory course is designed in conjunction with DPT 610 and provides an opportunity for students to apply examination and intervention techniques learned in DPT 610. Case-study format will be used to assist students with the format of the Guide to Physical Therapy Practice and functional outcomes, and their evaluation skills to the spine, pelvis, and temporomandibular joint. Prerequisites: DPT 608, DPT 609, and DPT 2 status. Corequisite: DPT 610. Laboratory fee.

DPT 612 Organizational Health Administration for Health Sciences [3] The principles of organizing, planning, directing, managing, controlling, and communicating are related to the management of health care services. This course will provide an overview of the principles of health care management from a fiscal, personnel, and administrative perspective. The impact of a changing health care system on reimbursement, program cost-effectiveness, outcome management, cultural diversity, and ethical decision making will be addressed. Students will gain experience in program development by designing programs and systems to evaluate program effectiveness. Prerequisite: DPT 2 status or permission of instructor.

DPT 613 Diagnosis/Intervention in Cardiovascular Dysfunction [2] A detailed study of the management of patients with cardiopulmonary disorders. Principles of prevention, examination, evaluation, diagnosis, prognosis, intervention, and outcomes are discussed. Based on anatomical, physiological, and clinical medicine principles previously presented. There will be an emphasis on the integration of cardiopulmonary assessment and intervention with the psychosocial aspects, proper documentation, health promotion, and maximizing functional status. Scientific literature validating cardiopulmonary techniques will assist with students with intervention options and outcome measures. Prerequisites: HS 516 and DPT 1 status. Corequisite: DPT 614.

DPT 614 Diagnosis/Intervention in Cardiovascular Dysfunction Laboratory [1] This course is designed in conjunction with DPT 613 to integrate clinical diagnosis, assessment, and intervention skills in the area of cardiopulmonary disorders. Intervention techniques will be used that integrate knowledge of disease and outcomes using practice patterns consistent with evidence-based practice. Prerequisites: HS 516 and DPT 1 status. Corequisite: DPT 613. Laboratory fee.

DPT 615 Neuroscience [3] An introduction to the neurological system with special emphasis on those aspects appropriate to rehabilitation treatments. Basic neuroanatomy and neurophysiology are presented with a discussion of issues that have clinical relevance. Topics include cranial and peripheral nerves, brainstem, midbrain and cortical anatomy, vascular brain anatomy, cellular neurophysiology, spinal reflexes, and basic control system. Prerequisites: HS/DPT 500, HS/DPT 501, HS/DPT 502, and DPT 1 status.

DPT 617 Physical Therapy Examination and Intervention II [2] This is the second of four clinical integration courses and builds on information presented in the first semester of the professional program. Cases presented in this semester include more complex patient problems, such as multicultural issues, managed care constraints, interdisciplinary role issues, and supervision/delegation guidelines. Students will analyze the evidence-based professional literature that may have an impact on patient management. Prerequisites: HS/DPT 511, HS/DPT 512, and DPT 1 status. Corequisite: DPT 618.
DPT 618 Physical Therapy Examination and Intervention II Laboratory [1] This course is designed in conjunction with DPT 617 to allow students an opportunity to master clinical techniques, such as positioning, transfers, body mechanics, and ambulation. Case studies will be used to develop student skills. Concomitant issues, such as wound healing, psychosocial aspects of disability, and cultural competence, are also included in this laboratory. Prerequisites: HS/DPT 511, HS/DPT 512, and DPT 1 status. Corequisite: DPT 617. Laboratory fee.

DPT 619 Differential Diagnosis and Advanced Intervention Skills I [2] This course provides an integration of previous course work to problem-solve case studies. The multisystem case studies will challenge students’ abilities to use their current knowledge in, but not limited to, the basic sciences, case management, human development, communication, physical therapy clinical sciences (musculoskeletal, cardiopulmonary, pediatrics, geriatrics, neuroscience, and neurology), and clinical reasoning skills to problem-solve aspects of diagnosis, evaluation, and intervention for each case study. Prerequisites: HS/DPT 511, HS/DPT 512, DPT 617, DPT 618, and DPT 2 status. Corequisite: DPT 620.

DPT 620 Differential Diagnosis and Advanced Intervention Skills I Laboratory [1] This laboratory/discussion course was designed in conjunction with DPT 619 to allow students an opportunity to learn how to use The Guide to Physical Therapy Practice, the disableness model, functional outcome measures, case studies, and intervention models. The course will cover family and caregiver issues, managed care, patient functional outcomes, and higher-level case studies involving co-morbid conditions. The multisystem case studies will challenge students’ abilities to use their current knowledge in, but not limited to, the basic sciences, case management, human development, communication, physical therapy clinical sciences (musculoskeletal, cardiopulmonary, pediatrics, geriatrics, neuroscience, and neurology), and clinical reasoning skills to problem-solve aspects of diagnosis, evaluation, and intervention for each case study. Prerequisites: HS/DPT 511, HS/DPT 512, DPT 617, DPT 618, and DPT 2 status. Corerequisite: DPT 619.

DPT 625 Integrated Experience I [1] This course is designed to provide physical therapy students with practical application of principles and techniques learned during the academic portion of the semester and a greater appreciation for the field of physical therapy. Students will participate in a weekly half-day observation at a selected acute, subacute, or outpatient orthopedic site in the Greater Hartford community, including University Physical Therapy, LLC. Students will work in small groups with a faculty or clinical mentor. Contact with clients and patients will help students to develop their basic clinical communication, examination, evaluation, diagnostic, and intervention skills. Students are expected to demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, and other professionals. Prerequisite: DPT 530.

DPT 630 Clinical Education I [0] This is the first of four supervised clinical education experiences. The experience is designed for students to bridge didactic information with clinical skills experiences. Basic skills are practiced in each setting with development of physical therapy examination, evaluation, diagnosis, and intervention skills. Students are supervised by qualified physical therapists. This course will be in an acute, subacute, or outpatient orthopedic setting and will integrate all aspects of physical therapy learned in the first year of the professional phase of the PT program. Students are expected to demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, and other health professionals. Prerequisites: All DPT I courses successfully completed. Laboratory fee.

DPT 635 Integrated Experience II [1] This course is a continuation of PT 625 and is designed to provide physical therapy students with practical application of principles and techniques learned during the academic portion of the semester and a greater appreciation for the field of physical therapy. Students will participate in a weekly half-day observation at a selected acute, subacute, or outpatient site in the Greater Hartford community, including University Physical Therapy, LLC. Using the skills developed in the curriculum and previous clinical experiences, students will expand their ability to bridge didactic information with clinical skills experiences. Basic skills are practiced in each setting with development of physical therapy examination, evaluation, diagnosis, and intervention skills. Students are expected to demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, and other health professionals. Prerequisite: DPT 625.
DPT 700 Adaptive Equipment [2] This course includes a review of the prescription, fabrication, and training of various types of adaptive equipment used in physical therapy management of patients with neurologic, musculoskeletal, and cardiopulmonary dysfunction. Topics include spinal, hip, knee, and ankle orthoses; lower-extremity prosthetics; wheelchair design; custom-seating fabrication; mobility and recreational devices; and home modifications. Prerequisites: DPT 603, DPT 604, DPT 605, DPT 606, and DPT 2 status.

DPT 701 Disability Studies [2] The social, cultural, political, legislative, financial, and demographic influences on definitions of disability, rehabilitation practices, and disability policy are traced from early human civilization to the present. Emphasis is on disability rights movements in the United States and internationally, current topics in disability and disability policy, and cross-cultural/international issues. Prerequisite: DPT 2 status or permission of instructor.

DPT 702 Nutrition for Health Sciences [3] Basic introduction to the principles of nutrition and its influence on health. Also emphasized are the principles of nutrition on exercise with emphasis on counseling patients, energy, fluid balance, and evaluating nutrition in the literature. Prerequisite: DPT 2 status or permission of instructor.

DPT 703 Pharmacology for the Health Sciences [3] This course addresses basic concepts and principles of pharmacology as applied to the typical patients undergoing rehabilitation treatment. An understanding of pharmacological agents used in modern medicine is important to the practice of physical therapy. Pharmaceutical agents can have important synergistic effects with rehabilitation treatments or can cause untoward effects that may interfere with treatment. Topics include drug administration, absorption, distribution, metabolism, sites and mechanisms of action, toxicity, and major categories of drugs seen by the physical therapist. Case studies will be used to evaluate the scientific evidence in evaluating the use and effectiveness of pharmacological intervention. Prerequisite: DPT 2 status or permission of instructor.

DPT 704 Doctoral Research [2] In this course students will complete the research project or scholarly project begun in DPT 610 and 611 under the supervision of a faculty mentor. Students will work in groups to complete the data analysis or compile the information gathered through the scholarly project, and write the final document in a manuscript form. Prerequisites: DPT 600, DPT 601, DPT 602, and DPT 3 status. (Seven weeks) Laboratory fee.

DPT 705 Educational Strategies for the Health Sciences [2] A course that is designed to introduce students to the principles of community, peer/professional, and patient education. This course will discuss issues of educational psychology, goal and objective writing, learning styles, presentation skills and needs/educational assessment. Prerequisite: DPT 3 status or permission of instructor. (Seven weeks)

DPT 706 Differential Diagnosis and Advanced Intervention Skills II [3] A laboratory/lecture format class will provide students with advanced knowledge and skill application of physical therapy examination, evaluation, and diagnostic skills for patients with neurological dysfunction. Integrated clinical experiences and complex patient case studies will provide opportunities to apply intervention strategies that are grounded in evidence-based practice in physical therapy. Prerequisites: DPT 619, DPT 620, and DPT 3 status. (Seven weeks) Laboratory fee.

DPT 707 Clinical Practice in Gerontology for the Health Sciences [2] A study of the aging process and developmental tasks of later life. This course will focus on the biological, physical, social, psychological, cultural, and ethical issues associated with aging. Preventive health care models, community resources, and interdisciplinary and cross-cultural approaches in gerontology will be included. Theoretical models of social gerontology and the aging process will also be presented. Prerequisite: DPT 3 status or permission of instructor. Corequisite: DPT 708. (Seven weeks)

DPT 708 Diagnosis and Intervention for Older Adults Laboratory [1] This laboratory course supports content presented in DPT 707 and enables physical therapy students to develop specific evaluative, diagnostic, and intervention skills in geriatric physical therapy. The course focuses on clinical and preventive physical therapy techniques designed to assess and improve function and quality of life for older adults. Prerequisite: DPT 3 status. Corequisite: DPT 707. (Seven weeks) Laboratory fee.

DPT 709 Advanced Pediatric Examination and Intervention [2] This course expands DPT students’ understanding of issues related to assessment of infants and young children, encourages students to develop and analyze their own concepts of development, and introduces
students to several available tools used by physical therapists. The course covers theories of child development, family systems, assessment tools, and models of intervention, and offers opportunities for advanced clinical skills. Prerequisites: DPT 603, DPT 604, DPT 605, DPT 606, and DPT 2 status.

**DPT 710 Motor Behavior: From Research to Practice** [2] This course gives students a focused study of selected current topics in motor behavior. Motor control and motor learning theory and research are critically analyzed, and applications to clinical practice are developed. Diagnoses and populations relevant to the DPT practitioner are addressed. Prerequisites: DPT 607 and DPT 2 status.

**DPT 711 Examination and Intervention in Women’s Health** [2] This elective course will provide the DPT student with entry level information related to women’s health issues in physical therapy. It will cover anatomical changes across the lifespan, the role of physical therapy for disorders specific to women, women’s developmental, and sociopsychological and family concerns that have an impact on women and professionals, patients, and clients. Prerequisites: DPT 619, DPT 620, and DPT 2 status.

**DPT 730 Supervised Clinical Education II** [4] An integration of all preceding course work with practice in the clinical environment. This clinical education experience is designed so that students develop skills in examination, diagnosis, prognosis, evaluation, and intervention. Students are expected to demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, and other health providers. Successful completion of all clinical education experiences and all academic work prior to this course are required. Prerequisites: HS/DPT 530, DPT 630, and DPT 3 status. (Eight weeks)

**DPT 740 Supervised Clinical Education III** [0] An integration of all preceding course work with practice in the clinical environment. This clinical education experience enables students to develop skills in examination, diagnosis, prognosis, evaluation, and intervention. Students are expected to demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, other health providers, and administrators. Prerequisites: HS/DPT 530, DPT 630, and DPT 730. Successful completion of all DPT academic work is required. (Nine weeks) Laboratory fee.

**DPT 750 Supervised Clinical Education IV** [0] An integration of all preceding course work with practice in the clinical environment. This clinical education experience enables students to develop skills in an area of clinical practice and/or health care administration that is of specific interest to them. Students work with the ACCE to develop a suitable placement to explore their area of interest. Students are expected to demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, other health providers, and administrators. Successful completion of all clinical education experiences and all academic work prior to this course is required. Prerequisites: HS/DPT 530, DPT 630, DPT 730, DPT 740, and successful completion of all DPT course work. (Five weeks) Laboratory fee.

**RAD 616 Diagnostic Imaging** [3] This course is designed to acquaint the student with the process of image production for computed tomographic imaging (CT) and magnetic resonance imaging (MRI). Specific orthopedic pathologic conditions diagnosed by the use of these advanced modalities will also be discussed. Comparison of normal and abnormal anatomical variations for the skeletal system will increase the student’s awareness of the intricacies of interpretation of pathologies acquired from CT and MRI procedures.

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**Master of Science in Physical Therapy**

**Course Descriptions**

**HS/BIO 515 Neuroscience** [2] An introduction to the neurological system, with special emphasis on those aspects appropriate to rehabilitation treatments. Basic neuroanatomy and neurophysiology are presented, with a discussion of issues that have clinical relevance. Topics include cranial and peripheral nerves; brainstem, mid-brain, and cortical anatomy; vascular brain anatomy; cellular neurophysiology; and spinal reflexes, basic control system. Prerequisites: PT 500, 502, and MSPT I status. Corequisite: HS 517.

**HS 517 Neuroscience Laboratory** [1] This neuroscience laboratory course is an adjunct to and coordinated with the neuroscience lecture course (HS 515). This course is designed to reinforce functional neuroanatomy and clinical correlates of neuropathology. The laboratory session will include demonstrations on various topics, class discussion, and active learning activities. The students will have access to models
of the various parts of the nervous system, large diagrams and slides. Lab fee required. Prerequisites: PT 500, PT 502 and MSPT I status. Corequisite: HS 515.

PT 500 Clinical Gross Anatomy [2] A comprehensive study of the internal and surface anatomy of the human body with emphasis on the head, neck, trunk, and extremities. The relationships of neural, muscular, vascular, and lymphatic structures are discussed and demonstrated in a regional approach. Small-group problem solving and clinical application of anatomy to physical therapy clinical cases are expected. Students have access to both prospected human material and anatomy dissection software. Prerequisites: BIO 112, 113, and PT major. Corequisite: PT 501.

PT 501 Clinical Gross Anatomy Laboratory [2] This laboratory course is taught in conjunction with PT 500. Laboratory and discussion sessions involve human cadaver prossection in an effort to understand gross anatomical components and relationships of all systemic systems and the skeletal system. Surface palpation, self-paced computer software programs, and analysis of motion at each joint. Systems are reviewed based on Gross Anatomy lecture. Corequisite: PT 500. Laboratory fee.

PT 502 Biomechanics [2] The course is designed to provide the student with the basic concepts of biomechanics, with special emphasis on applications to special populations. Emphasis is placed on the tools of biomechanics; normal and abnormal gait and posture; traditional and contemporary ways to measure gait; static and dynamic joint and muscle forces; integration of biomechanics, motor control, and physiology; and measurement of efficiency and stability. The course stresses both Newtonian and more contemporary laws of physics as they apply to human motion. Prerequisites: M 112, PHY 101, and 102. Corequisite: PT 503.

PT 503 Biomechanics Laboratory [1] This laboratory course is designed in conjunction with PT 502 to allow students to apply biomechanical principles of joint movement and acquire skills to assess individual movement patterns in terms of joint movement and muscle activity. Corequisite: PT 502. Laboratory fee.

PT 504 Kinesiology [2] The anatomical relationships to normal movement are introduced, as well as detailed analysis of normal and pathological human movement in the context of clinical practice. This course integrates the biomechanical principles of motion and force production at each joint with the clinical assessment tools used to measure joint range of motion and muscle strength. Manual muscle testing, goniometric measurement of joint range of motion, and the use of dynamometers to measure muscle strength are incorporated into laboratory exercises. Prerequisites: PHY 101, 102, and PT major. Corequisite: PT 505.

PT 505 Kinesiology Laboratory [1] This laboratory course is designed in conjunction with PT 504 to allow students an opportunity for hands-on learning experiences in analysis of normal and pathological movement. This includes manual muscle testing, goniometric measurement of joint range of motion, and dynomometers. Corequisite: PT 504. Laboratory fee.

PT 506 Physical Agents in Physical Therapy [2] This course discusses the theory and principles in the application of thermal and mechanical agents, hydrotherapy, and electrotherapy. Students develop an understanding of the relationships between evaluation findings, treatment goals, and treatment approaches. The course emphasizes the treatment of limitations in range of motion, pain, weakness, edema, wounds, and burns. Corequisite: PT 507.

PT 507 Physical Agents Laboratory [1] This laboratory course is designed in conjunction with PT 506. The course provides an opportunity for hands-on learning experiences using the various treatment modalities discussed in lecture. Patient cases are used to practice evaluation and treatment intervention. Corequisite: PT 506. Laboratory fee.

PT 508 Musculoskeletal Physical Therapy Evaluation and Treatment I [3] A detailed study of the evaluation and treatment approaches of musculoskeletal injuries and disorders. This course integrates the clinical assessment tools and treatment approaches specific to musculoskeletal disorders in each region of the body with the biomechanical principles of motion and force production. Emphasis is on the integration of manual therapies and physical agents in treatment protocols, manual and mechanical traction, orthotic management, the psychosocial aspects of musculoskeletal disorders, proper documentation, injury prevention, and prosthetic management in the lower extremity amputee. A critical review of findings and clinical implications of research on the topics of musculoskeletal evaluation and treatment is
conducted. Students become familiar with functional outcomes. Prerequisites: PT 500, 502, and 504. Corequisite: PT 509.

**PT 509 Musculoskeletal PT Evaluation and Treatment I Laboratory** [2] This laboratory course is designed in conjunction with PT 508 to allow students practical application of evaluation and treatment approaches used in musculoskeletal physical therapy and an integration of these into the case studies presented in lecture. Corequisite: PT 508. Laboratory fee.

**PT 510 Clinical Medicine I** [3] This course comprehensively covers mechanisms of disease, health problems, and commonly occurring diseases. Organ malfunction, genetic aberration, disease, and trauma are emphasized. The effect of environmental interactions on a person’s function in society is discussed. Etiology, clinical course, prognosis, and medical management are presented. Prerequisites: BIO 112 and 113.

**PT 511 Clinical Medicine II (Orthopedics)** [3] A detailed study of musculoskeletal injuries and disorders. This course integrates the etiology, clinical findings, clinical course, medical prognosis, medical treatment approaches, and physical therapy treatment approaches specific to musculoskeletal disorders in each region of the body. Prerequisite: PT 510.

**PT 512 Cardiopulmonary Physical Therapy Evaluation and Treatment** [2] A detailed study of the evaluation and treatment approaches for cardiopulmonary disorders. This course integrates the clinical assessment tools and treatment approaches specific to cardiopulmonary disorders with the anatomical, physiological, and cardiopulmonary clinical medicine principles previously presented. Emphasis is on the integration of treatment of the cardiopulmonary-impaired client with the psychosocial aspects of cardiopulmonary disorders, proper documentation, health promotion, and maximizing functional status. A review of scientific literature validating cardiopulmonary physical therapy techniques assists students with treatment procedures and outcome measures. Prerequisite: HS/BIO 516. Corequisite: PT 513.

**PT 513 Cardiopulmonary Physical Therapy Evaluation and Treatment Laboratory** [1] This course is designed in conjunction with HS/PT 512 to integrate clinical assessment and treatment skills in the area of cardiopulmonary disorder. Treatment techniques, such as breathing exercise, postural drainage, graded exercise testing, and ECG, are practiced in conjunction with patient instruction in home programs and preventative measures. Corequisite: PT 512. Laboratory fee.

**PT 516 Foundations of Motor Control and Motor Learning** [2] This course provides a survey of theories of motor control and motor learning, the application of theory and research to understanding normal movement, and an introduction to implications of motor control and motor learning principles for older adults and individuals with movement dyscontrol. Prerequisites: HS/BIO 515 and MSPT I status. Corequisite: PT 517.

**PT 517 Motor Control Laboratory** [1] This course reinforces the concepts taught in PT 516 in the form of direct clinical application activities performed by the students. These activities help students understand normal movement; they also introduce students to the implications of motor control and motor learning principles for older adults and individuals with movement dyscontrol. The course provides a foundation for subsequent courses in diagnosis and intervention. Laboratory fee required. Prerequisites: HS 515 and MSPT I status. Corequisite: PT 516.

**PT 520 Clinical Integration I** [1] This is the first of four courses that use a case-study approach to enhance problem-solving skills and provide integration of various patient evaluations, goal setting, and treatment outcomes within the scope of physical therapy. Issues considered are subjective and objective patient evaluation skills, including the implications of factors such as age, gender, culture/ethnicity, race, socioeconomic status, and role in family and in society. The roles and utilization of other health care practitioners and support personnel in patient management are also considered. Students solve problems through patient evaluation, goal setting and management issues. Professionalism, verbal and written communication, and ethics are considered throughout. Corequisite: PT 521.

**PT 521 Clinical Integration I Laboratory** [2] This laboratory course is designed in conjunction with PT 520 to allow students to develop hands-on experience with initial evaluation skills, medical record review, SOAP notes, socioeconomic and cultural issues, and communication skills. Corequisite: PT 520. Laboratory fee.
PT 522 Clinical Integration II [2] This is the second of four clinical integration courses and builds on information presented in the first semester of the professional program. Cases presented in this semester include more complex patient problems, such as multicultural issues, managed care constraints, interdisciplinary role issues, and supervision/delegation guidelines. Students also consider issues in the professional literature that may impact patient management. Prerequisites: PT 520 and 521. Corequisite: PT 523.

PT 523 Clinical Integration II Laboratory [1] This course is designed in conjunction with PT 522 to allow students an opportunity to master clinical techniques, such as positioning, transfers, body mechanics, and ambulation. Case studies are used to develop student skills. Concomitant problems, wound healing, and biofeedback are also included in this laboratory. Corequisite: PT 522. Laboratory fee.

PT 525 Scientific Inquiry I [2] An introduction to the research methods used to document evaluation and treatment methods within the profession of physical therapy. This introduction includes basic research designs and statistics used in the physical therapy literature. Specific examples from the physical therapy literature are included. Prerequisite: PSY 372.

PT 526 Scientific Inquiry II [2] A continuation of PT 525, this course assumes knowledge of the concepts developed in PT 525 and elaboration on the process of scientific inquiry as it relates to clinical practice and to the process of research. Using published clinical research, more detailed issues of study design options, data collection tools, data analysis, and conclusions to be drawn from published research are explored. The use of standardized and nonstandardized outcome measures is discussed. Prerequisite: PSY 372 and PT 525. Corequisite: PT 527.

PT 527 Scientific Inquiry II Laboratory [1] Students identify faculty research mentors and work in small groups to begin to develop their research questions or scholarly projects. This will become their research/scholarly project to be completed in PT 620. Corequisite: PT 526. Laboratory fee.

PT 530 Supervised Clinical Education I [0] This is the first of three supervised clinical education experiences. The experience is designed for students to bridge didactic information with clinical skills experiences. Basic skills are practiced in each setting with development of interviewing, PT evaluation, and problem solving. Students are supervised by qualified physical therapists. Prerequisites: All MS I courses successfully completed.


PT 601 Neurological Evaluation and Treatment I Laboratory [2] This course is designed in conjunction with PT 600 to allow students the opportunity for hands-on experiences of evaluation and treatment approaches used in neurological physical therapy and integration of these techniques into case studies. Corequisite: PT 600. Laboratory fee.

PT 602 Pediatric Evaluation and Treatment [2] A detailed study of the evaluation and treatment approaches for children with diagnoses/disorders resulting in functional movement impairment. The course emphasizes normal development as well as medical, neurological, and orthopedic considerations specific to pediatric disorders. Integration of clinical assessment tools and major theoretical approaches to treatment of the pediatric client are stressed. Psychosocial and developmental considerations specific to children and their families are incorporated into all aspects of the course. Prerequisites: PT 600 and 601. Corequisite: PT 603.

PT 603 Pediatric Evaluation and Treatment Laboratory [1] A detailed study of the evaluation and treatment approaches for children with diagnoses/disorders resulting in functional movement impairment. The course emphasizes normal development as well as medical, neurological, and orthopedic considerations specific to pediatric disorders. Integration of clinical assessment tools and major theoretical approaches to treatment of the pediatric client are stressed. Psychosocial and developmental considerations specific to children and their families are incorporated into all aspects of the course. Prerequisites: PT 600 and 601. Corequisite: PT 602. Laboratory fee.
PT 605 Musculoskeletal Physical Therapy Evaluation and Treatment II [2] This course reinforces the material discussed in Musculoskeletal I. It emphasizes specialized topics, including evaluation and treatment techniques of the temporomandibular joint, vertebral and soft tissue mobilization techniques, hormonal changes and pregnancy as it relates to assessment and treatment of patients with musculoskeletal dysfunction, issues of gerontology, advanced application and theory of therapeutic exercise, rehabilitation of the injured worker, and prosthetic and orthotic evaluation and treatment. Current literature findings are incorporated so that students can assess the methods of treatment and evaluation that they study. Prerequisites: PT 508 and 509. Corequisite: PT 606.

PT 606 Musculoskeletal Physical Therapy Evaluation and Treatment II Laboratory [1] This laboratory course is designed in conjunction with PT 605 and provides an opportunity for students to apply advanced musculoskeletal techniques learned in PT 605. Case-study format is used to assist students with the format of the Guide to Physical Therapy Practice and functional outcomes. Corequisite: PT 605. Laboratory fee.

PT 608 Clinical Integration III [2] This course is a continuation of the clinical integration series and uses a case-study approach. Evaluation and treatment alternatives are found through critical review of the literature. Patient management programs are based on reviewed literature in a managed care environment. Students are expected to present cases with functional outcomes. Issues include how to optimize PT services for individuals within the context of the needs and concerns of the patient and family, available resources, the constraints of the health care system, consideration of cost-effectiveness of services, consideration of legal and professional obligations of the physical therapist. Prerequisites: PT 520, 521, 522, and 523. Corequisite: PT 609.

PT 609 Clinical Integration III Laboratory [1] This laboratory/discussion course was designed in conjunction with PT 608 to allow students an opportunity to learn how to use the Guide to Physical Therapy Practice, the disablement model, functional outcome measures, case studies, treatment models, and cost-containment. The course covers legal and ethical issues, cost-effectiveness, family and caregiver issues, managed care, patient functional outcomes, and higher-level case studies involving co-morbid conditions. Corequisite: PT 608. Laboratory fee.

PT 610 Clinical Integration IV [2] A lecture-format class provides students with advanced knowledge of physical therapy examination, evaluation, and diagnostic skills for patients with multisystem dysfunctions, metabolic diseases, and complex neurological dysfunctions. Complex patient case studies provide opportunities to apply intervention strategies that are grounded in evidence-based practice in physical therapy. Prerequisites: PT 600 and PT 601. PT 616 must be taken concurrently.

PT 611 Scientific Inquiry III [2] This course is a continuation of PT 527 and moves the students from identifying a research question or scholarly project to literature review and proposal development or scholarly project development. Students work in groups of four or five with a faculty member identified as mentor/supervisor. Students have an option to complete data collection and prepare results for publication or to complete the field application of their scholarly project. Prerequisites: PT 525, 526, and 527.

PT 612 Principles of Clinical Teaching [2] This course is designed to develop patient/family teaching and professional presentation skills for physical therapy students. It emphasizes the application of proven educational techniques and outcomes assessment to the development of quality teaching skills in didactic and clinical environments. Theories of teaching, motivation, and patient compliance are stressed. In addition, skills needed to develop presentations for professional and scientific meetings are introduced. Prerequisites: MS II status and PT major.

PT 613 Pharmacology for Physical Therapy [2] This course addresses basic concepts and principles of pharmacology as applied to the typical patients undergoing rehabilitation treatment. Topics include drug administration, absorption, distribution, metabolism, sites and mechanisms of action, toxicity, and major categories of drugs seen by the physical therapist. Prerequisites: PT 520, 521, 522, and 523. Corequisite: PT 609.

PT 614 Physical Therapy Practice in Gerontology [2] A study of the aging process and developmental tasks of later life. This course focuses on biological, physical, social, psychological, cultural, and ethical issues associated with aging. An introduction to preventive health-care models, community resources, and
interdisciplinary and cross-cultural approaches in gerontology are included. Corequisite: PT 617.

**PT 615 PT Health Care Organization and Administration** [3] This course is an overview of the principles of health care system management from a fiscal, personnel, and administrative perspective. The impact of the ever-changing health care system on reimbursement, program cost-effectiveness, outcome management, ethical decision making, and physical therapy service delivery, including supervision and delegation. Other topics include résumé writing, interviewing techniques, effective communication skills, dealing with change, strategies for success, and cultural diversity. Scientific literature is used to support treatment planning and functional outcome. Prerequisites: MS II status and PT major.

**PT 616 Clinical Integration IV Lab** [1] A laboratory experience provides students the opportunity to learn the manual skills necessary for advanced physical therapy examination and the evaluation and diagnostic skills for patients with multisystem dysfunction, metabolic diseases, and complex neurological dysfunction. Integrated clinical experiences and complex patient case studies provide opportunities to apply and perform intervention strategies that are grounded in evidence-based practice in physical therapy. Prerequisites: PT 600 and PT 601; PT 610 must be taken concurrently. Lab fee required.

**PT 617 Gerontology Laboratory** [1] This course is taught in conjunction with PT 614. The adaptation of specific diagnostic and intervention physical therapy techniques for older adults is addressed. Students participate in a community project involving fitness, exercise, or recreational programming for older adults. Lab fee required. Corequisite: PT 614.

**PT 620 Master’s Research** [3] In this course students complete the research project or scholarly project begun in PT 527 and 611 under the supervision of a faculty mentor. Students work in groups to complete the data analysis or compile the information gathered through the scholarly project, and to write the final document in a manuscript form. Prerequisites: PSY 372, PT 525, 526, 527, and 611. (Seven weeks) Laboratory fee.

**PT 625 Supervised Clinical Education II** [0] An integration of all preceding course work in the clinical setting. This clinical education experience is designed to develop evaluation skills, problem solving, and treatment plans. Students are expected to demonstrate professional behaviors in all interactions with patients, clients, families, caregivers, and other health providers, students, etc. Successful completion of all clinical education experiences is required. Prerequisites: PT 512, 513, 516, 530, 600, 601, 602, 603, 613, MS II status, and PT major.

**PT 630 Supervised Clinical Education III** [0] The final of three clinical education experiences is designed to integrate all preceding course work in the clinical setting. Additional emphasis is placed on administrative and management skills, including supervision and delegation of responsibilities to support personnel. Students are also challenged to demonstrate professional practice expectations, such as clinical decision-making skills, clinical reasoning, clinical judgment, and reflective practice. Prerequisites: PT 610, 613, MS II status, and PT major.