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2020-2021 Graduate Course Catalog

This catalog was prepared with the best information available at the time. The Catalog is not an exhaustive list of all University policies and procedures. Furthermore, information is updated throughout the year. Users should also refer to the Student Handbook, the Goodwin University policy website (https://www.goodwin.edu/policies/) and other relevant webpages. Students are normally entitled to graduate under the degree provisions of the catalog in effect at the time of their first completed semester of enrollment. However, the University reserves the right to change the provisions of this catalog at any time, including, but not limited to, degree requirements, course offerings, fees, and listings in the calendar as necessitated by the University governing body or legislative action.

Created Spring 2017 Rev. 1

Programs of Study

Welcome

Welcome to Goodwin University's 2020—2021 academic year. At this point in the past, I would likely have shared thoughts on our excellent reputation as a community-based educational organization or our range of academic offerings. This year in particular, I imagined that the exciting focus of my message to you would be our stepping up to university-status back in January.

I could still write about these things — they're certainly true — but the fact is that the past year has been unlike any we've ever encountered, across the globe, and most definitely in the world of higher education. The Coronavirus pandemic has changed, well, everything.

As graduate students who are making a significant commitment of energy and resources to pursue your degree at this time, you may be wondering if you've made a wise choice.

The answer to many questions these days seems to be, "We just don't know yet," but I can share with you two certainties that I hope provide a measure of comfort as this academic year begins.

First, as I've watched our alumni and current students step up during this crisis and take their places on the front lines, I've never been more confident in Goodwin's dedication to the greater good. Public safety professionals, manufacturing and supply chain specialists, human services providers, nurses and those in all of the health professions — these are Goodwin people putting their training into practice and their principles into action.

Second, I can't envision more dedicated and resourceful faculty and staff members than those you will meet here. They have worked, literally, night and day to minimize interruptions to the learning process and to personally check in on the well-being of our students.

As master's candidates and critically needed leaders, know that you are joining a learning community that embraces your humanity and honors your knowledge and experience. I applaud your fortitude for choosing to continue your education and wish you nothing but success with us!

Sincerely,

Mark Scheinberg
President, Goodwin University

Goodwin University Calendar

September 2020 - September 2021

Fall Semester

Monday, August 31	Faculty return to campus. Community Day
Saturday, September 5	New student orientation
Monday, September 7	Last day to WITHDRAW with no financial penalty
Monday, September 7	Labor Day. No classes, University is closed.
Tuesday, September 8	Fall semester begins, ESL day and evening classes begin
Monday, September 14	Last day to ADD a first module course
Monday, September 21	Last day to add a 15-week course for approved courses only
Monday, September 21	Last day to WITHDRAW from a 15-week or first module course without academic penalty, but with financial penalty (See Refund Policy)
Tuesday, September 22	Faculty Census Day (first module and 15-week courses)
Monday, October 12	Indigenous Peoples' Day. No classes - University is open
Wednesday, October 14	Last day to WITHDRAW from a first module course with academic and financial penalty (See Refund Policy)
Tuesday, October 27	Last day to withdraw from a second module course without financial penalty (See Refund Policy)
Tuesday, October 27	First module ends, ESL day classes end
Wednesday, October 28	Second module begins, ESL day classes begin
Tuesday, November 3	Last day to ADD a second module course
Tuesday, November 10	Last day to WITHDRAW from a second module course with financial penalty (See Refund Policy)
Wednesday, November 11	Veterans Day (observed). No classes. University is open
Thursday, November 12	Faculty Census Day (second module courses)
Wednesday, November 25	University will close at 3 p.m. - No evening classes
Thurs-Friday, November 26 - 27	Thanksgiving Holiday. No classes. University is closed
Sat-Sun, November 28 - 29	Thanksgiving holiday weekend. No classes. University is open
Monday, December 7	Last day to WITHDRAW from a 15-week or second module course with academic and financial penalty (See Refund Policy)
Sunday, December 20	Fall semester ends, ESL days and evenings end
Friday, December 25	Christmas Day (observed). University is closed

Winter Break

December 21, 2020-January 10, 2021	Winter break for students

Spring Semester 2021

Friday, January 1	New Year's Day - University is closed
Monday, January 4	Faculty return to campus. Community Day
Saturday, January 9	New student orientation
Sunday, January 10	Last day to WITHDRAW with no financial penalty
Monday, January 11	Spring Semester begins, ESL days and evenings begin
Sunday, January 17	Last day to ADD a first module course
Monday, January 18	Martin Luther King Jr. Day - No classes - University is closed
Sunday, January 24	Last day to ADD a 15-week course for approved courses only
Monday, January 25	Last day to WITHDRAW from a 15-week or first module course without academic penalty, but with financial penalty (See Refund Policy)
Monday, January 25	Faculty Census Day (first module and 15-week courses)

Monday, February 15	Presidents Day. No classes - University is open
Wednesday, February 17	Last day to WITHDRAW from a first module course with academic and financial penalty (See Refund Policy)
Tuesday, March 2	Last day to withdraw from a second module course without financial penalty (See Refund Policy)
Tuesday, March 2	First module ends, ESL days end
Wednesday, March 3	Second module begins, ESL days begin
Tuesday, March 9	Last day to ADD a second module course
Tuesday, March 16	Last day to WITHDRAW from a second module course with financial penalty (See Refund Policy)
Wednesday, March 17	Faculty Census Day (second module courses)
Fri-Sat April 2 - 3	Good Friday and Easter weekend. No classes - University is open
Sunday, April 4	Easter Sunday - No classes - University is closed
Monday, April 12	Last day to WITHDRAW from a second module course or a 15-week course with academic and financial penalty (See Refund Policy)
Sunday, April 25	Spring semester ends, ESL day and evening classes end

Spring Break

April 26 - May 9	Spring break for students

Summer Semester 2021

Monday, May 3	Faculty return to campus. Community Day
Saturday, May 8	New student orientation
Sunday, May 9	Last day to WITHDRAW with no financial penalty
Monday, May 10	Summer semester begins. ESL day and evening classes begin
Sunday, May 16	Last day to ADD a first module course
Sunday, May 23	Last day to ADD a 15-week course for approved courses only
Monday, May 24	Last day to WITHDRAW from a 15-

	week or first module course without academic penalty, but with financial penalty (See Refund Policy)
Monday, May 24	Faculty Census Day (first module and 15-week courses)
Monday, May 31	Memorial Day. No classes - University is closed
Wednesday, June 16	Last day to WITHDRAW from a first module course with academic and financial penalty (See Refund Policy)
Tuesday, June 29	Last day to withdraw from a second module course without financial penalty (See Refund Policy)
Tuesday, June 29	First module ends, ESL day classes end
Wednesday, June 30	Second module begins, ESL day classes begin
Sun-Mon, July 4 - 5	Independence Day (Observed). No classes - University is closed
Tuesday, July 6	Last day to ADD a second module course
Tuesday, July 13	Last day to WITHDRAW from a second module course with financial penalty (See Refund Policy)
Wednesday, July 14	Faculty Census Day (second module courses)
Monday, August 9	Last day to WITHDRAW from 15-week or a second module course with academic and financial penalty (See Refund Policy)
Sunday, August 22	Summer semester ends, ESL days and evenings end

Summer Break

August 23 - September 6	Summer break for students

General Information

History

Goodwin University is proud of its remarkable legacy of creating career-focused, educational opportunities for its students for more than 20 years. It has grown from a business technology training center, to an accredited baccalaureate college, to a re-imagined, community-based university comprising three schools of academic discipline: the School of Nursing and Health Professions, the School of Business, Technology, and Advanced Manufacturing, and the School of Applied Liberal Arts and Social Sciences.

Led by founder Mark Scheinberg and accredited by the New England Commission of Higher Education, Goodwin has reached an impressive series of milestones, including the creation of one of Connecticut's leading nursing programs, approval to grant bachelor's and master's degrees, and the development of a vibrant campus and neighborhood along the Connecticut River. Goodwin is a statewide leader in advanced manufacturing, collaborating with regional employers and other educational organizations. In addition to continually updating its offerings for career readiness, Goodwin devotes thoughtful planning to how it delivers training. The Advanced Manufacturing Mobile Lab is a familiar site at schools as well as at established employers, where it provides customized incumbent worker training. Unique to the University's outreach are the early college partnerships formed with school districts throughout the state to afford high school students access to specialized career training, often earning college credits.

The School of Nursing and Health Professions has grown significantly in recent years with the addition of the Dental Hygiene, Vision Care Technology, and Funeral Service programs. A dental clinic and vision retail dispensary on Main Street are open to students, employees, and the public.

Also adding to campus growth are the sustainability-themed Connecticut River Academy (grades six to 12), the Reggio-Emilia-based Riverside Magnet School, and Kid Care, the University's center for the care of children whose parents are in class.

Central to the Goodwin mission, first and foremost, is service to students. In that spirit, Goodwin has embraced Universal Design for Learning (UDL) as its central teaching philosophy, removing traditional obstacles to learning and re-thinking the ways that all learners are able to demonstrate their knowledge and comprehension. UDL has proven incredibly successful, leading to the establishment of the Goodwin Institute for Learning Innovation, with schools nationwide looking to the University for visionary thinking in education.

Regional Accreditation

Goodwin University is proud to be accredited by the New England Commission of Higher Education (NECHE).

Accreditation describes a process where organizations commit to promote institutional quality and continuous improvement by adhering to the principles and policies of an approved accrediting body. The New England Commission of Higher Education (NECHE) is one of seven regional higher education accrediting bodies in the United States. It is a voluntary, non-profit organization charged with overseeing the accreditation of educational institutions. This is accomplished by providing guidance and evaluation on best practices through the implementation of nine *Standards for Accreditation*. Each of the Standards articulates a dimension of institutional quality. In applying the Standards, NECHE assesses and makes a determination about the effectiveness of the institution as a whole. An institution that meets the Standards:

- has clearly defined purposes appropriate to an institution of higher learning;
- has assembled and organized those resources necessary to achieve its purposes;
- is achieving its purposes;
- has the ability to continue to achieve its purposes.

Through its ongoing evaluation activities, NECHE provides public assurance about the educational quality of degree-granting institutions that maintain their accreditation. Accreditation is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, the role of a regional accreditor is to provide reasonable assurance about the quality of opportunities available to students who attend the institution. Program-level accreditation is an additional manner in which academic institutions are able to demonstrate competence in the delivery of education for specific fields.

Inquiries regarding the accreditation status should be directed to the Office of Institutional Effectiveness at Goodwin University. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, STE 100
Burlington, MA 01803-4514
Website: www.neche.org
Phone: (781) 425-7785

Programmatic Accreditation

Nursing, Master of Science

The master's degree program in nursing at Goodwin University is accredited by the Commission on Collegiate Nursing Education (CCNE). The first MSN cohort was admitted in Spring 2018. Accreditation was granted to the program in September 2019. For additional information, please contact CCNE at 655 K Street, Suite 750, Washington, DC 20001 or call 202-887-6791.

University Hours

The Admissions and Administrative personnel are typically available from 8:00 a.m. to 7:00 p.m. daily, with some offices closing at 5 p.m. on Fridays, and on Saturday and Sunday from 9:00 a.m. to 1:00 p.m. Holiday hours vary and are posted on the University website.

Cancellation of Classes Due to Inclement Weather or Other Emergencies

The administration carefully considers student safety, weather reports, and the ability to clear campus parking when deciding on inclement weather closings. Every effort is made to post closings by 7 a.m. for day classes and 3 p.m. for evening classes, but allowances must be made for changing weather and road conditions. Announcements are posted on:

Channel 3	WFSB - TV
Channel 30	WVIT - TV
Channel 61	WTIC - TV FOX CT

Students can also check the homepage of the University website, Facebook, and Twitter or call 860-528-4111 for updates. Goodwin University does not use the campus emergency notification system for weather closings.

When classes are canceled, individual faculty members may opt to conduct class online or hold a scheduled make-up session. Students are responsible for checking Blackboard and their Goodwin email regularly, particularly on days when classes are canceled, to learn of any alternate arrangements. If a canceled class is rescheduled, a student who is unable to attend will not be penalized for non-attendance but is still responsible for the work missed.

Frequently Called Numbers

A complete employee directory is located on the University website.

Toll Free Telephone:	1-800-889-3282
Direct Fax:	(860) 291-9550
General Information:	(860) 528-4111
Directions to Campus:	(860) 528-4111
Academics/Registrar:	(860) 727-6708
Bookstore:	(860) 727-6722
Business Office:	(860) 727-6784
Financial Aid:	(860) 727-6723
Library:	(860) 913-2042
Repayment Solutions:	(860) 913-2125
Student Affairs:	(860) 913-2043

Academic Departments:

School Business, Technology, and Advanced Manufacturing:	(860) 913-2038
School of Applied Liberal Arts and Social Sciences:	(860) 913-2079
School of Nursing and Health Sciences	
Nursing:	(860) 727-6981
Health Professions:	(860) 727-6781

Graduate Admissions

Immunization

Students born on or after January 1, 1957, must submit evidence of immunization against mumps, measles, and rubella in compliance with Connecticut State Law Public Act 89-90 unless proof of a medical or religious contraindication is submitted. All students born on or after January 1, 1980, must also provide proof of adequate immunization against varicella (chicken pox). Students born in the United States before January 1, 1980, do not have to show proof of varicella vaccination. Adequate immunization for mumps, measles, rubella, and varicella consists of two doses of vaccine separated by at least 28 days with dose number one given on or after the first birthday. Any student who is not compliant will have a hold placed on future registration of classes until they submit the documentation.

Conditional Admission

Applicants with less than a 3.0 undergraduate CGPA may be considered for conditional admittance into the program under certain circumstances. If interested in pursuing this option, the applicant must submit an essay describing the circumstances that would allow success in a graduate program without regard to the undergraduate CGPA. Examples include, but are not limited to, a description of additional work or life experience since completion of their baccalaureate degree, a steadily increasing CGPA from their freshmen to senior year in college, a discussion of successful grades in their major, etc. This information will be reviewed by the program director and, if the review recommends admission, the student will be conditionally admitted into the program.

Students who are conditionally admitted must demonstrate a CGPA of at least 3.0 at the end of the first two courses. Students who achieve a CGPA of at least 3.0 after the second course will no longer have conditions placed on their admission and will then be subject to the University's standard Satisfactory Academic Progress and withdrawal policies as outlined in the institutional catalog. Students who fail to obtain a CGPA of 3.0 after the second course will be dismissed from the program.

All Applicant Requirements

Applicants to Goodwin University's graduate programs are required to:
- **Complete** a graduate application for admission.
- **Pay a $50 non-refundable application fee** (waived for Goodwin University graduates).
- **Provide a professional resume.**
- **Submit proof of immunizations** (measles, mumps, rubella, and varicella).
-

Submit an official transcript verifying receipt of a bachelor's degree from a college or university accredited by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) or the equivalent of this degree from another country with a Cumulative GPA of at least a 3.0. To be accepted as official, the transcript must be received by Goodwin University from the issuing institution in either a sealed, unopened envelope and bears the seal of the college or university or via an accepted secure electronic delivery method. Goodwin University cannot accept official transcripts via fax or email, regardless of the source. Goodwin University degree holders do not need to submit Goodwin University transcripts.
- If an unofficial transcript is submitted, an official transcript conferring receipt of a bachelor's degree from a college or university accredited by an accrediting agency recognized by CHEA must be received by Goodwin University before the beginning of the student's second semester. Students submitting unofficial transcripts must complete a transcript authorization request form upon enrollment. Goodwin University will send the request for official transcripts to the appropriate college or university. It is the student's responsibility to ensure that an official transcript is on file before the beginning of their second semester. Falsifying or omitting information may result in administrative withdrawal and/or disciplinary actions. Students for whom an official transcript is not submitted to Goodwin University may be withdrawn from the program.
- Once the University receives official transcripts, those transcripts are covered under provisions of applicable federal and state laws and regulations and cannot be returned to student or forwarded to other educational institutions.

Submission of Transcripts
Official transcripts can be mailed to:

Goodwin University
Office of the Registrar
One Riverside Drive
East Hartford, CT 06118

For expedited submission of official transcripts, students may bring official/sealed envelopes in person to the Registrar's Office, which is located on the 1st floor of One Riverside Drive.
Applicants with a CGPA less than 3.0 may apply for conditional acceptance. See Conditional Admission.

Non-Native English Speakers and International Students

Graduate students from other countries are welcome and encouraged to apply to Goodwin University's master's programs. A student eligible for graduate study must have received the equivalent to a bachelor's degree in their native country and must meet the further admission requirements of the graduate program of interest. The student's background and preparation must be such in content and scope as to indicate the ability to successfully complete the curriculum requirements of the Goodwin University graduate program.

Applicants for admission whose native language is not English are required to prove their proficiency in the English Language. Proficiency can be proven by submitting the results of an English Proficiency examination, such as the International English Language Testing System (IELTS) or the Test of English as a Foreign Language (TOEFL). The TOEFL scores must fall between 85 to 90 and the scores for the IETS must be at least a 6.5. Goodwin University will review each section independently to make sure that the writing and reading component is strong.

The University website provides prospective and enrolled international students with information on academic programs and student services available at the University and in the local community. Admission requirements for international students differ from domestic student requirements. For complete instructions and to access the online application, contact the International Admissions Team (860) 913-2227.

Among the admission requirements are proof of English proficiency, a Certificate of Finances, and translated and evaluated academic transcripts. International students may attend Goodwin University on an F-1 student visa and demonstrate satisfactory academic progress toward their degree. The University will issue the student an I-20 form once all the appropriate paperwork and fees are submitted. International graduate students must be enrolled full-time for 9-credit hours every semester.

A certified financial statement is required of international students, confirming that all university and personal expenses are covered for the initial year of proposed attendance at Goodwin University. Students can satisfy this requirement with a bank statement indicating the required amount of money for the academic year. International students are not eligible to receive any federal or state aid to offset their tuition and fees. Goodwin University's International Admissions Team can answer questions about the financial process and options.

Furthermore, enrollment requirements include proof of immunization and mandatory enrollment in Goodwin University's health insurance program. The course registration process begins once payment is processed and students have completed their mandatory orientation. Additional placement testing may occur at this time. The International Program staff will answer your questions and provide ongoing support services.

For additional information (e.g. arrival guide, visa information, ect.) refer to the International Programs Office website.

Student Status

Matriculated Students

Individuals who have completed all of the requirements for admission and are accepted into a graduate program are considered to be matriculated. Graduate student status is determined on a semester basis by the number of credits that a student is registered to complete. To be considered a full-time graduate student at the University, candidates must be registered for a minimum of nine (9) credit hours per term. Graduate students who are enrolled for six (6) credits in a term are considered to be half-time.

Non-matriculated Students

Non-matriculated students with appropriate preparation may take three (3) to six (6) credits (one to two graduate courses) as a non-degree student with permission from the Registrar and the graduate program director. Students who want to take courses beyond these initial credits must be formally admitted into the graduate program, and no more than six (6) credits will be accepted toward the degree.

Transfer of Collegiate Credit

Graduate coursework may be transferred to the university graduate program under certain conditions. First, the credits must have been earned within the past

ten years from a college or university accredited by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) and/or U.S. Department of Education (USDE). Second, a minimum grade of B- is required for the courses to be transferred. Finally, transfer courses must be approved by the Program Director and the Transfer Coordinator, under the direction of the Registrar. A maximum of six (6) graduate credits may be permitted to transfer into Goodwin University.

Officially transferred credit will be posted to the student's transcript upon the receipt of official transcript(s). Credits awarded are given the grade of TR and are not included in the calculation of the GPA. These credits will count both as credits attempted and as credits earned in determining Satisfactory Academic Progress. Once a student is matriculated into a Goodwin University graduate program, no additional credits earned at other institutions will be transferred.

Student Affairs

The Division of Student Affairs (DSA) aims to enrich the overall student experience while at Goodwin University. Its overarching goal is to foster student involvement in areas ranging from residential life to student engagement. Additionally, DSA seeks to aid students in making meaningful connections between the material learned in the classroom and the various leadership opportunities afforded to them throughout their time at Goodwin. Through 10 different offices, DSA strives to meet the basic needs for University life and create a positively impactful campus environment.

More information about these resources can be found on the Student Affairs website.

Orientation

All new students must plan to attend one of the mandatory scheduled orientations. New student orientation is designed to provide students with the resources needed to be successful at Goodwin University. During orientation, students meet university administrators, staff and faculty and student leaders, and are provided with valuable information about critical campus services.

For questions regarding orientation, contact Vanessa Pergolizzi, Student Engagement Coordinator, at 860-913-2160, or by email at vpergolizzi@goodwin.edu.

Please see the Orientation website for more information.

Academic Success Center

The Academic Success Center seeks to promote and foster student learning and development by providing individual and group tutoring for Goodwin's developmental and college-level courses.

The Academic Success Center will help students identify strategies that enhance students' understanding of concepts, while developing critical thinking and study skills ultimately improving the students' ability to successfully complete a course.

The Academic Success Center provides students with consistent support and guidance throughout the learning process and encourages students to be actively involved in their learning. Tutoring is not a substitute for attending class. Students should regularly attend class and come prepared to participate in their own learning.

In addition to general tutoring, the Academic Success Center is focused on the development of Writing Skills. Professional Writing Tutors are available to assist students through the process of writing on a walk-in and appointment basis. Tutors will offer critical feedback about writing, answer questions and guide students to available resources. Students are encouraged to come into the center to receive assistance, study, work on assignments and ask questions as they arise. The Academic Success Center is equipped with computers that students may use anytime the Academic Success Center is open. Students are strongly encouraged to use these computers to work on assignments.

For questions regarding orientation, contact Vanessa Pergolizzi, Student Engagement Coordinator, at 860-913-2160, or by email at vpergolizzi@goodwin.edu.

Please see the Academic Success Center website for more information.

AccessAbility Services

The AccessAbility Services Office assists students with disabilities in securing accommodations and services that will promote success and integration into the University. Goodwin University complies with the mandates created by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students who have a documented disability are strongly encouraged to contact the AccessAbility Coordinator in advance of their enrollment so that accommodations are in place on the first day of matriculation. Guidelines and policies are provided to students who request this information.

If you have any questions, please contact Megan Rajbanshi, AccessAbility Coordinator at 860-727-6718 or by emailing AccessAbilityServices@goodwin.edu.

Information is also available on the Goodwin University website.

Career Services

The Career Services team helps students and graduates develop professionally as they continue on their journey toward their chosen career. The Mission of Career Services is to support and empower Goodwin University students in developing, evaluating and effectively

implementing their career plans. To fulfill this mission, Career Services provides opportunities for students to become the best possible, career-ready candidates that they can be.

Students are encouraged to develop a relationship with a career specialist early in their academic careers. Our specialists assist students with every stage of the career-planning process. We offer a variety of information and resources to help students and graduates achieve their career goals including:

- Individualized career counseling;
- Interest inventories and assessments to help relate their strengths to career objectives;
- Career workshops (ex., resume and cover letters, mock interviews, job-search skills and networking);
- Information on internship opportunities;
- Job listings for off-campus employment;
- Recruitment activities including on-campus interviews and career fairs;
- Additional career planning and research resources.

Although every effort is made to assist graduates in securing employment, no guarantee or representation of placement is made or implied.

If you have questions, please contact Stephanie Hertz, Director of Career Services at 860-913-2272 or by email at shertz@goodwin.edu.

More information about these resources can be found on the Career Services website.

Counseling Services

The mission of Counseling Services is to provide students with opportunities for personal, emotional, and academic development, and to help guide students toward successful completion of their education. In addition, in accordance with Goodwin University's mission, Counseling Services seeks to foster lifelong learning and to promote civic responsibility. These services are offered at no cost to our students.

Our therapists will:

- Provide a safe and nurturing environment where students can identify and align their personal goals with their academic goals.

-

Collaborate with faculty and staff to help students develop self-knowledge, strategies, and coping skills necessary to succeed personally, academically, and professionally.

Provide individual counseling for any issue including, but not limited to bereavement support, emotional difficulties, domestic violence, and substance abuse.

Students who take advantage of these services will enjoy a one-on-one relationship with a counselor. Group sessions are also formed throughout the year on a needs basis. Referrals to the counselor can be made by faculty, staff, or self-referral. Every referral remains confidential.

More information can be found on the Counseling Services website.

Please call for same-day availability for behavioral health services. Appointments may be made by calling 860-913-2395.

Student Engagement and Leadership

The University offers a broad array of student activities and recreational opportunities. As a residential campus, Goodwin ensures that its diverse student body has numerous opportunities for enhancing growth and development.

The goals of the student organizations are:

1. to ensure that the educational potential of the co-curricular experience is realized;
2. to facilitate cohesion and social interaction;
3. to enable students to maximize their University experience;
4.   to instill a sense of civic responsibility; and
5. to help students harness transferable leadership skills.

Students are encouraged to organize activities that provide leadership, enrichment, leisure, and fitness. Some of the special interest organizations are affiliated with academic departments. Recreational opportunities include men's and women's basketball, flag football, soccer and Dragon Boat Racing. There are various annual events that take place which bring students and their families to campus. Students regularly present ideas for new activities and events that help to guide and direct our engagement programming.

The University has a Beta Rho Delta Chapter of Phi Theta Kappa International Honor Society, which recognizes and encourages student scholarship. The advisor from the Registrar's office confers membership on selected students who meet the criteria for eligibility to this distinguished organization. The inductees are expected to maintain their academic performance and to contribute to the institution through service-learning activities. An annual awards ceremony celebrates the achievements of students in each of Goodwin's honor societies.

For questions regarding student engagement, contact Vanessa Pergolizzi, Student Engagement Coordinator, at 860-913-2160, or by email at vpergolizzi@goodwin.edu.

Please see the engagement website for more information.

Craig Jordan, Veterans Coordinator, 860-913-2010, email cjordan@goodwin.edu.

More information about resources can be found on the Veterans Services website.

Math Lab

The Math Lab is staffed with Peer and Professional tutors and students can see them on both a walk-in and appointment basis. Students are encouraged to come into the center to receive assistance, study, work on assignments and ask questions as they arise. In addition, the developmental math courses are run out of the Math Lab using the "My Math Lab" program.

For questions regarding the Math Lab, contact Susan Hansen, Director of Library and Academic Success Center, at 860-727-6782, or by email at shansen@goodwin.edu.

Please see the Math Lab website for more information.

Testing

The Academic Success Center provides testing services for those who have missed an exam in their class or who have accommodations approved by the AccessAbility Office. In order to utilize the testing center, students must get written approval from their professor. In addition, students with documented accommodations may have their tests proctored in the second floor testing center.

For more information on testing please see the website.

Veteran and Military Services

Goodwin University is listed among the top military-friendly colleges and universities in the United States, identified for providing educational benefits and resources tailored to the military community. We celebrate the service of American veterans by seeking to meet their need for career-focused programs that can be completed by taking advantage of our flexible scheduling options.

The office of the Veterans Coordinator is located in the Student Affairs Suite at One Riverside Drive. Our mission is to assist veterans, service members, and dependents with the transition from military to student life at Goodwin University.

Hoffman Family Library

The Hoffman Family Library, located in Goodwin University's main campus building, is designed to provide support for all student, faculty and curricular needs. The library is open six days a week, with regular hours posted on the website and extended hours during exam weeks. The library is open to members of the Goodwin University community only, and is not open to the public.

To address individual study and research needs, there are computer workstations, laptops available for in-house use, and wi-fi throughout. The library offers leisure seating, study carrels, research tables, group study rooms, a computer classroom, a collaboration station, book stacks and an area for periodicals.

Professional librarians and library support staff provide assistance whenever the library is open. The librarians also offer remote, real-time reference assistance through our website's chat feature and via text message. Librarians are actively engaged in teaching information literacy and research skills, and communicate and collaborate with faculty and students in every department through the library liaison program. Librarians also assist and train students with locating, retrieving and evaluating information, work with instructors to develop specialized lectures, assist with the use of information management tools, link library resources to the course by creating subject-specific research guides, and work with faculty to identify and recommend new library materials and resources for the collection.

The library is an open and welcoming place for all members of the Goodwin University community.

The library holds over 6,000 physical books in-house, as well dozens of print periodical subscriptions and a wide variety of audiovisual resources. The library director, in collaboration with faculty and professional library staff, provides ongoing collection development with both print and electronic resources to fully support the requirements of the curriculum. Selection is based upon professional reviews, relevance to the curriculum, and faculty and staff recommendations.

The library has substantial online collections. The library website is accessible from multiple devices and provides essential information on services and collections, giving an integrated research experience with access to resources and research guides. The library subscribes to 61 research databases, provides access to over 150,000 eBooks, and includes a wealth of high-quality full-text online journals and periodicals.

Through the library's participation on the Council of Connecticut Academic Library Directors, Goodwin has borrowing privileges from an additional 14 private academic institutions in the state, including all of the libraries at Yale University. The library supplements these services with interlibrary loans through OCLC's "WorldShare ILL" service, which allows it to request materials from hundreds of libraries across the country. The library also supplements these services through membership in the National Network of Libraries of Medicine (NNLM), which provides access to DOCLINE interlibrary loan of biomedical journals.

The library also maintains a collection of historical materials. These are displayed in a constantly rotating exhibit on the first floor.

Goodwin University's Flagship Collections is an online repository that highlights university scholarship of various types: journal articles, dissertations, theses, creative writing, and professional presentations. The Flagship Collections are an open and permanent digital presence for the scholarly work of the Goodwin University community. Goodwin faculty, staff, and students are encouraged to publish work in this repository. The Flagship Collections also contain an online archive of historical materials related to the university.

Financial Aid

Loan Repayment

The Repayment Solutions Department of Goodwin University is pleased to announce a partnership with Inceptia, a nonprofit organization providing premier expertise in default prevention and debt management in relation to student loans. Together with Inceptia, we identify students needing immediate, short term, and long-term student loan management guidance. We offer financial counseling to all students using a customized plan of action. While Repayment Solutions' outreach begins during the admissions process, Inceptia's outreach begins during a student's loan repayment period. Throughout a student's federal loan repayment cycle, our partnership emphasizes our mutual commitment to student loan repayment success.

FAFSA

To apply for financial aid; follow the steps below. Please remember that many scholarships require you to complete the **Free Application for Federal Student Aid (FAFSA)** in addition to the scholarship application.

Step 1: Get an FSA ID

The FSA ID is a username and password combination that gives you access to Federal Student Aid's online systems. It can also serve as your legal signature. If you don't have an FSA ID by the time you fill out your online Free Application for Federal Student Aid (FAFSA), you will be prompted to apply for one. Get a head start on that process by creating one at www.studentaid.gov.

Step 2: Complete the FAFSA

Complete the FAFSA annually online at www.studentaid.gov. It becomes available October 1 for aid in the following year. The Goodwin University Federal School Code is: 015833. You will need your 2018 federal tax information for the 2020-2021 FAFSA.

Federal Direct Unsubsidized Loans

Graduate students may be eligible for funds under the Federal Direct Unsubsidized Loan program. To determine eligibility, students must:
• Complete a FAFSA
• Be enrolled in a minimum of six credits per semester
• Complete a Direct Loan Master Promissory Note and entrance counseling prior to first disbursement. These are completed online at www.studentaid.gov.

An exit interview is required after a student drops below half-time or ceases enrollment. For current interest rates and loan fees; please see www.studentaid.gov.

Federal Direct Graduate PLUS Loan

Graduate students needing to secure funding in addition to the Direct Unsubsidized loan program may be eligible for a Graduate PLUS loan.

To determine eligibility, students must:
• Complete FAFSA
• Be enrolled in a minimum of six credits per semester
• Meet annual maximum loan eligibility under the Federal Direct Subsidized and Federal Direct Unsubsidized Loan Program
• Complete a Direct PLUS Master Promissory Note and Entrance Counseling prior to first disbursement. These are completed online at www.studentaid.gov.

Eligibility is contingent upon credit approval after submission of application on www.studentaid.gov. For current interest rates and loan fees; please see www.studentaid.gov.

Scholarships

Students are encouraged to search and apply for scholarships. For scholarships specific to graduate students; please see the graduate section of our scholarship webpage.

Federal Work-Study Program

The Federal Work-Study (FWS) Program provides part-time employment for graduate students who are enrolled in at least 6 credits, have indicated interest and have financial need. FWS is not available to students in online programs. The job can be on or off campus. Students may use these funds to offset their educational and personal expenses. Students may work no more than 15 hours per week and may not perform their duties during scheduled class times. Awards are paid directly to the student in the form of a paycheck. For more information, please contact the financial aid office.

Notification of Awards

Graduate students are advised of award amounts in award letters, which are provided online and also given to new students when processing is complete. These awards are based on information from the FAFSA

application, which may be estimated and subject to change. Students are encouraged to view their award for the current semester by accessing the NetPartner website. On the Awards tab of NetPartner, the student may also view the College Financial Planning Sheet (CFP), which will outline their total charges and gift aid for the entire award year. Federal and State awards are not final until the information reported on the FAFSA application has been verified as accurate by the Financial Aid Office. The award notice is for one academic year (2 semesters) and outlines the types and amounts of aid offered. All new and revised award notices must be acknowledged by the students in one of the following manners: giving Goodwin University permission to accept the awards for them, signing the award notice, or accepting the awards on NetPartner. This notification represents the most equitable offer based upon the information provided and the funds available to the University.

The availability of funds from federal and state programs is subject to federal and state appropriations and to changes in federal and state legislation and regulations. When their financial circumstances change, students are expected to notify the Financial Aid Office so that adjustments on the award package can be made. When outside awards are received, the student is required to notify the Financial Aid Office to assure that these awards are credited to the student and to the aid package where mandated by federal and state law. Students should direct any questions related to financial aid at Goodwin University to the Financial Aid Office. The Financial Aid Office has extensive information on specific financial aid programs and federal and state regulations.

Before adding or dropping a course, transferring programs, withdrawing from a program or beginning a medical withdrawal, students must check with the Financial Aid Office regarding any financial charges or penalties involved.

Questions regarding procedure or awards should be directed to the Financial Aid Office, Goodwin University, One Riverside Drive, East Hartford, Connecticut 06118 (860) 727-6723

Tuition and Fees

Tuition for our graduate programs is competitive with other private non-profit universities in Connecticut. Below tuition and program fee rates are for graduate programs currently offered at the university, with the exception of the Masters in Nursing / APRN program which is reflected separately.

Non-Goodwin University Graduates

Tuition	$750 / credit
General Student Fee	$300 / semester
Technology Fee	$200 / semester
Program Fees	See below
Goodwin University Graduates	
Tuition	$660 / credit
General Student Fees	Waived
Technology Fee	Waived
Program Fees	See below

Program Fees

Task Stream Fee (MPH only)(only charged in first semester)	$100
MSOL Capstone Fee (OL 695)	$100
MSOL DISC Fee (OL 665/OL 675)	$60
MPH SPSS Subscription (PBH 540)	$100
MPH Capstone Fee (PBH 695)	$100

Masters in Nursing / APRN Program

Tuition	$850 / credit
General Student Fee	$300 / semester
Technology Fee	$200 / semester
Program Fees	See below

Program Fees

Task Stream Fee (only charged in first semester)	$100
Background Test (NUR 500)	$80
Drug Test (NUR 500)	$40
Castlebranch Fee (NUR 500)	$35
Shadow Health Fee	$100
(NUR 510, NUR 540, NUR 650)	
APRN Clinical Fee (NUR 660, NUR 665, NUR 670, NUR 675, NUR 680, NUR 685)	$1,350

Administrative Fees

Official Transcript of Academic Work: (additional fees may apply)	$10
Late Registration Fee	$100
Late Payment Fee	$50
Payment Plan Fee	$40
Returned Check Fee	$25

This schedule of tuition and fees is comprehensive and is expected to prevail during the 2020-2021 academic year. For a more detailed listing of fees by program, please contact the Business Office at 860-727-6784. The Board of Trustees of Goodwin University reserves the right, at any time, to authorize changes. All fees are non-refundable.

Refund Policy

Withdrawing from a Course

If a student officially withdraws from a course(s) prior to the first day of the semester or module, 100% of applicable tuition and fees for the course(s) withdrawn (less books purchased) will be refunded.

If a student does not establish attendance in any course(s) by the 14th calendar day of the semester or module, student will be withdrawn from the course(s). 100% of applicable tuition for the course(s), less $200 fee per course withdrawn (less fees and books purchased) will be refunded.

If a student withdraws from a course(s) by completing the official Add / Withdrawal Form from the first day through the 15th calendar day of the semester or module, 100% of applicable tuition for the course(s) withdrawn (less fees and books purchased) will be refunded.

No refund of tuition or fees will be granted for an attending student who officially withdraws from a course(s) after the 15th calendar day of the semester.

Withdrawing from the University

If a student submits an official notice of withdrawal from the university prior to the first day of the semester or the module, 100% of applicable tuition and fees (less books purchased) will be refunded.

If a student officially withdraws from the university between day one and the 15th calendar day of the semester, 100% of total tuition (less fees and books purchased) will be refunded.

No refund of tuition or fees will be granted for officially withdrawing from the university after the 15th calendar day of the semester.

Academic Standards, Policies, and Procedures

Advising

Each graduate student is assigned a faculty adviser upon admission to a graduate program. Faculty advisers can provide students with assistance in developing a Plan of Study and selecting appropriate graduate courses that adhere to program curriculum, as well as discussing career options and alternatives after graduation. It is the responsibility of the graduate student to comply with the policies, procedures and degree requirements published in the Graduate Catalog. If a student has concerns with regard to working with their assigned advisor at the graduate level, they are to contact the Dean of the respective school for the program which they are enrolled in.

FERPA

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA provides these rights:
1. Students have the right to inspect and review their education records within 45 days of the day Goodwin University receives a request for access.
2. Students have the right to request that a school correct records which they believe to be inaccurate. They should write to the Provost and Dean of Faculty, identify the part of the record they want changed, and specify why it is misleading.

If Goodwin University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment.

Generally, universities must have written permission from the student in order to release any information from a student's education record. However, FERPA allows universities to disclose records, without consent, to university officials who have legitimate educational interest.

In addition, universities may disclose without consent "directory" information such as a student's name, address, telephone number, date, and place of birth, major field of study, degrees earned, honors and awards, and dates of attendance. Students may request

to restrict the release of directory information by filing a "Request to Restrict" form in the Registrar's Office. Students who wish to have information shared with parents, legal guardians, and/or significant others must file a "Permission to Release" form in the Registrar's Office. Goodwin University notifies students annually of their rights under FERPA.

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Goodwin University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5920
(800) 872-5327

Establishing Course Attendance

Graduate students must establish attendance in each course for which they are registered. Students have from the first day of their course through the fourteenth calendar day of a semester to establish attendance. Faculty report attendance on Census Day, which occurs on the fifteenth calendar day of each semester. Students who have not participated in their course by the fourteenth day of the semester will be withdrawn from the course.

In order to establish attendance, students must do at least one of the following, prior to Census Day:

- Student attends an on-ground class; OR

- Student posts to online discussion about an academic matter; OR

- Student submits an academic assignment either on-ground or online; OR,

- Student takes a quiz or test either on-ground or online.

Please note that posting to an introductory discussion board assignment does not constitute establishing attendance.

Students who do not establish attendance will be administratively withdrawn from the course(s) and will be listed as a No Start (NS). These courses will not be listed on the transcripts or counted as credits attempted.

For students who do not establish attendance for all/any course(s) by Census Day a refund of 100% of applicable tuition charges, less applicable fees and books, less $200 per course withdrawn will be granted.

Students receiving Title IV funds should refer to the Financial Aid and Refund Policy in the catalog or on the Goodwin University website for any financial consequences related to non-attendance.

Course Registration

First semester graduate students register for classes with guidance from an advisor as part of the admission process. After the first semester, graduate students may register independently or with the guidance of their academic advisor or Program Director.

Returning students register for the upcoming semester in Week 7 of their current semester. Specific information about each registration period is available on the Goodwin University website beginning Week 4 of each semester. Course offerings are available in Sonis, the University's student information system, at www.goodwinsonisweb.com. Graduate students can access the Goodwin University website for registration details. Students should also check their Goodwin University email for registration reminders.

Before official online registration begins, students should:

•

Discuss course selection with their program director or advisor;

•

Make sure that their FAFSA is current;

•

Check for registration holds in Sonis; and,

•

Clear up any holds.

Graduate students who do not register during the official registration period are charged a $100 late registration fee to register during the late registration period. Students may revise their original registrations during late registration without financial penalty. Changes made during the add/drop period may result in tuition and fee changes. Students should refer to the institutional refund policy to learn more about potential financial penalties that may occur because of a change in registration. All changes made to registrations are subject to review by the Financial Aid Office and the Registrar before they are considered final.

Course Changes - Add/Drop

Graduate students who wish to add a course must do so by the end of the first week of the semester. Prior to the beginning of the semester, students may add courses by accessing their registration page in Sonis, and register for the course(s) that they wish to add. Once the semester begins, students can add or drop courses by completing the add/withdrawal form with their academic advisor or program director. Graduate students may print their new schedules from Sonis.

Course Withdrawal

Withdrawing before semester begins

Prior to the beginning of the semester, graduate students may delete courses from their registration by accessing their registration page on Sonis and deleting the course(s) they are no longer interested in taking. When students delete courses prior to the first day of the semester, no tuition charges are assessed for the deleted course(s). These courses will not appear on the transcript nor will they count as credits attempted.

Withdrawing from the first day of the semester through the fourteenth calendar day

Graduate students who have established attendance can withdraw from a course from day one of the semester through the fourteenth calendar day of the semester by completing an Add/Drop Form available from their advisor. If the fourteenth calendar day of the semester falls on a Sunday the deadline to withdraw will be that following Monday. The Graduate Student Add/Drop form must be signed by the student, and the advisor prior to sending to the Registrar's Office for processing. These withdrawn courses will not appear on the student's transcript nor will they count as credit hours attempted.

For financial consequences of withdrawing from a course from day one through day fourteen of a semester, refer to the institutional refund policy. Students should check with the Financial Aid Office to determine what financial penalty may be assessed as a result.

All deadlines are published in the Goodwin University catalog and are also available on the "Current Students" page of the University website. A student's enrollment

status for the semester will be determined on the first day of the third week of the semester and shall be considered final for that semester unless the student withdraws from school or is granted a medical withdrawal.

Withdrawing from a course after the fourteenth calendar day of a semester

Graduate students who have established attendance may withdraw from a course after the fourteenth day of the semester through the end of week 13 of a 15-week course and through the end of 5 ½ weeks of a 7 ½ week course. If the fourteenth calendar day of the semester falls on a Sunday the deadline to withdraw will be that following Monday.

Graduate students must complete and sign an Add/Drop form available from their advisor. The Add/Drop form must be signed by the student and advisor and returned to the Registrar's office for processing. A "W" will be assigned to the course and will appear on the transcript. The "W" will not be used in the calculation of the GPA, but will count as credits attempted. Students who have established attendance and withdraw from a course after the fourteenth calendar day of a semester will be charged 100% tuition. Excessive withdrawals can impact Satisfactory Academic Progress and jeopardize financial aid eligibility, so students are strongly encouraged to get both academic and financial aid advice before withdrawing from courses.

Course withdrawal deadlines are published in the University catalog and are available on the website on the "Current Students" page. Deadlines will be strictly enforced. Withdrawals are not permitted beyond the deadline. After the deadline, students will receive an earned grade as determined by the instructor. If a student submits a withdrawal after the withdrawal deadline but prior the semester ending, the student will have an automatic grade of F entered for their grade.

Failure to attend class is not an appropriate method of withdrawing from a course. Non-attendance does not cancel the financial obligation to pay fees and tuition incurred at the time of registration for classes. Students will remain liable for any outstanding payments of tuition and fees due to the University.

For financial consequences of withdrawing from a course after the start of a semester, refer to the institutional refund policy. Students should check with the Financial Aid Office to determine what financial penalty will be assessed as a result of withdrawing from a course.

Medical Withdrawal

Goodwin University, upon request and with appropriate documentation, may medically withdraw students from their courses due to serious medical conditions that prohibit the student from completing their courses. Students are required to complete a course withdrawal form with their advisor to withdraw from their courses. The student must also fill out and submit a petition form through the Goodwin University website. The request for withdrawal and relevant documentation must be received by the module or semester withdrawal date as indicated in the University catalog. In addition, Medical Withdrawals may affect a student's academic progress. Please refer to the Satisfactory Academic Progress section in this catalog. Students will be notified via their Goodwin University email regarding the decision of the Medical Withdrawal once reviewed by the Record Review Committee (RRC). Students who do not agree with the decision of the RRC may appeal to the Goodwin Appeal Board; please refer to the section on Appeals and Grievances.

Complete Withdrawal from University

Conditions may arise requiring the student to withdraw from the University by the withdrawal date indicated in the Graduate catalog. A student who wishes to withdraw from the University should:

1.

Obtain a Graduate Student Withdrawal Form from their academic advisor.

2.

Submit the completed form to the Registrar.

The official withdrawal date is the date the student officially initiates the withdrawal process.

Official notification to the University of a student's intent to withdraw must be made to the Registrar. Notification of intent to any other school official is not recognized as an official notification of intent to withdraw.

If applicable, a revised tuition charge or refund will be calculated by the Business Office. If a student who withdraws has received financial aid, (s)he may be subject to the loss of some, or all, of the financial aid award. This may also result in the student having personal responsibility for repayment of financial assistance. Please refer to the University's Refund Policy.

Withdrawn graduate students must reapply to the University. Re-admitted graduate students must complete the academic requirements in effect in the catalog under which they are returning.

Readmission

Former Goodwin University graduate students who wish to re-enroll at the university must apply for readmission through the Admissions Office. Graduate students who were academically dismissed from their graduate program are not eligible for readmission to the University.

Internships

All graduate students who participate in an internship or field work experience must abide by the school policies and procedures, as well as the policies and procedures of the institution or organization where the learning taking places.

Comprehensive Assessment

Requirements for a master's degree include a capstone course in which students complete at least one of the following: a comprehensive exam, a written thesis based on independent research, or an appropriate special project. Students must earn a grade of B- or higher in their capstone course. All prerequisites must be completed before students can register for theses or capstone projects. Consult the individual program pages in this catalog for more information about prerequisites and capstone information specific to the desired program.

Limit for Degree Completion

Graduate students are expected to complete their program within seven (7) years maximum.

Graduation and Degree Conferral

The Board of Trustees of Goodwin University is authorized to confer Master of Science, Bachelor of Science, Associate in Science degrees, and Collegiate Certificates to qualified candidates who have met all requirements. Students nearing the completion of their program must complete an *Application for Award of Credential* for each credential they believe they are qualified to receive prior to their last semester of study. The Application for Award of Credential is available on the university website only and must be electronically submitted to the student's program director and to the Registrar for the purposes of a final degree audit. Candidates' transcripts will be evaluated under the catalog in effect at the time of admission. If the candidate changed programs, the catalog used shall be the one in effect at the time of the program change. Candidates who have not met all of the requirements for graduation will be notified by the Registrar's Office.

For purposes of clarity, the term "graduation" refers to program completion. The term "conferral" refers to the actual bestowal of the degree which happens twice a year, once on the date of our Commencement Ceremony and once at the end of the fall semester.

Because the University holds Commencement once a year, in June, students who anticipate completing their program at the end of the summer semester following Commencement are invited to participate in the ceremony. Participants must have their last two or fewer courses (six or less credits) in progress to be included in the ceremonies.

Transcripts

Graduate students may view their unofficial transcript by logging into their Sonis account. Requests for official transcripts must be made online accompanied by a $10.00 administrative fee which is submitted online. Official transcripts are released by the Registrar's Office only after all other offices have issued clearances for the student.

Academic Integrity

At Goodwin University, we value integrity as an essential component in our interactions with each other. We believe that the purpose of higher education is for students to learn to think critically and to express their own opinions using their own ideas. The concept of academic integrity in all intellectual pursuits is a value that is fundamental to academic life and scholarly practice. All students at Goodwin University are obligated to uphold high standards of academic integrity in their scholarship and learning. It is expected that students take personal responsibility for their work and acknowledge the ideas of others. Academic integrity means doing one's own work and giving proper credit to others whose ideas and work a student is utilizing. It is the responsibility of each student to become familiar with what constitutes academic dishonesty and plagiarism and to avoid all forms of cheating and plagiarism.

Goodwin University defines academic dishonesty as including, but not limited to, (a) plagiarism: presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgement and (b) cheating: providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects, and presentations.

The entire Policy on Academic Integrity is available in the Student Handbook and on the University website in the Undergraduate University Catalog.

Grading System

Grades are an indication of the standard of academic work performed. Throughout their program of study, students will be continually apprised of their academic progress.   Students' grades are provided at the end of each course. Students may view their unofficial transcript by logging into their Sonis account. Requests for official transcripts must be filled out online. Students must pay a $10.00 administrative fee which can be paid by debit or credit. Official transcripts are released by the Registrar's Office only after all other offices have issued clearances for the student.

Goodwin University uses the following academic grading system. The chart also describes the impact of each grade on a student's academic progress.

Grade	Quality Points	Explanation	Included in Credits Earned	Included in Credits Attempted
A (93-100)	4.0	Excellent	Yes	Yes
A- (90-92)	3.7	Excellent	Yes	Yes
B+ (87-89)	3.3	Good	Yes	Yes
B (83-86)	3.0	Good	Yes	Yes
B- (80-82)	2.7	Good	Yes	Yes
C+ (77-79)	2.3	Satisfactory	Yes	Yes
C (73-76)	2.0	Satisfactory	Yes	Yes
C- (70-72)	1.7	Below Average	Yes	Yes
D+ (67-69)	1.3	Poor	Yes	Yes
D (63-66)	1.0	Poor	Yes	Yes
D- (60-62)	0.7	Poor	Yes	Yes
F (below 60)	0.0	Fail	No	Yes

Grades followed by an "R" on transcripts indicate that the course has been repeated.

Grades not used in the calculation of Grade Point Average:

Grade	Quality Points	Explanation	Included in Credits Earned	Included in Credits Attempted
P	N/A	Pass	Yes	Yes
TR	N/A	Transfer Credit	Yes	Yes
UG	N/A	Ungraded	No	Yes
CBE	N/A	Credit by Examination	Yes	Yes

AU	N/A	Audit	No	No
W	N/A	Withdrawn	No	Yes
INC	N/A	Incomplete	No	Yes
EC	N/A	Credit Awarded for Experiential Learning	Yes	Yes

Grade points are calculated by multiplying the number of quality points of each grade total by the total number of assigned credits for that course. The GPA is obtained by dividing the total number of grade points earned by the total number of credits attempted.

A student's transcript identifies two different Grade Point Averages (GPA). The first is the Semester GPA, which is based on the courses taken only for that semester. The second is a Cumulative GPA (CGPA) that consists of all the courses a student has taken at the University and the grades received for those courses.

Credit Hours

Goodwin University complies with federal regulations defining the credit hour and describes all collegiate courses in semester credit hours. A credit is a unit of academic achievement that is awarded upon successful completion of a course and is not necessarily an indicator of credit transferability. Goodwin University offers three semesters in a calendar year. An academic year consists of the three semesters beginning in September. Each semester is 15 weeks in length. Two semesters constitute an academic year for purposes of financial aid. Day and evening courses are 15 weeks in length. For a complete description of the University's credit hour policy and procedures, refer to the University's website.

Satisfactory Academic Progress

All students must maintain Satisfactory Academic Progress (SAP), defined as achieving minimum academic standards, progressing at a satisfactory rate toward program completion, and completing the program of study within the maximum time frame, in order to remain enrolled in the university. Graduate students must earn a Cumulative Grade Point Average (CGPA) of 3.0 and a rate of completion (PACE) of 66.7% throughout the course of their program.

Maximum Time Frame

Maximum time frame is defined as 150% of the length of an academic program, measured in semester hours attempted. For example, using the 150% maximum, students enrolled in a program that is 30 semester hours in length must complete the program with a CGPA of 3.0 and 66.7% rate of completion by the time they have attempted 45 semester hours.

If at any point it becomes mathematically impossible for the student to complete his/her program within the maximum time frame, the student will become ineligible for federal financial aid and will be notified via Goodwin University email.

Evaluation Points

A student's academic progress toward meeting SAP requirements is evaluated at the end of each semester. Cumulative grade point average (CGPA) and rate of completion (PACE) are reviewed to determine Satisfactory Academic Progress. Students must meet all of the minimum standards to be considered in good standing.

Academic Warning

At the end of each semester, each student's CGPA, PACE, and maximum time frame are reviewed to determine whether a student is meeting Satisfactory Academic Progress requirements. Students who are not meeting the 3.0 CGPA and 66.7% PACE standards at the end of a semester will be placed on Academic Warning for the next semester. Academic Warning status is assigned to the student by the Academic Progress Coordinator without the need for any appeal. All students placed on Academic Warning will be notified via Goodwin University email before the start of the next semester. Students on Academic Warning are eligible to continue to receive federal financial aid for one semester.

During the semester which a student has been placed on Academic Warning status, the Academic Progress Coordinator will evaluate a student's academic standing to determine if (s)he is meeting the minimum standards of SAP. Students who raise their CGPA and PACE at or above SAP standards will return to good standing. Students who do not meet the SAP standards will no longer be eligible to receive federal financial aid, unless the student successfully appeals the determination and is placed on Academic Probation. All students not meeting SAP requirements will be notified via Goodwin University email before the beginning of the next semester.

Appeal Process

Graduate students who lose their eligibility to receive federal financial aid may appeal to the institution for reinstatement of eligibility. A student may also appeal for exceeding maximum time frame. A typed appeal must be initiated by the student and sent to the Academic Progress Coordinator. The deadline for the

appeal will be emailed to students via Goodwin University email. The appeal must be based on mitigating circumstances such as the death of a relative, injury or illness of student or family member, or other special circumstances that prohibited the student from making SAP. The appeal must also provide information regarding what has changed in the student's situation that will allow the student to meet SAP standards at the next evaluation point. Furthermore, the student must demonstrate that such circumstances will not continue to adversely impact his/her academic performance. The Graduate SAP Appeal Board will review and approve/deny all appeals.

If received in a timely fashion, all appeals will be responded to before the beginning of the next semester. If a student's appeal letter is approved, (s)he will be eligible for federal financial aid and be placed on Academic Probation. Students whose appeal letters are denied will no longer be eligible to receive federal financial aid. All students will be notified of the outcome of their appeal via Goodwin University email.

Academic Probation

If the Graduate SAP Appeal Board approves the appeal and determines that the student can meet SAP standards by the end of the subsequent semester, the student will be placed on Academic Probation and will be eligible to receive federal financial aid for one semester.

At the end of the semester on Academic Probation, the student must raise his/her GPA and PACE to the SAP standards in order to return to good standing. If the student does not meet these standards, the student is no longer eligible to receive federal financial aid funds. Students will be notified of their academic standing through their Goodwin University email.

Course Incompletes

An Incomplete (INC) is a temporary grade assigned by the faculty member. Course Incompletes are counted as credit hours attempted but not earned. The student has two (2) weeks from the end of the course to complete all course requirements in order to receive a grade for that course. If requirements are not met, the incomplete will be converted to an "F". Academic standing will be recalculated after the "INC" is replaced with a grade. In both cases the final grade will then be included in calculating the student's GPA and count as credits attempted. In cases where the Incomplete has been issued for a prerequisite course, the student may not be allowed to move on to the higher level course if the Incomplete has not been replaced with a satisfactory grade.

General Policies

The Board of Trustees and the administration of Goodwin University are committed to providing educational opportunities to all who seek and can benefit from them. They recognize that an important part of providing opportunity is creating a welcoming environment in which all people are able to work and study together, regardless of their differences.

Goodwin University recognizes that it has an obligation to provide programs which promote pluralism and diversity and encourage the University community to respect and appreciate the value and dignity of every person and his/her right to an atmosphere not only free of harassment, hostility, and violence, but supportive of individual academic, personal, social, and professional growth.

Policy Disclaimer

The Course Catalog is not an exhaustive list of all of Goodwin University's policies and procedures. Please also refer to the Student Handbook and the Goodwin University policy website.

Anti-Violence Policy

Violence is not tolerated at Goodwin University. All University employees and students share a responsibility, and should therefore strive, to create and maintain an environment that is free from violence.

Violence includes assaults, threats, bullying, stalking, intimidation, and other disruptive behaviors. It can involve oral, written, or electronic statements, gestures, or expressions that communicate a direct or indirect threat of harm.

All members of the Goodwin community have a duty to report actual or potential violence on University property, or during a University-approved activity. All reports shall be taken seriously and investigated. No reprisals will be taken against any individual who makes a report, unless it is found to be of a vexatious or retaliatory nature.

Any person who finds him/herself in imminent danger while on University property or engaged in any University-approved activity should immediately contact the East Hartford Police Department and Campus Security when reasonably possible. The primary consideration is to ensure the safety of that person(s) as well as any other person in the immediate vicinity who might be at risk.

Campus Security may contact the East Hartford Police Department in non-emergency situations depending on the circumstances or at the victim's request.

Nothing in this policy shall prevent any member of the Goodwin community from directly contacting a police service or other appropriate emergency response agency.

Any individual who commits or plans a violent act on University premises may be banned from all campuses and/or subject to disciplinary actions, criminal charges, or both.

In addition to the processes described above, the University is committed to providing support services to victims of violence. Members of the University community who are victims of violence will have access to the Counseling Services, which may be contacted at (860) 913-2159 or (860) 913-2021. Additional information about the Counseling Services can be found on the website.

Appeals and Grievances

When questions or concerns arise which must be discussed and resolved, it is important to know the person with whom to speak and the procedure for obtaining resolution of issues.

Goodwin University treats its programs as a form of on-the-job training for its students. For that reason, any complaint or suggestion regarding a class should be discussed first with the instructor. If a student is unable to satisfactorily address the problem, (s)he should make an appointment with the appropriate Dean. After that, appeals may be made, in writing, to Goodwin University's Appeals Board (GCAB). All appeals should be sent to Danielle Wilken, Provost, Dean of Faculty, and Chair of the Appeals Board. Decisions will be rendered in writing within two (2) weeks.

The GCAB will also hear appeals on financial aid and conduct issues after the student has sought a remedy through the appropriate channels. As with academic issues, appeals may be made, in writing, to the Goodwin University Appeals Board (GCAB). All appeals should be sent to Danielle Wilken, Provost, Dean of Faculty, and Chair of the GCAB. Decisions will be rendered in writing within two (2) weeks.

If you are still aggrieved after speaking to all of these people, you may call or write the Connecticut Office of Higher Education at 450 Columbus Boulevard, Suite 707; Hartford, CT 06103-1841. The phone number is (860) 947-1800. Students wishing further clarification

may direct concerns, in writing, to the New England Commission of Higher Education; 3 Burlington Woods, STE 100; Burlington, MA 01803-4514. Their phone number is 781-425-7785.

Children on Campus Policy

To protect the safety of young visitors and to avoid disruptive behavior, children accompanying employees, students, or visitors of Goodwin University must be under the constant supervision of a responsible adult while on University property or on the site of any approved off-campus class or other University event. The only exception to this policy is the Kid care program, which is an on-campus drop-in child care service that provides supplemental child care assistance for Goodwin University students during class time. Employees of the University have assigned duties and cannot take supervisory responsibility for any unattended children of employees, students, or visitors. Children should not be unattended in any University facility at any time. Furthermore, children may not be brought with students to class sessions, labs, internships, fieldwork placements, or clinical placements. A violation of this policy may result in appropriate disciplinary action.

The University assumes no responsibility or liability for children, or for any accidents or injuries to children. For the purposes of this policy, a child is defined as any youth under the age of 16 who is not officially registered in a Goodwin University class.

If an unattended child is observed on campus, Campus Security should be alerted immediately. Security will attempt to locate the child's (children's) parents or legal guardians or caregiver to remedy the situation. If the parents, guardians, or caregiver cannot be found in a reasonable amount of time, Security may refer the situation to the Department of Social Services or other appropriate agency.

Copyright Infringement Policy

Goodwin University Copyright Compliance Policy

The Goodwin University Copyright Compliance Policy provides a summary of U.S. copyright law as it relates to the use of copyright-protected works in the classroom and library.

U.S. copyright law contains many gray areas. The goal of this policy is to provide administrators, faculty, librarians, students, employees, and others with a standard approach for addressing complex copyright issues. This policy covers issues such as photocopying

and online education. It also covers library uses for print and electronic reserves, ILL, file sharing, and document delivery.

What is Copyright?

Copyright is an area of law that provides creators and distributors of creative works with an incentive to share their works by granting them the right to be compensated when others use those works in certain ways. Specific rights are granted to the creators of creative works in the U.S. Copyright Act (title 17, U.S. Code). If you are not a copyright holder for a particular work, as determined by the law, you must ordinarily obtain copyright permission prior to reusing or reproducing that work. However, there are some specific exceptions in the Copyright Act for certain academic uses, and permission is never required for certain other actions, such as reading or borrowing original literary works or photographs from a library collection.

What is protected by Copyright?

The rights granted by the Copyright Act are intended to benefit "authors" of "original works of authorship," including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. This means that virtually any creative work that you may come across—including books, magazines, journals, newsletters, maps, charts, photographs, graphic materials, and other printed materials; unpublished materials, such as analysts' and consultants' reports; and non-print materials, including electronic content, computer programs and other software, sound recordings, motion pictures, video files, sculptures, and other artistic works—is almost certainly protected by copyright. Among the exclusive rights granted to those "authors" are the rights to reproduce, distribute, publicly perform, and publicly display their works.

These rights provide copyright holders control over the use of their creations and an ability to benefit, monetarily and otherwise, from the use of their works. Copyright also protects the right to "make a derivative work," such as a movie from a book; the right to include a work in a collective work, such as publishing an article in a book or journal; and the rights of attribution and integrity for "authors" of certain works of visual art. Copyright law does not protect ideas, data, or facts.

Fair Use

A provision for fair use is found in the Copyright Act at Section 107. Under the fair use provision, a reproduction of someone else's copyright-protected work is likely to be considered fair if it is used for one of the following purposes: criticism, comment, news reporting, teaching, scholarship, or research. If the

reproduction is for one of these purposes, a determination as to whether the reproduction is fair use must be made based upon four factors:

- The purpose and character of use (principally, whether for commercial or nonprofit educational use);
- The nature of the copyright-protected work;
- The amount and substantiality of the portion used; and
- The effect of the use as it affects the value of the copyright-protected work.

The law does not state exactly what uses of a copyright-protected work will be considered fair uses under the law and may therefore be used without obtaining permission. As such, individuals who are not lawyers may often need to be interpreters of the law in everyday circumstances, and answers as to how much reproduction may be considered fair use often remain unclear. Fair use requires a very circumstance-specific analysis as to whether a particular use or reuse of a work may indeed be considered fair use.

To avoid confusion and minimize the risk of copyright infringement, the University interprets the following situations as fair use:

- Quotation of short passages in a scholarly or technical work for illustration or clarification of the author's observations;
- Reproduction of material for classroom use where the reproduction is unexpected and spontaneous – for example, where an article in the morning's paper is directly relevant to that day's class topic. This would generally cover one-time use in only one semester;
- Use in a parody of short portions of the work itself; and
- A summary of an address or article, which may include quotations of short passages of the copyright-protected work.

If your use does not meet the above criteria and the work is protected by copyright, you probably need to obtain permission to use the work from the copyright holder or its agent.

Types of Use

Classroom handouts. Based on XYZ's fair use analysis, classroom handouts fall into two categories: one that requires permission and one that does not. If the handout is a new work for which you could not reasonably be expected to obtain permission in a timely manner and the decision to use the work was spontaneous, you may use that work without obtaining permission. However, if the handout is planned in advance, repeated from semester to semester, or involves works that have existed long enough that one

could reasonably be expected to obtain copyright permission in advance, you must obtain copyright permission to use the work.

Reserves. If the Goodwin library owns a copy of a publication, the library may place that copy on reserve without obtaining copyright permission. If the library wishes to reproduce additional copies of a work and place them on reserve for students to review, in either paper or electronic format, the library must obtain copyright permission.

Photocopying in the library. It is permissible to photocopy copyright-protected works in the Goodwin library without obtaining permission from the copyright owner under the following circumstances:

- **Library user requests for articles and short excerpts.** At the request of a library user or another library on behalf of a library user, the library may make one reproduction of an article from a periodical or a small part of any other work. The reproduction must become the property of the library user, and the library must have no reason to believe that the reproduction will be used for purposes other than private study, scholarship, and research.
- **Archival reproductions of unpublished works.** Up to three reproductions of any unpublished work may be made for preservation or security or for deposit for research use in another library or archive. This may be a photocopy or digital reproduction. If it is a digital reproduction, the reproduction may not be made available to the public outside the library or archive premises.
- **Replacement of lost, damaged, or obsolete copies.** The library may make up to three reproductions, including digital reproductions, of a published work that is lost, stolen, damaged, deteriorating, or stored in an obsolete format. Any digital reproductions must be kept within the confines of the library.
- **Library user requests for entire works.** One reproduction of an entire book or periodical may be made by your library at a library user's request or by another library on behalf of a library user upon certain conditions being met. These conditions include the library determining, after reasonable investigation, that an authorized reproduction cannot be obtained at a reasonable price. Once made, the reproduction must become the property of the library user. The library must have no reason to believe that the reproduction will be used by the user for purposes other than private study, scholarship, and research, and the library must display the register's notice at the place library users make their reproduction requests to the library.

Online Use

Instructors may post their own authored materials, such as lecture notes, tests, exercises, problem sets, and PowerPoint presentations. If material they wrote was published, they may have transferred the copyright to the publisher. In that case, it will be necessary to obtain permission from the publisher to post the material.

Materials from Goodwin-licensed collections may be included in electronic reserves and course websites without any further permission by linking to a persistent URL. Material not protected by the Copyright Act may be made available on electronic reserves or on course websites without the permission of the copyright owner, such as works in the public domain, works of the U.S. government, and links to websites.

Warning

Compliance with copyright law is the responsibility of the individual. This is only a short introduction to copyright issues affecting students and faculty. Please see the copyright book in the library, *Copyright Clarity* by Renee Hobbs, Ed.D., for further discussion of fair use supporting digital learning. Dr. Hobbs is a leading authority on media literacy education and copyright law.

Drug and Alcohol Policy

Goodwin University is dedicated to providing quality educational services to its students and a quality work environment for its employees. In keeping with this commitment, Goodwin University maintains a campus free from drug and alcohol abuse. Any violation of this policy will warrant disciplinary actions up to and including dismissal or termination and may result in local, state, and/or federal criminal charges.

The Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101-226) requires that all institutions of higher education implement a program that prevents the use of illicit drugs and the abuse of alcohol by students and employees.

Please refer to the Student Handbook, Faculty Handbook, or Staff Handbook, as applicable, for the full policy.

Gender-based and Sexual Misconduct Policy

Introduction

Members of the University community, guests, and visitors have the right to be free from sexual violence. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. Goodwin University believes in a zero tolerance policy for gender-based and sexual misconduct. When an allegation of misconduct is brought to an appropriate administrator's attention, and a complaintant is found to have violated this policy, serious sanctions will be used to reasonably ensure that such actions are never repeated. This policy has been developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. This policy is intended to define community expectations and to establish a mechanism for determining when those expectations have been violated.

Overview of Policy Expectations with Respect to Physical Sexual Misconduct

The expectations of our community regarding sexual misconduct can be summarized as follows: In order for individuals to engage in sexual activity of any type with each other, there must be clear, knowing, and voluntary consent prior to and during sexual activity. Consent is sexual permission. Consent can be given by word or action, but non-verbal consent is not as clear as talking about what you do and do not want sexually. Consent to one form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Silence — without actions demonstrating permission — cannot be assumed to show consent.

Additionally, there is a difference between seduction and coercion. Coercing someone into sexual activity violates the University's gender based and sexual misconduct policy in the same way as physically forcing someone into sex. Coercion happens when someone is pressured unreasonably for sex.

Because alcohol or other drugs use can place the capacity to consent in question, sober sex is less likely to raise such questions. When alcohol or other drugs are being used, individuals will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. Under this policy, "No" always means "No," and "Yes" may not always mean "Yes." Anything but a clear, knowing, and voluntary consent to any sexual activity is equivalent to a "No."

Please refer to the Student Handbook for further information on violations, definitions, and sanctions. For questions or concerns or to report a violation of this policy, contact Madison Yates, Title IX Coordinator, at (860) 913-2141 or myates@goodwin.edu.

Goodwin University Technology Access

Access to computer systems, networks and electronic devices owned by Goodwin University imposes certain responsibilities and obligations on all students. Students are to use computers, networks, and resources for conducting day-to-day business operations for Goodwin University or educational purposes relating to the education of students at Goodwin. Network resources are not to be abused in any way for personal usage, profit-making, or illegal activities.

Users shall not add, remove, reconfigure, or deface any computer or electronic hardware or software owned and maintained by Goodwin University; install or download any Games or Gaming websites onto any Goodwin University-owned equipment; or install or use any malicious software such as, but not limited to Trojans, viruses, or malware.

Goodwin University's Appeals Board

The Goodwin University Appeals Board (GUAB) is the final arbiter of all financial aid issues, including the Record Review Committee (RRC); academic issues, including grade appeals; and conduct issues, including issues regarding Title IX, ADA, and Section 504. The Goodwin University Appeals Board shall be chaired by the Provost and Dean of Faculty and shall include appropriate members from senior leadership and faculty.

Internet Usage

The Internet is a very powerful tool when used properly. However, abuse of the Internet is very common and must be monitored and controlled to protect Goodwin University from malicious attacks. Users should always assume any Internet activity, including but not limited to E-mail, web browsing, and downloading, can be viewed by someone else at any given time on any computer owned by Goodwin University. Please refer to the Technology Policy on the Goodwin University Policies web page.

Non-discrimination Statement and Acts of Intolerance Policy

Goodwin University is an affirmative action/equal opportunity educator and employer, fully committed to the goal of providing equal opportunity and full participation in its educational programs, activities, and employment without discrimination because of race, color, religious creed, sex, age, national origin, political affiliation, marital status, veteran status, sexual orientation, gender identity or expression, disability, HIV/AIDS or other communicable disease status, or any other consideration not directly and substantively related to effective performance. This policy implements Federal and State laws, regulations, and executive orders.

The staff, faculty, student body, and administration of Goodwin University form a diverse community and the University maintains that activities, programs, and everyday interactions are enriched by acceptance of one another in an environment of positive engagement and mutual respect. Acts of discrimination, intolerance, or harassment directed against individuals or specific groups of individuals will not be tolerated and will be dealt with according to employee and student grievance and disciplinary procedures.

To file a discrimination complaint, or for inquiries concerning Goodwin University's Non-discrimination Policy, Title IX and the Rehabilitation Act of 1973, and the Americans with Disabilities Act, contact Madison Yates, Title IX and Equity Coordinator, at (860) 913-2141 or myates@goodwin.edu.

Persons with Disabilities Policy

Goodwin University is committed to the goal of achieving equal educational opportunity for individuals with disabilities and actively seeks to develop and maintain reasonable accommodations for all students. Persons with disabilities are encouraged to apply for admission. With appropriate documentation, students may request reasonable accommodations through the AccessAbility Services office at accessabilityservices@goodwin.edu.

Goodwin University is accessible to people with disabilities. Accessible parking is located in the front of the school in designated areas. A ramp is located at the entrance of the University. All campus buildings have been built to handicapped specifications.

Student ID Cards

All students at Goodwin University are issued a student ID card for the purposes of security-related identification, to use in financial aid situations and to use in the various other functions of University life at Goodwin. Each student is expected to have and wear an ID card. The initial card is provided at no cost to the student. Subsequent cards will carry a charge of $10 for replacement.

Unauthorized Peer-to-Peer (P2P) File Sharing and Other Copyright Infringement

Policy Regarding Unauthorized Peer-to-Peer (P2P) File Sharing and Other Copyright Infringements

The Higher Education Opportunity Act (HEOA) was signed into law on August 14, 2008, and regulations for implementing the law were issued by the Department of Education on October 29, 2009. Several sections of the HEOA are designed to reduce the illegal distribution of copyrighted works, including the unauthorized uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing on campus networks. These provisions require all U.S. colleges and universities to:

• Provide an annual disclosure to current and prospective students describing copyright law and campus policies related to copyright infringement, including penalties and liabilities for unauthorized peer-to-peer file sharing.

• Create a plan to effectively combat the unauthorized distribution of copyrighted materials by users of its network, including the use of one or more technology-based deterrents.

• Offer alternatives to illegal downloading, to the extent practicable.

• Identify procedures for periodically reviewing the effectiveness of the plan to combat the unauthorized distribution of copyrighted material.

Copyrights

Users shall not use Goodwin University's computers or network to copy, download, modify, or distribute copyrighted materials. This includes but is not limited to the following:

1. Music
2. Movies
3. Literature
4. Photographs
5. Software

Abuse and Enforcement of policy

1. Any abuse of this policy should be immediately reported to the Vice President for Physical Facilities and Information Technology.
2. Abuse of this policy may result in disciplinary action by the University, local law enforcement, and/or federal law enforcement.
3. If there is a violation of this policy, the Director of Information Technology is authorized to take actions to implement and enforce the network usage policy and provide system integrity and security.
4. The Director of Information Technology is authorized to suspend any user's access rights if the administrator has reason to believe that said user has violated the network usage policy.

Goodwin University ("the University") complies with the HEOA by the following:

Annual Disclosure. At the beginning of each Fall term, the following statement ("P2P Policy") will be incorporated into the Student Handbook for all students and sent to all students in a stand-alone email:

> Institutional policies and sanctions related to the unauthorized distribution of copyrighted material: The University takes copyright infringement seriously. All students must abide by federal and state copyright laws when using the University computing or network resources. The unauthorized publishing or use of copyrighted material on the University computer network is strictly prohibited and users are personally liable for the consequences of such unauthorized use. This specifically applies to P2P file-sharing of copyrighted music and movies. Students should be aware that by engaging in unauthorized sharing of copyrighted material, they not only violate University policy, but they may also be held criminally and civilly liable by federal and/or state authorities.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under Section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

For more information, please see the Website of the U.S. Copyright Office, especially their FAQ's.

The University will subject students who violate this policy to discipline as appropriate. Repeated infringement is subject to disciplinary action, up to and including expulsion from the University.

Weapons Policy

There is zero tolerance for actions that endanger or threaten to endanger any student and his/her right to have equal access to an education on a secure campus. Therefore, any weapon or anything that is determined to be a weapon by the Director of Campus Safety and Security is not allowed anywhere on campus. Any such weapon will be confiscated, and the violator will be subject to disciplinary action, including expulsion from the University.

All students, faculty, and staff who have knowledge of weapons on campus must report that knowledge immediately to the police by calling 911.

Graduate Programs

Education, Master of Education (M.Ed.)

In our M.Ed. program, you will learn how to apply the Universal Design for Learning (UDL) framework to proactively design capacity-building learning experiences. Within UDL, learner variability, whether visible or invisible, is seen as an asset. Based in cognitive neuroscience, UDL focuses on designing with variability in mind and removing barriers to learning by frontloading flexible options for engaging learners, teaching important concepts, and building goal-directed learners. In your coursework, you will experience the UDL framework firsthand as program faculty model the principles and actively engage you in applying UDL in your own practice.

Mission Statement

The mission of the Goodwin University Master of Education program is to prepare reflective practitioner-leaders who will create engaging cultures in schools and communities. Our graduates will create, apply, and share evidence-based practice knowledge to advance educational excellence and equity for all learners.

Program-Level Student Learning Outcomes

At the end of the program, students will be able to:
- Design capacity-building learning environments that are responsive to learner variability.
- Apply evidence-based instructional practices to build expert learners.
- Evaluate instructional programs to improve learner outcomes.
- Analyze school policies and practices through social, cultural, political, and historical lenses.
- Design evidence-based professional learning that supports excellence in teaching.
- Apply reflective practice as a practitioner-researcher.

Admission Requirements

No GRE required

Unlike many other online M.Ed. programs, we don't require GRE scores for admission. We know teachers work hard enough, so there's no need to take additional tests prior to the admittance into the program.

Graduate applicants to Goodwin University are required to:

- Complete a graduate application for admission.
- Pay a $50 non-refundable application fee (waiver for Goodwin University graduates.
- Submit an official or unofficial transcript verifying receipt of a bachelor's degree from a college or university accredited by an accrediting agency recognized by the Council for Higher Education Accreditation (CHEA) or the equivalent of this degree from another country with a cumulative GPA of at least 3.0.
- Submit an official or unofficial transcript from your most recent degree earned (this may be from prelicensure) with a cumulative GPA of at least 3.0.
- Applicants with less than a 3.0 GCPA may be considered for conditional admittance into the program under certain circumstances.
- Provide a professional resume.
- Submit proof of immunizations (Measles, Mumps, Rubella, and Varicella).

All applications to the M.Ed. program must:
- Interview with the program directors and/or faculty for admittance.
- Provide strong recommendations highlighting excellence in the applicants' previous teaching experience.
- Maintain a 3.0 GPA to graduate once accepted into the program.

Curriculum

Education, Master of Education

Requirements List

LUE 601	Social Foundations of Education	3
LUE 605	Contemporary Issues in Urban Education	3
LUE 610	Teacher Leadership: Theory and Practice	3
LUE 615	Curriculum Theory	3
LUE 620	Effective Learning Environments	3
LUE 625	Classroom-Based Assessment	3
LUE 630	Instructional Coaching	3
LUE 635	Leading Professional Learning	3
LUE 640	Participatory Action Research and Appreciative Inquiry Capstone	6

Total Credits in the Program: 30

Influencing Organizational Leadership, Certificate

Long term competitiveness for any organization relies on effective communication of fresh ideas and

innovation from front line employees up through the ranks of senior level leadership. The question is how to ensure this communication is welcomed and occurs? This certificate provides an opportunity to help business professionals looking to advance their careers. Participants in this program will strengthen both communication and relationship building skills with senior level executives with the intention of successfully leading change with an organization.

There are four courses to be completed to earn the certificate in influencing leaders. This certificate is not a "one size fits all" approach but a true opportunity to determine how an individual can make a positive impact on the organization. This will lead participants to more confident, constructive, and effective conversations with senior leadership which will transform participants and organizations in the process.

Curriculum

Required Courses

OL 510	Leadership Practices in Organizational Communications	3
OL 525	Special Topics in Leadership	3
OL 660	Leading Organizational Change	3
OL 680	Engaging with Senior Executives	3

Total Credits in the Program: 12

Nursing, Master of Science (MSN)

The Master of Science (MSN) degree may be achieved through a 30-credit generic track or a 48-credit Family Nurse Practitioner (FNP) track.

Generic Track

The Master of Science in Nursing (MSN) is a 30-credit program developed to provide advanced education in nursing with a specialty focus in Population Health. Students will expand their skill sets in the concepts of research, healthcare-related policies and political impacts, leadership and communication, and those skills related to population health and case management. Core areas of advanced nursing practice including pathophysiology, pharmacology, and physical assessment are included in the plan of study. The program is offered in an online format in order to accommodate the schedules of nurses in the workforce. The curriculum will provide both newer and more seasoned nurses the opportunity to examine in-depth concepts related to healthcare. By doing this, our graduates will be equipped to impact the present healthcare system focusing on prevention as well as treatment, and utilizing available resources to their full potential. The credits earned in this degree may transfer into specialized MSN fields or doctoral programs should the graduate wish to pursue a doctorate.

Family Nurse Practitioner Track (FNP)

The Family Nurse Practitioner Track (FNP) is a 48-credit program developed to provide advanced practice education in nursing with a specialty focus on the delivery of primary health care to all populations within the family continuum. In this track students will be introduced to leadership, theory, current nursing concepts, and professional practices. Core areas of study will include pathophysiology, pharmacology, physical assessment, advanced reasoning and differential diagnoses, and the policy and politics of healthcare. The track includes three distinct FNP courses focused on primary healthcare of the adult, women and children and the complex adult. The program is offered in an online format in order to accommodate the schedules of nurses in the workforce. Participants will acquire 600 precepted, clinical hours. Additional clinical experiences will include two immersion weekends on-campus to facilitate the students' ability to enjoy hands-on learning, simulation and validation of advanced practice nursing skills. The credits earned in this track may transfer into a doctoral plan of study, should the graduate seek to pursue doctoral education.

MSN Bridge Pathway

Effective for applicants to the Fall 2021 semester, all applicants without a BSN degree must take the MSN Bridge courses. If students have taken equivalent coursework in their other bachelor's degree, they may be waived from corresponding course(s) in the bridge. As there may be up to five required courses, students may require two semesters to complete, prior to the semester the cohort begins. Students will also apply to the MSN track they are interested in, those meeting the criteria, will be conditionally accepted, pending successful completion of required courses. The university reserves the right to determine the number of bridge students to be accepted into each cohort.

REQUIRED BRIDGE COURSEWORK (Note courses may be transferred in from prior Bachelor degree if equivalent)

- NUR 310-Health Assessment
- PBH 520-Biostatistics or STATS 167-Principles of Statistics
- NUR 361-Public and Community Health
- NUR 460-Seminar in Professional Nursing Leadership

NUR 351-Introduction to Nursing Research

Program Outcomes

By the end of this program the learner will be able to:

1. Integrate basic philosophies from the sciences and humanities to provide high quality nursing care across the life span in diverse settings.
2. Lead with the ability to make ethical and appropriate critical decisions from an organizational and systems perspective.
3. Manage the provision of patient care with a focus on patient education, safety, and continuous quality improvement; efficiently navigating through the health care system.
4. Utilize informatics to translate relevant evidence-based practice, research, and current healthcare strategies, communicating this information to other healthcare team members to promote quality population health.
5. Recognize their role in advocacy with the policy process to appropriately employ cultural advocacy techniques to influence population health standards.
6. Incorporate the knowledge gained at the master's level to act as a change agent in the greater healthcare systems.
7. Value the practices of lifelong learning while building and leading interprofessional healthcare teams.

Admission Requirements

Generic Track

In addition to meeting the University's requirements of all graduate program applications, students interested in the **Master of Science in Nursing Program (MSN)** must also:

- Provide a current, unencumbered RN license.
- BSN
- Write a formal 800-1000 word personal statement of his/her nursing career goals.

It is highly recommended that applicants to the Master of Science in Nursing program have two years working experience or the equivalent in the role of a registered nurse and have successfully completed a college-level statistics course and an upper-division research course.

Family Nurse Practitioner Track

In addition to meeting the University's requirements of all graduate program applications, students interested in the **Family Nurse Practitioner Track (FNP)** must also:

- Provide a current, unencumbered RN license
- BSN
- Write a formal 800-1000-word personal statement of his/her nursing career goals

- Be able to travel significant distances to clinical sites, if necessary.

Applicants to the Family Nurse Practitioner program must have a minimum of two years direct, patient care experience as a registered nurse obtained within the last 5 years, and have successfully completed a college-level statistics course and an upper-division research course.

Graduation Requirement

Graduate students must earn a minimum Cumulative Grade Point average of 3.0 and students in the FNP track must also complete all required clinical hours.

Curriculum

Nursing, Mater of Science

Required Courses for Nursing, Master of Science

NUR 500	Theoretical Basis for Advanced Nursing Practice and Leadership	3
NUR 505	Pathophysiology for Advanced Nursing Practice	3
NUR 510	Pharmacology for Advanced Nursing Practice	3
NUR 540	Physical Assessment for Advanced Nursing Practice	3
NUR 610	Seminar in Nursing Research	3
NUR 620	Policy, Politics and Organization of Healthcare	3
NUR 630	Theoretical Foundations of Population Health	3
NUR 640	Healthcare Quality: Communication and Informatics	3
NUR 695	Capstone: Clinical Applications in Population Health	3
OL 510	Leadership Practices in Organizational Communications	3

Total Credits in the Program: 30

Required Courses for Family Nurse Practitioner Track

NUR 500	Theoretical Basis for Advanced Nursing Practice and Leadership	3
NUR 505	Pathophysiology for Advanced Nursing Practice	3
NUR 510	Pharmacology for Advanced Nursing Practice	3
NUR 540	Physical Assessment for Advanced Nursing Practice	3
NUR 605	Current Concepts and Professional Roles in Advance Nursing Practice	3
NUR 610	Seminar in Nursing Research	3
NUR 620	Policy, Politics and Organization of Healthcare	3
NUR 650	Advanced Reasoning and Differential Diagnosis	3
NUR 660	FNP I: Advance Practice through	7

	the Lifespan: Primary Care of the Adult Client	
NUR 670	FNP II: Advance Practice through the Lifespan: Primary Care of the Pediatric and Women's Health Client	7
NUR 680	FNP III: Advance Practice Through the Lifespan: Primary Care of the Complex Client	7
NUR 695	Capstone: Clinical Applications in Population Health	3

Total Credits in the Program: 48

Organizational Leadership, Master of Science (MSOL)

The Master of Science in Organizational Leadership (MSOL) is a 30-credit graduate program developed in response to the demand for organizational knowledge in employees who seek career or advancement opportunities in government, corporate, and nonprofit entities. Students will develop skills and knowledge that transcend individual organizational contexts, whether private or public, service or manufacturer, corporate or nonprofit.

The online and hybrid master's program will provide the opportunity for students to better understand organizational structures and positively contribute to those organizations as informed employees. Through the study of individual, group, and organizational behaviors, students will integrate knowledge of human action, communication, and change in organizations. Students will become well-versed in contemporary organizational theories and practices to make their contributions to the organization more effective. Participants may seek to pursue administrative, supervisory, or advanced roles within their organization.

This master's degree program is designed to meet the needs of traditional students moving through a graduate program as well as adults who desire to better position themselves in their respective organizations. This program of study integrates analysis of theory, case studies, service learning, and research while encouraging thoughtful and creative approaches to understanding organizational structure that are assessable, measurable, and observable. This degree program is focused on realistic, accurate, and sound interpretations of the complexity and diversity found in different organizational settings. The program strives to be consistent in scope with graduate University standards, and consistent with industry outcomes.

Mission Statement

The mission of the School of Business, Technology, and Advanced Manufacturing is to prepare career-focused individuals capable of technical, professional and interpersonal competencies to meet the needs of our stakeholders. With this acquired knowledge and an ethical mindset, our students contribute to the social responsibility and sustainability of organizations within the community

Program Outcomes

By the end of this program the learner will be able to:
1.

 Integrate leadership theories and best practices to effectively address stakeholders' needs across diverse settings.
2.

Use ethical considerations to implement practices that exemplify authentic leadership.
3.

Leverage data sources and analyses to support effective and efficient decision making to resolve organizational challenges.
4.

Implement leadership strategies focused on maximizing performance in diverse organizational cultures.
5.

Develop and assess strategic plan to sustain progress towards achievement of organizational change.
6.

Express and exchange ideas through various modes of communication as a leader and organizational member.

Admission Requirements

In addition to meeting the University's requirements of all graduate program applications, students interested in the **Master of Science in Organizational Leadership (MSOL)** must also:

•

Write a letter of intent/personal statement describing the benefit to the applicant of this course of study (maximum 500 words).

•

Include two letters of recommendation attesting to the applicant's readiness for advanced study and leadership potential.

Graduation Requirements

Graduate students must earn a Cumulative Grade Point Average of 3.0. Students must also earn a grade of B- or higher in their capstone course.

Curriculum

21 Credits

OL 500	Foundations of Leadership	3
OL 510	Leadership Practices in Organizational Communications	3
OL 520	Data-Driven Decision-Making for Executives	3
OL 540	Talent and Performance Management	3
OL 650	Sustainability of Innovation and Strategic Advantage	3
OL 660	Leading Organizational Change	3
OL 695	Leadership Capstone	3

Electives: Select Two (2) Courses - 6 Credits

OL 525	Special Topics in Leadership	3
OL 535	Public Sector Leadership and Community-Based Change	3
OL 620	Negotiating & Conflict Response	3
OL 655	Operations Management across Organizations	3

Directed Electives: Select One (1) Course - 3 Credits

OL 665	Applied Research Skills for Organizational Leaders	3
OL 675	Leadership Consulting and Coaching/Mentoring	3

Total Credits in the Program: 30

Master of Public Health (MPH)

The Master of Public Health is a 45-47 credit program developed to provide advanced education in public health, with a specialty focus on community-based public health practice. Students will expand their skill sets in the essential services of public health, research and ethics, public health policy, and the leadership and administration of public health. The program is offered in an online format in order to accommodate the schedules of public health professionals in the workforce. Our graduates will be equipped to positively impact existing public health systems, and provide leadership in public health programs and organizations. The credits earned in this degree will easily transfer into doctoral programs should the graduate wish to pursue a doctorate.

Mission Statement

The mission of the Master of Public Health is derived from the mission of Goodwin University. It has as its focus the educational preparation of students to become Public Health Practitioners who are lifelong learners. The Program provides an atmosphere whereby its diverse student population can grow intellectually by promoting critical thinking skills, personal development, and community involvement. The Public Health curriculum provides an educational foundation upon which each student may continue to build his/her

professional public health career by integrating theory and research into public health practice.

Program Outcomes

By the end of this program the learner will be able to:
1.

Deconstruct the ways in which the history, philosophy and core values of public health shape public health practice today.
2.

Evaluate the impact of socioeconomic, behavioral, biological and environmental factors on health equity in US populations.
3.

Highlight the key characteristics of the US health system that distinguish it from the health systems of other countries.
4.

Propose and prioritize culturally responsive, evidence-based solutions to emerging public health problems.
5.

Devise strategies for the planning, assessment and evaluation of public health programs and interventions.
6.

 Evaluate public health policies based on their legal, ethical, economic and regulatory merit.
7.

 Deduce the impact of local, state, and federal legislation, regulations and standards on population health.
8.

Appraise and rank public health data sources used for public program planning and development.

Admission Requirements

In addition to meeting the University's requirements of all graduate program applications, students interested in the **Master of Public Health must also:**

•

Possess a Bachelor's degree in any field.

•

Write a personal statement providing a description of academic and professional goals.

•

Possess a 3.0 GPA.

•

Participate in an interview with Program Director, Public Health faculty and Public Health Advisory Board members.

Graduation Requirements

Graduate students must earn a minimum Cumulative Grade Point Average of 3.0. Students must also earn a grade of B- or higher in their capstone course or internship course.

Curriculum

Semester One

15 Week

PBH 520	Biostatistics	3

Module One

PBH 500	Foundations of Public Health	3

Module Two

PBH 560	Social and Behavioral Sciences	3
PBH 580	Public Health Policy	3

Semester Two

15 Week

PBH 540	Epidemiology	3

Module One

PBH 590	Occupational and Environmental Health	3

Module Two

PBH 570	Methods in Research and Practice	3
PBH 5XX	Elective	3

Semester Three

Module One

PBH 605	Seminar - Careers in Public Health	1
PBH 680	Internship/Field Experience	3

Module Two

PBH 6XX	Elective	3
PBH 6XX	Elective	3

Semester Four

Module One

PBH 6XX	Elective	3
PBH 6XX	Elective	3

Module Two

PBH 600	Seminar - Ethical Issues in Research	1
PBH 695	Capstone	4-6

Electives

PBH 530	Introduction to Maternal and Child Health	3
PBH 550	Emerging Infectious Diseases	3
PBH 615	Health Promotion	3
PBH 625	US Healthcare Delivery Systems	3
PBH 635	Public Health and an Aging Society	3
PBH 643	Ergonomics and Injury Prevention	3
PBH 645	Public Health Administration	3
PBH 655	Environmental Health Policy	3
PBH 665	Public Health Economics	3
PBH 675	Global Public Health	3
PBH 685	Public Health Preparedness	3
PBH 690	Risk Communication	3

Total Credits in the Program: 45-47

Course Descriptions

NUR - Nursing

NUR 500 - Theoretical Basis for Advanced Nursing Practice and Leadership (3)

This course provides the theoretical foundation for advanced professional nursing practice. Emphasis is placed on analyzing the theoretical basis for decision-making in leadership and advanced practice in nursing roles. This scholarly analysis includes concepts of morality, social justice, self-awareness, creativity, vision, critical decision-making, consensus building, and collaboration. This course will explore leadership and ethical strategies for advanced nursing practice and the future of the nursing profession.

Prerequisite: Acceptance to MSN program or departmental permission. Offered: F, SP.

NUR 505 - Pathophysiology for Advanced Nursing Practice (3)

Principles of pathophysiology including biopsychosocial science and genomics are the focus of the course. Emphasis is on the understanding of pathophysiology as an alteration in normal physiological functioning of an individual's subsystems. Selected pathophysiology and subsequent symptomatology are explored. Advanced nursing's practice role in management of chronic and acute onset illness is examined.

Prerequisite: NUR 500 and OL 510. Corequisite: NUR 510. Offered: Sp, Su.

NUR 510 - Pharmacology for Advanced Nursing Practice (3)

Pharmacotherapeutics for advanced nursing practice is the focus of this course. Principles of pharmacokinetics, pharmacodynamics, pharmacogenomics, and pharmacoeconomics are explored. Analysis of given scenarios related to common illnesses and rationale for the use of pharmacotherapeutics will be examined. Consideration of the culture, ethnic, and socioeconomic nuances when providing guidance and counseling on the use of pharmacotherapeutics are discussed.

Prerequisite: NUR 500 and OL 510. Corequisite: NUR 505. Offered: Sp, Su.

NUR 540 - Physical Assessment for Advanced Nursing Practice (3)

This course builds upon health assessment skills developed by the professional nurse in the student's basic education program. It provides the student with the knowledge and proficiency to conduct a health assessment across the life span in diverse populations. This course places an emphasis on acquisition of relevant data facilitating the nurse's ability to develop a comprehensive and holistic assessment of the client. The analysis of this data allows the nurse to develop an appropriate care plan for the client and family with relevance to differential diagnoses.

Prerequisite: NUR 505 and NUR 510. Corequisite: NUR 610. Offered: Sp, Su.

NUR 605 - Current Concepts and Professional Roles in Advance Nursing Practice (3)

Current Concepts and Professional Roles in Advance Nursing Practice explores contemporary concepts integral to the role of the advance practice nurse. Emphasis is placed on concepts such as evidence-based practice, population health, quality, safety and informatics. Factors influencing transition, licensure and future role(s) of the professional advance practice nurse at the local, and national levels are analyzed.

Prerequisite: NUR 500 or with departmental permission. Corequisite: NUR 500 or with departmental permission. Offered: F.

NUR 610 - Seminar in Nursing Research (3)

This course develops the graduate students' proficiency in utilization of research-based evidence for professional nursing practice. Quantitative and qualitative research studies are reviewed and critiqued. An integrative review of the literature is accomplished to effect change, improve outcomes, and ultimately contribute to the advancement of nursing knowledge. Emphasis is placed on collaboration and communication culminating in a project/presentation. Dissemination of research findings is explored.

Prerequisite: NUR 505 and NUR 510. Corequisite: NUR 540. Offered: F, Su.

NUR 620 - Policy, Politics and Organization of Healthcare (3)

This course enhances the knowledge and understanding of the political and policy making process. Students will acquire skills to act as change agents in the healthcare system. Emphasis is placed upon the role and power of nurse activists committed to improving population health. Issues and trends in the healthcare system related to population health and advanced practice nursing are at the forefront.

Prerequisite: OL 510. Corequisite: NUR 630. Offered: F, Sp, Su.

NUR 630 - Theoretical Foundations of Population Health (3)

This course examines the theoretical foundation of population based nursing as an area of advanced professional practice. The focus includes population health in a variety of health care settings; and its effects on costs and quality of health care. Key concepts to be explored are population health, identification of target populations, intervention design, data collection and outcome analysis. Emphasis is placed on the design and planning of a population health focused project or program to be further developed and/or implemented.

Prerequisite: NUR 610. Corequisite: NUR 620. Offered: F, Sp.

NUR 640 - Healthcare Quality: Communication and Informatics (3)

This course provides an introduction and exploration of concepts and theories relevant to quality health care for diverse populations in relation to families, community and population health nursing. Quality improvement systems and strategies in health care transformation are explored. Point-of-Care technology, information exchanges in health care systems, data management and analytics are focal points in examining the advanced nursing role in producing positive health outcomes for populations.

Prerequisite: NUR 620 and NUR 630. Corequisite: NUR 695. Offered: Sp, Su.

NUR 650 - Advanced Reasoning and Differential Diagnosis (3)

Advanced Reasoning and Differential Diagnosis will prepare the family nurse practitioner student to evaluate and critically analyze complex patient health assessment data to determine appropriate differential diagnosis for common health disorders across the lifespan. The course explores the comprehensive physical and psychological assessment of signs, symptoms and pathophysiological changes of the patient across the lifespan from a holistic nursing perspective considering cultural, ethnic, social, family and community influence. The focus of the course is to develop diagnostic reasoning skills through analysis of physical assessment findings, present and past histories, and diagnostic studies that contribute to the formulation of differential diagnoses of major health problems.

Prerequisite: NUR 540 or with departmental permission. Corequisite: NUR 540 or with departmental permission. Offered: F.

NUR 660 - FNP I: Advance Practice through the Lifespan: Primary Care of the Adult Client (7)

FNP I: Advance Practice through the Lifespan: Primary Care of the Adult Client is the first in a sequence of three primary care courses through the lifespan for the family nurse practitioner student with an emphasis on the adult. Family theory will be discussed. The course will explore health promotion, disease prevention and wellness in the adult population. Building upon NUR 650, the family nurse practitioner student will learn principles of assessment, diagnosis, treatment and evaluation of common and chronic illness in the adult population. Interdisciplinary collaboration, the role of the family nurse practitioner as an advanced practice nurse as member of the health care team will be incorporated. The course will also explore regulatory principles and scope of practice when providing care to the adult client.

This course includes 180 hours of a precepted clinical component where the family nurse practitioner student engages with the adult client in approved primary care settings.

Prerequisite: NUR 650 or with departmental permission. Offered: Sp.

NUR 670 - FNP II: Advance Practice through the Lifespan: Primary Care of the Pediatric and Women's Health Client (7)

FNP II: Advance Practice through the Lifespan: Primary Care of the Pediatric and Women's Health Client is the second in a sequence of three primary care courses through the lifespan for the family nurse practitioner student, with an emphasis on pediatric primary care and women's health care. The course will explore health promotion, disease prevention and wellness in the pediatric and women's health populations. Building upon NUR 650 and NUR 660, the family nurse practitioner student will learn principles of assessment, diagnosis, planning, treatment and evaluation of common and chronic illness in these populations. Interdisciplinary collaboration, the role of the family nurse practitioner as an advanced practice nurse as member of the health care team will be incorporated. The course will also explore regulatory principles and scope of practice when providing care to the pediatric and women's health clients.

This course includes 180 hours of a precepted clinical component where the family nurse practitioner student engages with the identified populations in approved healthcare care settings.

Prerequisite: NUR 650, NUR 660 or with departmental permission. Offered: Su.

NUR 680 - FNP III: Advance Practice Through the Lifespan: Primary Care of the Complex Client (7)

FNP III: Advance Practice Through the Lifespan: Primary Care of the Complex Client is the last, in a sequence of three primary care courses through the lifespan for the family nurse practitioner student with an emphasis on the complex client. This course will explore health promotion, disease prevention and wellness in the

complex patient population. Building upon NUR 650, NUR 660, and NUR 670 the family nurse practitioner student will continue to learn principles of assessment, diagnosis, planning, treatment and evaluation of common and chronic illness in more complex patient populations. Interdisciplinary collaboration, the role of the family nurse practitioner, as an advanced practice nurse, referrals and consultations will be reinforced. The course will include care of the more complex patient, those with multiple comorbidities, common mental health disorders, chronic pain, addictions, common office procedures and emergencies, care of specific populations with unique needs such as the LGBTQ client, and the role of the family nurse practitioner in specialty practices. The course explores regulatory principles and scope of practice when providing care to the complex patient and in specialty settings.

This course includes 240 hours of a precepted clinical component where the family nurse practitioner student engages with the complex client in approved healthcare care settings and specialty practices.

Prerequisite: NUR 660, NUR 670 or with departmental permission. Offered: F.

NUR 695 - Capstone: Clinical Applications in Population Health (3)

This course builds on the foundation provided in prior coursework. Concepts of interprofessional collaboration and workforce education are explored. Legal, financial and business implications for models of care are reviewed. The population focus previously identified will become a comprehensive population health focused project/program. The project/program is expected to be a culmination of the educational experience in the master's program. Ninety hours working on the Capstone project/program with a mentor is required.

Prerequisite: NUR 630. Corequisite: NUR 640. Offered: F, Sp, Su.

OL - Organizational Leadership

OL 500 - Foundations of Leadership (3)

This course explores leadership across organizational entities of business, government, and nonprofits where management and supervision intersect. Topics also include problem-solving, conflict resolution, leadership styles, cross-cultural and cross-generational challenges and stakeholder engagement. This exploration engages the learner in the ethical expectations of leadership and the practice of reflection.

OL 510 - Leadership Practices in Organizational Communications (3)

This course focuses on the persuasive techniques and strategies for effective communication to internal and external stakeholders by leadership. Case studies are used to examine communication successes and failures. The role of ethics in communications is integrated as part of the leaders' understanding and practice of sharing information with stakeholders.

Prerequisite: OL 500 or departmental permission.

OL 520 - Data-Driven Decision-Making for Executives (3)

This course provides a foundation for data-driven decision-making practices for managers at the mid-level and strategic apex of the organization. The use of metrics to guide decision-making and improve performance is central to the learner experience. Essential measurement tools and resources are explored, such as a balanced scorecard.

OL 525 - Special Topics in Leadership (3)

This course explores current leadership issues on the forefront of organizations given the present socio-economic status of the environment. Participants also engage in the presentation of key issues for stakeholders, including an understanding of followership, human resource obligations and practices, innovative management strategies, leading project managers and the business of leadership concerning finances and culture.

OL 535 - Public Sector Leadership and Community-Based Change (3)

This course looks at the challenges and opportunities of public sector leadership. Participants examine the chief executive's role as a policy maker dealing with other community leaders and the media; discipline and ethical conduct; and leading in unionized and non-unionized environments. Critical leadership competencies are called upon to influence community-based change.

OL 540 - Talent and Performance Management (3)

More than an evaluation training piece, participants in this course explore and use relevant strategies to develop their workforce from onboarding through career development planning. Strategies around efficiencies incorporate previous learning to create productive workplaces and identify future talent for development within the organization. Talent development through coaching, mentoring, and shadowing are among the strategies explored.

OL 620 - Negotiating & Conflict Response (3)

This course focuses on exposing students to negotiation and conflict response. Students practice negotiating on

a range of topics, including negotiating in difficult situations. Through the use of readings, discussions and simulations, students develop an appreciation of conflict dynamics and the art and science of negotiation. Though the course emphasizes both theoretical and practice, the reflective elements of how this impacts leadership are integrated into a true examination of the student's relationship to conflict and negotiation.

OL 650 - Sustainability of Innovation and Strategic Advantage (3)

This course develops the requisite skills for understanding and implementing systemic planning within a variety of organizations. Strategic goal-setting, mission-driven plans, managing constrained resources, and monitoring and modifying strategic plans in a dynamic environment are emphasized for the sustainability of innovation and keeping the organization at a strategic advantage.

OL 655 - Operations Management across Organizations (3)

An overview of operations management is followed by an examination of the role and responsibilities of organizational leaders concerning the creation and delivery of goods and services to stakeholders. An assessment of how communication and decisions impact the operations of essential services across organizations is included.

OL 660 - Leading Organizational Change (3)

Participants learn the art and science of leading change within an organization to ensure success in the change process. The dynamics and effects of change on the workforce are explored and then participants develop change plans for an organization to ensure the building blocks of successful change are complete and implemented.

OL 665 - Applied Research Skills for Organizational Leaders (3)

This course provides students with basic competency using quantitative, qualitative, and mixed methods commonly found in the workplace. The course thereby offers the student the opportunity to study research methodology as it relates to the needs and goals of the organization. Fundamental statistics are covered. Students apply research methods to work-related problems using statistical software, and they learn to make accurate interpretations of data, as well as to recognize specious ones or poor methodology/results.

OL 675 - Leadership Consulting and Coaching/Mentoring (3)

This course examines in-depth the consulting relationship and the consulting process. Students review the roles and responsibilities of consultants who work internally and externally for organizations of all kinds. They study the key aspects of consulting, including relationship-building, contracting, data gathering, problem diagnosis, resistance, and the creation of project deliverables. Various models for the consulting process are presented and applied to several business cases. This course examines many of the challenges a consultant faces-from conceptualizing client problems, to showing your clients how to manage and lead change, to improving relationships between departments, to goal-setting and planning. The purpose of this course is to provide an understanding of the process of organizational consultation. The course focuses on providing the professional with a philosophy, a process, and evaluative criteria for determining the effectiveness of the consulting intervention that he or she provides. The focus is on developing a problem-centered approach to intervening in organizations that minimizes reliance on programmed techniques and maximize collaborative innovation and learning between client and consultant.

OL 680 - Engaging with Senior Executives (3)

This course provides students with insight into how decisions are made at the executive level and how the students can influence those decisions. Students will assess and further develop their ability to create and sustain relationship with senior executives. Topics include: The Politics of Leadership, Influencing Skills, Building a Business Case, and Critical Issues for Senior Executives. Students will interact with senior executives in guided simulations and receive feedback directly from these senior executives.

OL 695 - Leadership Capstone (3)

Students have the option of a leadership research project integrating the leadership competencies learned and apply them to a case study or simulation; OR, students may engage in a group or individual leadership consultancy project with an external organization where a real leadership issue is present and needs to be addressed through the lens of prior learning and leadership best practices. Participants work closely with a faculty advisor for either course project. This is a 15-week course.

Prerequisite: Satisfactory completion of Comprehensive Exam.

PBH - Public Health

PBH 500 - Foundations of Public Health (3)

This course examines a broad range of topics in Public Health research and practice. Students will understand the 10 Essential Public Health Services, the history of Public Health, research that shaped Public Health policy, the evolving Public Health workforce and the future of Public Health.

PBH 520 - Biostatistics (3)

This course will teach students to apply the different types of data and statistical tools used in Public Health. Students will apply statistical methods to Public Health problems and understand the role of statistics in conducting sound Public Health research and investigation. Coursework will focus on descriptive statistics including the mean, median and standard deviation. Upon completion of this course, students will understand the basic concepts of statistical inference, probability theory and bivariate analysis. Students will learn techniques for hypothesis testing including analysis of variance, t-tests and regression.

PBH 530 - Introduction to Maternal and Child Health (3)

In this course, students will examine the issues affecting the health and well-being of mothers and children. Key topics will include health disparities, health policy, health promotion and disease prevention including an examination of Public Health programs targeting children. Students will examine, analyze and discuss the factors that determine the health status of children and mothers in the United States and globally. The components and functions of established child health services and systems in the United States will be compared and contrasted.

PBH 540 - Epidemiology (3)

Students will learn to apply epidemiologic methods to the investigation of disease in populations. Students will explore the fundamentals of descriptive and analytic epidemiology, including the various epidemiologic study designs used to assess risk factors for disease and health outcomes in populations.

PBH 550 - Emerging Infectious Diseases (3)

This course will introduce students to the application of epidemiologic methods to the investigation of emerging infectious diseases in populations. Students will explore the fundamentals of descriptive and analytic infectious epidemiology, including the various epidemiologic study designs used to assess risk factors for emerging infectious diseases in populations. Students will compare and contrast infectious trends in the United States with those of developing countries. The course will also examine the role of Public Health policy in infectious disease control.

PBH 560 - Social and Behavioral Sciences (3)

This course examines and applies the social, behavioral, psychological, cultural and economic factors that influence health. Students will delve into behavioral science theory, and explore behavioral health research methods and interventions.

PBH 570 - Methods in Research and Practice (3)

This course develops students' skill in research design, data collection and research methods. Students will examine the existing body of Public Health research literature and critically examine the methodologies used. Students will explore various Public Health research approaches and understand the advantages and drawbacks of each approach. Students will gain practical quantitative and qualitative research skills through the development of a research proposal.

Prerequisite: PBH 500, PBH 520.

PBH 580 - Public Health Policy (3)

This course provides students with an understanding of the how Public Health goals are met using Public Health policy. It will highlight the major policies that have shaped modern Public Health. The course will also examine the Public Health infrastructure necessary to support health policy including the role Public Health and healthcare administration play in enforcing health policy at the local, state and federal level.

PBH 590 - Occupational and Environmental Health (3)

This course teaches students to understand and apply the scientific basis for occupational and environmental health. This will include an understanding of the tools used to assess environmental and occupational hazards. Students will learn to define, identify and assess environmental and occupational health hazards and the resulting health outcomes. Students will explore the history of environmental and occupational health in the United States including Public Health incidents that shaped environmental and occupational health policy. Students will evaluate case studies and historical scenarios involving environmental and occupational health exposures and outcomes.

PBH 600 - Seminar - Ethical Issues in Research (1)

This course examines the ethical issues in conducting research including research involving human subjects. Students will explore the concepts of conflict of interest, scientific integrity and data ownership. Students will be able to define, identify and describe scientific misconduct and the impact of unethical research on vulnerable populations. Considerable time will be devoted to the discussion of participatory research techniques and community/academic research partnerships. Students will explore case studies and provide critical examination of the process and outcomes of conducting research including the impact of scientific results on Public Health policy.

PBH 605 - Seminar - Careers in Public Health (1)

This course explores the various Public Health practice settings. Students will examine the current Public Health

landscape, trends in Public Health and other factors that shape the Public Health workforce. This course will also describe the role of health policy in defining the role of Public Health professionals in various sectors.

PBH 615 - Health Promotion (3)

Health promotion empowers people to take steps to improve their own health. This course will examine the social, structural and environmental interventions used to promote health and prevent disease in various settings. Students will learn how health promotion programs are planned, implemented and evaluated. Students will discuss the role of health educators, community health workers and other key Public Health professionals.

PBH 625 - US Healthcare Delivery Systems (3)

This course examines healthcare delivery systems in the United States. Students will explore the historical development of United States health care systems with emphasis on the financing of healthcare systems and healthcare policy including a discussion of healthcare reform.

PBH 635 - Public Health and an Aging Society (3)

This course examines the epidemiology of aging. The course will delve into how social perceptions of the aging process have evolved over time in the United States. Students will examine the concept of successful aging, with a discussion of health promotion interventions, chronic disease management, disability and end of life decisions. This course includes a discussion of health policies related to aging in the United States including the Affordable Care Act, Medicare and Medicaid.

PBH 643 - Ergonomics and Injury Prevention (3)

This course will focus on workplace health and safety with an emphasis on the science of fitting workplace conditions and job demands to the capabilities of the workforce. Students will assess the economic impact of workplace injuries and the challenges of an aging workforce.

PBH 645 - Public Health Administration (3)

This course covers the selection and management of personnel in Public Health. Students will critically examine the various Public Health settings and the type of management and administration necessary to maintain accountable, productive and efficacious Public Health systems.

PBH 655 - Environmental Health Policy (3)

This course critically examines environmental health policy. This will include an introduction to risk assessment, an understanding of the tools used to assess environmental hazards and a discussion of how these hazards are communicated to policymakers and the public. There will be considerable focus on the process of developing environmental health policy in the United States. Students will explore the history of environmental health in the United States including landmark cases in environmental health. Students will examine key concepts such as advocacy and social justice. Students will evaluate case studies and historical scenarios in environmental health.

PBH 665 - Public Health Economics (3)

This course examines key concepts in health economics, using a Public Health perspective. Students will understand the factors influencing the financing of healthcare and Public Health in the United States. The course will focus on economic evaluation in a Public Health context including cost analysis, cost-benefit analysis, cost-effectiveness analysis and cost-utility analysis. This course will explore health economic theories and the role of globalization, politics and the changing Public Health landscape in shaping health economic policy and healthcare financing.

PBH 675 - Global Public Health (3)

This course critically examines Public Health around the world with emphasis on Global Health policies and challenges. Students will explore Global Health policy, health promotion and disease prevention in different cultural contexts. This will include a discussion of trends in infectious and chronic disease as well as the attitudes and beliefs that drive Public Health outcomes and health policy in developed and developing nations.

PBH 680 - Internship/Field Experience (3)

This internship provides an integrative experience for Master of Public Health students. Students will complete the internship during the final semester of the program. Students will be required to apply the skills gained in the five core areas of Public Health namely Biostatistics, Epidemiology, Social and Behavioral Health, Environmental Health, and Health Policy and Administration to a real-world field experience. This course will allow students to demonstrate their core Public Health competency, professionalism and readiness to enter the Public Health workforce.

Prerequisite: PBH 570.

PBH 685 - Public Health Preparedness (3)

In this course, students will examine how Public Health professionals protect against domestic and international health threats. Students will apply the 15 capabilities that serve as national standards for Public Health preparedness planning.

PBH 690 - Risk Communication (3)

In this course, students will critically examine the exchange of Public Health information between experts, lawmakers, media and communities facing threats to

their health and well-being. Students will evaluate key Public Health messages and how the public uses these messages to inform their health decision making.

PBH 695 - Capstone (4-6)

This Capstone course provides the culminating, integrative experience for Master of Public Health students. Students will complete the capstone during the final semester of the program. Students will be required to apply the skills gained in the five core areas of public health namely Biostatistics, Epidemiology, Social and Behavioral Health, Environmental Health, and Health Policy and Administration to a dedicated research project.

Prerequisite: PBH 570.

LUE - Education

LUE 601 - Social Foundations of Education (3)

Having a broad understanding of the historical, philosophical, and sociological foundations of education informs how educators design curricula, adjust instructional strategies, interact with learners, families, and communities, and determine solutions to ethical problems. Students will examine school as a social institution, significant educational innovations, and how each of these informs educating a diverse population in an urban context.

Offered: Fa, Sp, Su.

LUE 605 - Contemporary Issues in Urban Education (3)

Across the United States, urban educators face a myriad of inextricably linked challenges to and opportunities for effectively educating students. Broad challenges include social and economic inequities, outdated pedagogical approaches, inexperienced staff, perceptions of race and class, and failed educational reforms among others. Opportunities are evident in family, school, and community partnerships; critical praxis embodied in the work of educators; culturally relevant and sustaining pedagogy, and more. Students will engage in careful reflexive analysis of both the challenges and opportunities and their roles and responsibilities as teacher leaders in urban settings.

Offered: Fa, Sp, Su.

LUE 610 - Teacher Leadership: Theory and Practice (3)

Teacher leaders fulfill many roles—resource provider, curriculum specialist, instructional coach, mentor, and more. Working alongside the school principal and other administrators, teacher leaders often facilitate and provide support for the implementation of evidence-based practices and instructional improvements designed to yield better student learning outcomes.

Students will examine ways to develop a culture of collective responsibility in the schools and expand their spheres of influence beyond the walls of the classroom. Topics include building a data-rich ecosystem for monitoring teaching and learning, supporting professional learning for continuous improvement, fostering a collaborative culture and healthy school climate, partnering with families, and advocating for students and the profession.

Offered: Fa, Sp, Su.

LUE 615 - Curriculum Theory (3)

Curriculum is multi-dimensional. It encompasses the content to be taught, the outcomes we want students to achieve, actual interactions among learners and teachers and learners, and how our theory of teaching informs our actions and vice versa. Students will analyze major historical, sociological, philosophical, and psychological perspectives in curriculum theory. Contemporary curriculum issues including common models of curriculum development and adoption will be emphasized.

Offered: Fa, Sp, Su.

LUE 620 - Effective Learning Environments (3)

Effective learning environments foster social, emotional, and academic development. Emphasis is placed on creating a culture that uses an equity lens based in evidence. Social emotional learning, culturally-relevant teaching, restorative justice practices in school discipline, and trauma-informed systems approaches will be explored. Students will consider ways to eliminate barriers across systemic, institutional, and individual levels that contribute to inequitable access to learning.

Offered: Fa, Sp, Su.

LUE 625 - Classroom-Based Assessment (3)

Classroom-based assessment is an essential component of teaching and learning. Students will learn how to design formative and summative assessments of learners' knowledge and skills that are aligned with educational outcomes. Students will also create and revise quality assessment rubrics and coding schemes that work with the assessments they design.

Offered: Fa, Sp, Su.

LUE 630 - Instructional Coaching (3)

The goal of instructional coaching, a form of job-embedded professional learning, is improvement in teaching practices that lead to better student outcomes. Students will explore theories that shape the work of coaches and a variety of coaching models. The primary tasks and activities of coaches, how the work is structured, and knowledge, skills, and dispositions that coaches need to do their jobs effectively will be

examined. Students will apply what they are learning about coaching by engaging in a mini-coaching cycle of goal setting, planning, observation, and reflection.

Offered: Fa, Sp, Su.

LUE 635 - Leading Professional Learning (3)

Ongoing professional learning is a primary means for enhancing teaching practices and improving student outcomes and overall school success. Students will critically review current research on professional learning and supporting adult learners. Emphasis will be placed on designing, implementing, and evaluating long term job-embedded professional learning that supports specific teacher development needs at their schools.

Offered: Fa, Sp, Su.

LUE 640 - Participatory Action Research and Appreciative Inquiry Capstone (6)

Participatory Action Research (PAR) is a form of inquiry in which researchers and participants join to co-produce knowledge that can be used to address local problems and promote social change. Appreciative Inquiry (AI) is a complement to PAR. AI addresses problems from a positive frame. The focus is on identifying that which has value, assets, and opportunities for solving local problems and facilitating organizational improvement. In this course, students will design and implement a PAR project that is grounded in the tenets of AI.

Prerequisite: Director Permission (Must be taken as final course in the program). Offered: Fa, Sp, Su.

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Master of Science in Nursing
Christina Nieves
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Master of Science in Organizational Leadership
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