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GRADUATE STUDIES CATALOG
2018-2019

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ACADEMIC CALENDAR

Fall 2018 Academic Calendar

September

3	Labor Day: NO CLASSES
4	Graduate Welcome Orientation
5	Classes begin: day, evening, graduate
18	Last day to add/drop evening/graduate courses (non state- supported)

October

8	Columbus Day: NO CLASSES
17	Last day to make up Incomplete grades from Spring/Summer 2018
24	Failure warnings due in the Registrar's Office
29	Failure warnings issued to students

November

1	Last day to withdraw from courses/school
12	Veterans' Day Observed: NO CLASSES
21-24	Thanksgiving Recess
11/27-11/30	Student evaluation of the faculty

December

10	All classes end
28	Final grades for Fall 2018 due in to the Registrar's Office
31	Semester ends

Spring and Summer 2019 Academic Calendar

January

21	Martin Luther King Day: NO CLASSES
22	Spring Classes begin: day, evening, graduate

February

4	Last day to add/drop evening,graduate courses (non-state supported)
18	President's Day: NO CLASSES

March

5	Last day to make up incomplete grades from Fall 2018
5	Summer Registration Begins
11-16	Spring Break: NO CLASSES
18	Failure warnings due in Registrar's Office
20	Failure warnings issued to students
3/25-4/5	Advising for Pre-registration
26	Last day to withdraw from courses/school

April

15	Patriot's Day: NO CLASSES
4/22-26	Student evaluation of faculty

May

7	All classes end
17	Graduate Commencement
20	Summer Session I Begins
22	Final grades for Spring 2019 due to Registrar's office
27	Memorial Day: NO CLASSES

June

7	Last day to Withdraw (Summer I)
28	Summer Session I Ends
28	Summer 2 Registration shuts down at 11:30am, restarts on July 2

July

4	*Independence Day Observed: NO CLASSES
8	Summer Session II Begins
16	Last day to Add/Drop (Summer II)

26	Last day to Withdraw (Summer II)
August	
16	Summer Session II Ends

ACADEMIC POLICIES AND PROCEDURES

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Academic Dismissal Appeal Procedure

If dismissed for academic deficiency, students may appeal for reinstatement. Appeals must be made in writing to the Chair of the Graduate Education Council, and must be submitted within ten working days following notification of dismissal. Students will be notified in writing of the decision of the Council.

1. A student's written appeal to the Council must include: the student's name/Identification Number/program; a discussion of the circumstances contributing to the academic deficiency; and permission for Graduate Education Council to review academic records.
2. The Graduate Council will consider the appeal at its next scheduled meeting. If the student is dismissed as a result of Spring grades, please note that the Graduate Education Council may not hear the appeal until late September. If the appeal is approved, the student may need to wait until the following Spring term to re-enroll in classes.
3. In its written response to the student, the Council will outline the conditions and rationale of its action:
 - a. if the appeal is granted, Council will outline conditions of reinstatement and time frame for program continuation/ completion
 - b. if the appeal is denied, the student is administratively withdrawn from the program; he/she may not re-apply to the same program; and cannot apply for re-admission to another program for 12 months.
4. A second dismissal for academic deficiency is not subject to appeal.
5. Evaluation of academic standing will take place after each semester/session.

The decision of the Graduate Education Council is final.

Appeals for Academic Dismissal should be mailed to:

Chair, Graduate Education Council

Graduate School
 Worcester State University
 486 Chandler Street
 Worcester, MA 01602

Academic Honesty

We expect students to maintain standards of honesty and integrity in all aspects of their academic careers. Academic dishonesty violates the very nature of our academy. Its scope includes plagiarism, lying, tampering and falsifying reference materials, and theft. Plagiarism and cheating consist of any attempt by a student to represent the work of someone else as his or her own. It includes, but is not limited to submitting, copying, or substantially restating the work of another person or persons in an oral or written work without citing the appropriate source; collaborating with someone else in an academic endeavor without acknowledging that contribution; and copying the answers of another student in an examination. Worcester State University will not tolerate plagiarism or cheating in the classroom in any fashion. The penalties for academic deceit are severe and unawareness is not an acceptable justification. The instructor may fail the student or enforce another appropriate penalty concerning academic dishonesty.

Academic Standing

Matriculated students will be dismissed from their graduate program if they do not maintain a cumulative GPA of 3.0, or if they receive two grades of C+ or lower. In addition, grades below a B- are not acceptable for degree credit. Dismissal requires absence from the University for one semester, pending action on an appeal, if submitted.

Please note: Individual programs may have additional grounds on which students may be dismissed. Please refer to program handbooks and/or manuals for details.

Attendance

Because each class meeting constitutes a substantial portion of the work in an evening or summer course, students are expected to attend all scheduled class meetings. If absent for any valid reason, the student should inform the instructor and arrange to make up classwork and assignments.

Audit Grade for Graduate Courses

Audit grades for graduate courses will satisfy the needs of the following students:

- Professionals interested in taking courses to learn the latest information in the field, and who are not interested in graduate credit or a graduate degree.
- Students who wish to test the likelihood of continuing in a particular field of study.
- Teachers and other professionals who are interested in re-certification or in meeting licensing requirements and wish Professional Development Points(PDPs) or Continuing Education Units (CEUs) and not graduate credit.
- The following rules apply:
 - The cost of an audited course will be the same as the cost of a credit bearing course.
 - Students will have to declare at registration that audit is their choice; they will not be able to switch to credit-bearing status after registration.
 - Similarly, students cannot switch from credit-bearing to audit status after registration.
 - Audit will not be possible in practicum or internship courses, or in any courses where the instructor deems participation, such as group or team work, essential for the success of the course.
 - Students who audit a course are governed by the same attendance policies as apply to the enrolled students in that course.
 - Students may repeat any course for credit they have audited.

Change of Grade

Once a grade has been posted to a student's transcript, that grade may be changed if, and only if, an error has been made in the calculation or transcription of the original grade. Under no circumstances will a change in grade for a student be allowed because of the submission of additional work after the course has ended. No grade change may be made after the conclusion of the semester following the semester in which the grade was originally submitted.

Comprehensive Examination

To receive a Master of Science degree in Biotechnology, a Master of Education degree with a concentration in Health, or a Master of Arts degree in Spanish, History or English, a candidate is required to pass an oral or written comprehensive examination in his or her field of concentration. Refer to program descriptions in this catalog for additional information.

Course Repeat

Students who wish to repeat a course must file a course repeat form. These forms are available in the Office of the Registrar. Only the higher of the two grades is computed in the cumulative GPA. A course may be repeated only once. Both the old and the new grade will appear on the transcript.

Grading System

The grading system for graduate studies employs the letter grades A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, U (unsatisfactory work no credit awarded), W (withdrawn), I (incomplete), and IP (in progress). Departments will choose one of the following grading systems:

Note: Grades below B- are not acceptable for degree credit.

Option 1: A, A-, B+, B, B-, C+, C, U, W, I, IP

Option 2: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, U, W, I, IP

Graduate Grade Appeal Procedure

Prior to invoking the use of the graduate grade appeal procedure, individuals should exhaust all informal means available to resolve questions concerning specific grades.

The graduate grade appeal procedure is designed to resolve questions regarding student grades when one or more of the following is at issue:

1. there is reason to believe that a mechanical error in calculating a grade has occurred;
2. there is reason to believe that a grade has been calculated in a manner which is inconsistent with the stated grading policy.

The appeal procedure may not be used to challenge a grade which results from a faculty member exercising usual and customary professional judgment in the evaluation of student work.

Step 1

Within ten working days of the availability of the grade in question, the student shall request in writing a meeting with the instructor. In the case of an end-of-semester grade, the student shall request such a meeting no later than ten working days after the beginning of the next semester. The instructor shall arrange to meet with the student within ten working days of the receipt of the request.

Step 2

If the matter is not resolved to the satisfaction of the student at Step 1, then, within ten working days of the meeting in Step 1, the student shall file a written request to review the matter with the appropriate Department Chair.

Step 3

If, within ten working days of the receipt of the request in Step 2, the Department Chair is unable to resolve the matter to the satisfaction of all parties, then either party may, within ten working days, file a written request to review the matter with the Dean of Graduate and Continuing Education.

Step 4

If, within ten working days of the receipt of the request in Step 3, the Dean of Graduate and Continuing Education is unable to resolve the matter to the satisfaction of all parties, then either party may, within ten working days, file a written request to review the matter with the Academic Vice President.

Step 5

Within ten working days of the receipt of the request in Step 4, the Academic Vice President shall inform the student, faculty member, Department Chair, and Dean of Graduate and Continuing Education of the results of the Vice President's review.

The appeal process ends at this point.

In Progress Grading System

The grade of IP (in progress) is an available grading option for courses in which more than one term is required for completion because of the nature of course requirements or specific academic work. This would also include courses such as fieldwork/ practicum where the experience extends beyond the grading deadline. An "IP" may be given for courses such as thesis research, thesis writing, independent study, field experience, or internships. IP grades must be resolved by the "Incomplete" deadline as stated in the University Academic Calendar or a grade of "U" will be recorded.

The extension of an IP (in progress) grade for one semester may be granted if circumstances prevent the student from completing the course. In such cases, the student is responsible for obtaining the approval of the professor who must notify the Registrar in writing of his/her approval prior to the end of the initial deadline. With regard to the extension of an IP grade, the required course work must be completed by the student prior to the beginning of the final examination period of the semester immediately following the one in which the IP was originally issued. The instructor will then have five working days within which to submit the final grade to the Registrar.

The IP grading option is not available for all graduate courses. Instructors who will be using the IP grading option will state this on his or her course syllabi or in the course manual (i.e. fieldwork manual). The IP grade will not be given in place of an Incomplete and will be used only in an instance where the nature of the course prohibits the grading of a student during the regular grading period for that term. The IP option is instructor-initiated, whereas an Incomplete is an "administrative entry" and must be requested by the student.

Incomplete – Administrative Entry

When circumstances prevent a student from completing a course on time (e.g., illness), the student is responsible for requesting an "incomplete." The professor may grant an incomplete provided the student had completed a substantial portion of the course requirements. The student must make arrangements with the professor to complete the course within six weeks of the beginning of the next semester. The official calendar for the year indicates the date to resolve incompletes from the previous term. If the requirements are not met within the appropriate period, the incomplete will automatically become a "U," and is so recorded on the student's permanent record. An extension of an incomplete for one semester may be granted if circumstances still prevent the student from completing the course. In such cases, the student is responsible for obtaining the approval of the professor who must notify the Registrar in writing of his/her approval prior to the end of the initial six week period. With regard to the extension of an incomplete, the required course work must be completed by the student prior to the beginning of the final examination period of the semester immediately following the one in which the incomplete was originally issued. The instructor will then have five working days within which to submit a final grade to the Registrar.

Independent Study

No more than three semester hours of credit in independent study may be applied to the satisfaction of requirements of any graduate degree program. Independent study contracts, available in the Office of Graduate Studies, must be completed and filed with the Registrar by the last day of registration for a semester. Independent studies are granted only in extenuating circumstances.

Leave of Absence

Matriculated students may request a leave of absence for up to one year by submitting a request in writing to the Graduate School. In extenuating circumstances, at the discretion of the Dean of Graduate and Continuing Education, a student may be granted an extension. Approved leave time is not counted against allowable program length.

Matriculated vs. Non-Matriculated Status

A matriculated student is one who has been accepted into and is enrolled in a degree/licensure program at the University. Non-Matriculated status indicates that a student has registered for and is taking a course(s) at the University without being formally accepted into a program. A graduate applicant is allowed to take courses prior to being accepted into a graduate degree program, but no more than 2 courses will be permitted to apply toward the master's degree.

Non-Academic Dismissal Appeal Procedure

After the Dean has sent the decision of the Graduate School to dismiss a student for non-academic reasons, the student may appeal using the following process.

A student dismissed for non-academic reasons may appeal the decision of the Graduate School to the Vice President for Academic Affairs. This appeal must:

1. Be in writing, and
2. Be submitted within 10 business days of receiving the Graduate School's decision.

The decision of the Vice President for Academic Affairs is final.

Appeals for Non-Academic Dismissal should be mailed to:

Vice President for Academic Affairs
Worcester State University
486 Chandler Street
Worcester, MA 01602

Pass/Fail Grades for Graduate Courses

Although the Pass/Fail grade for graduate courses is not normally an option, there are three cases in which the option will be available:

1. For professionals returning for current information and not a degree, but who wish to receive credit for personal or professional reasons.
2. At the discretion of the academic department, in courses such as practica or internships for which a supervising professional oversees the educational experience.
3. Courses offered with the Professional Development (PD) identifier are offered on a Pass/Fail basis and may not be used towards graduate degrees at Worcester State University.

A student who has elected the pass/fail option under one of the above three conditions may not at a later time convert the pass/fail grade to a specific letter grade.

Posthumous Degree Policy

Definition

A deceased student may be considered a candidate for a posthumous degree when nominated by the dean of the college in which the student was enrolled at or prior to his or her death, and when minimum academic degree requirements have been verified by the Registrar. Posthumous degrees may be awarded at the undergraduate and graduate level.

Requirements for Nomination

1. A student must have been in good academic standing with the institution at the time of death. Good standing is defined as not being academically deficient for their classification (academic probation, continued probation, suspension or expulsion).
2. University requirements for earned credits in residence must have been satisfied.
3. Student must have been enrolled at time of death (summer excluded), unless his or her continuous enrollment was interrupted by injury, illness, deployment, etc.
4. An undergraduate or graduate student must have completed at least 75% of degree requirements, as determined by the Registrar, to be nominated for a posthumous degree.

Nomination/Approval Process

1. Anyone may identify a candidate for a posthumous degree, but such a suggestion must be made to the Dean of the appropriate school for consideration to begin the formal process.
2. The student's degree audit file shall be obtained from the Registrar's Office to verify program/ plan and progress toward degree completion.
3. The Dean of the school in which the student was enrolled will recommend the candidate for a posthumous degree in the form of a formal written request to the Provost/Vice President for Academic Affairs. The request must include the name and ID of the student, the degree/program/ plan to be awarded, and the recommended semester for degree conferral.
4. If supported by the provost, the provost will submit the recommendation to the university president for formal approval. If approved by the president,
 - a. The provost will notify the registrar to begin the process for degree posting and commencement proceedings, if applicable.
 - b. The President or his/her designee will inform the representative of the decedent's estate of the university's decision and desire to recognize their student with this honor (this process should be kept confidential until and unless approved at all levels). If the representative of the decedent's estate agrees and desires to represent the student and receive the diploma at a commencement ceremony, this must be relayed to the registrar for planning. The representative of the decedent's estate has the right to refuse.

Miscellaneous Details/Considerations

1. A posthumous degree will be printed in commencement programs. If the representative of the decedent's estate chooses not to participate, this award may still be read during the ceremony (unless explicitly requested otherwise by the family).
2. If the student had financial debt to the university, this debt will be waived.

3. Exceptions to the aforementioned minimum requirements may be considered in special cases, with the support of the Dean and Provost and approval of the president.
4. The statement “awarded posthumously” will be printed on both the student’s academic record and on the diploma.

Program of Study

All graduate students must complete a Program of Study form in consultation with their Program Coordinator. The Program of Study outlines required and elective courses their program, as well as transfer or waived credits. It is signed by the student, the Program Coordinator, and the Dean of the Graduate School. Program of Study forms are added to students’ official academic records.

Residency

All candidates for the master’s degree must complete a minimum of 33 semester hours of credit, all of which must be earned exclusively in graduate-level courses. Only credits for which students have earned a grade of “B-” or higher within a two-year period immediately prior to the effective term of admission are transferable from an accredited institution, including credits earned at Worcester State University. A maximum of 12 such graduate credits may be accepted. Acceptance of transfer credits is the responsibility of the full-time faculty in the relevant discipline in conjunction with the Graduate Education Council. In all instances, no more than 12 semester hours of credit may be earned at any institution other than Worcester State University.

Term Limit/Intent to Graduate Form

All requirements for a graduate program must be completed within six years of the effective term of admission to a program. Candidates eligible for graduation must signify their intention by completing and submitting to the Graduate Office an Intent-to-Graduate form. Students completing a Master’s degree or Ed.S. program must include a check for the \$15.00 Commencement fee. The fee covers the cost of the diploma, invitations and other expenses associated with graduation. Deadlines for filing are:

- **March 15** for a May graduation
- **June 15** for an August graduation, and
- **October 15** for a December graduation.

If candidates plan to participate in the May Commencement, they will need to complete a regalia order form and pay the cost of the cap, gown and hood. Both forms are available in the Graduate Office or candidates may request to have them mailed to them.

Transcripts

Official transcripts of coursework taken at Worcester State University may be obtained by eligible students from the Office of the Registrar with the completion of a form available for that purpose, or by written request. Students may also download the transcript request form from the web site (<http://www.worcester.edu/transcriptrequest>), and forward the completed copy to the Registrar’s Office. Requests must include name while attending, current name if different, Social Security number and/or student ID number, last date of attendance and whether or not the student was officially accepted into a program. Transcripts are \$5 per copy. Payment must accompany the request in the form of a check made payable to Worcester State University, or credit card information provided on the request form. Transcripts cannot be ordered by telephone or fax.

Transfer Credit

Only credits for which students have earned a grade of “B-” or higher within a two-year period immediately prior to the effective term of admission are transferable from an accredited institution, including credits earned at Worcester State University. A maximum of 12 such graduate credits may be accepted. Acceptance of transfer credits is the responsibility of the full-time faculty in the relevant discipline in conjunction with the Graduate Council. Faculty may request syllabi to determine equivalencies. In all instances, no more than 12 semester hours of credit may be earned at any other institution other than Worcester State.

Withdrawal from Courses

Official notice of withdrawal from a course must be made on a form available at the Registrar’s Office. The official date of withdrawal is that on which the completed form is received by the Registrar’s Office. The deadline for withdrawal from a course is indicated on the academic calendar. A grade of “W” will be recorded in each case of a withdrawal from a course. Failure to attend class meetings does not constitute official withdrawal from a course, and a student who merely ceases attending will receive the grade of “U.”

Withdrawal from Program

Matriculated students who fail to take a course during a calendar year will be administratively withdrawn from Worcester State. Students who wish to permanently withdraw from Worcester State must contact the Graduate School in writing.

ADMINISTRATIVE OFFICES

Office of the President

Barry M. Maloney, President of the University, President's Office (2011) B.S., M.A., University of Maine, Orono

Patrick D. Hare, Staff Assistant/Assistant to the President, President's Office (2014) B.S., M.S., Worcester State University

Carl A. Herrin, Assistant to the President for International Community and Government Affairs, President's Office (2012) B.A., Georgetown University

Nicole D. Kapurch, Staff Associate/Special Assistant to the President, President's Office (2012) B.A., Worcester State College

Michael W. McKenna, Director of Conference and Event Services, Conference and Event Services (2017) B.A., Stonehill College; M.A., Bridgewater State University

Michael P. Priest, Staff Associate, Conference and Event Services (2015) B.S., M.P.H., Adelphi University, M.S., Massachusetts Maritime Academy

Academic Affairs

Anthony K. Adade, Associate Vice President & Chief Information Officer, Information Technology Services (2013) B.S., Northeastern University; M.S., Ph.D., Lesley University

Rosemary L. Ahmadi, Staff Associate/Instructional Designer, Information Technology Services (2014) B.A., Worcester State College; M.A., Clark University

Elena Arranz-Alonso, Staff Assistant/Continuing Education Adult Student Advisor, Graduate and Continuing Education (2017) B.A., Universidad de Salamanca; M.A., University of Connecticut

Matthew M. Bejune, Executive Director, Library (2013) B.A., University of Massachusetts Amherst; M.S., Syracuse University

Laxmi Bissoondial, Assistant Director, Multicultural Affairs (2012) B.S., Worcester State College; M.Ed., C.A.G.S., University of Massachusetts Amherst

Kenton Brister, Staff Assistant/Lab and Administrative End User Support, Information Technology Services (2014) A.S., Quinsigamond Community College

Jorge E. Brown, Associate Librarian, Library (2016) B.A., Concordia University; M.L.S., Emporia State University

Joan Butterworth, Staff Assistant/Clinical Supervisor, Communication Sciences and Disorders (2008) B.S., Northeastern University; M.S., Purdue University

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Andrew Calcutt, Staff Associate/Server Support Specialist, Information Technology Services (2006)

Candice P. Casey, Staff Associate/Director of the Krikorian Gallery and Gallery Store, Worcester Center for Crafts (2013)

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Telese Forbes, Staff Assistant, Graduate and Continuing Education (2001) A.S., Springfield Technical Community College; B.S., M.S., Worcester State University

Julie Frankian, Staff Assistant/Academic Advisor, Academic Success Center (2018) B.S., Worcester State University

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Patricia George, Staff Associate/Academic Fieldwork Coordinator, Occupational Therapy (1998) B.S., M.S., Worcester State College

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Ross M. Griffiths, Associate Librarian, Library (2016) B.A., Temple University; M.S., University of Pittsburgh; M.L.I.S., Illinois State University

Victoria Gruzynski, Assistant Librarian-Information Literacy, Library (2016) B.A., Illinois State University; M.A., M.S., Indiana University

Nelson E. Guaman, Staff Assistant/End User Support Services, Information Technology Services (2002) B.S., M.Ed., Atlantic Union College; M.A., Worcester State University

Daniel Guarracino, Staff Assistant/Data Analyst, Assessment and Planning (2018) B.S., University of Massachusetts Amherst; M.S. Simmons College

Leah Guzman, Staff Assistant/Program Coordinator, Intensive English Language Institute (2007) B.A., B.S., M.S., Worcester State College

Honee A. Hess, Executive Director, Worcester Center for Crafts (2012) M.A.T., Julane University; B.A., C.O.E., College University of CO, Florence Italy Reynaldo House Museum of American Art

Joanne S. Jaber Gauvin, Staff Assistant, Intergenerational Urban Institute (2016) B.A., University of Massachusetts Dartmouth; M.Ed., Suffolk University

Susan L. Johnson-Hood, Staff Assistant/Theatre/Costume/Designer, Visual and Performing Arts (2011) B.F.A., Arizona State University; M.F.A., University of Minnesota

Kevin K. Karanja, Staff Associate/Upward Bound Coordinator, Multicultural Affairs (2016) B.S., Worcester State University

Roberta L. Kyle, Associate Vice President, Graduate and Continuing Education (2008) B.A., M.A., University of New Hampshire; M.A., School for International Training; Ed.D., University of San Francisco

Monique M. Labelle, Staff Assistant to the Dean-School of Humanities and Social Sciences, Academic Affairs (2010) B.A., Clark University

Linda S. Larrivee, Dean, School of Education, Health and Natural Sciences (2013) B.S., M.S., Worcester State College; Ph.D. University of Kansas

Colleen E. Laviolette, Assistant Director/Administrative Services, Information Technology Services (1983) B.S., Worcester State College

Jeffrey R. LeBrun, Assistant Director/Help Desk Service/End User/Academic Services, Information Technology Services (2008) B.S., Worcester State College; M.S., Worcester State University

Nathan K. Lee, Staff Assistant/Theatre Technical Director, Visual and Performing Arts (2011) B.A., M.F.A., University of Hawaii at Manoa

Raynold M. Lewis, Professor/Associate Dean for Education School of Education, Education (1998) B.A., West Indies College; M.Ed., Worcester State College; Ph.D., Illinois State University

William J. Lundmark Jr., Associate Librarian, Library (2016) B.A., Purchase College, SUNY; M.A., The City College of New York, CUNY; M.L.I.S., Long Island University

Ramsay MacInnes, Staff Assistant/End User Support Services, Information Technology Services (1999)

Mary Jo Marion, Assistant Vice President for Urban Affairs and Executive Director, Latino Education Institute (2008) B.A., Suffolk University; M.A., University of Chicago

Michael J. Mayko, Staff Associate/Lab Instructor, Biology (2009) B.S., M.S., Worcester State University

David Needham, Assistant Director of Multimedia Services, Information Technology Services (2009) B.S., Worcester State University

Cuong C. Nguyen, Staff Assistant/Network Administrator, Information Technology Services (2011) A.S., Quinsigamond Community College; B.S., Worcester State University

Thomas P. O'Malley, Staff Associate/Program Liaison, Worcester Center for Crafts (2009) B.F.A., Alfred University; M.F.A., Rhode Island School of Design

Rita V. Offiaeli, Staff Associate/Academic Advisor/Tutoring Coordinator, Academic Success Center (2016) B.A., University of Saint Thomas; M.A., Ph.D., University of Connecticut

Sylvania Okoye, Staff Assistant/Academic Advisor, Academic Success Center (2017) B.A., Wheaton College; M.Eng., Lehigh University

Deirdre Palmer, Staff Assistant Nursing Lab Coordinator, Nursing (2015) B.S.W., Marist College; B.S.N., Mass College of Pharmacy

Katey C. Palumbo, Director, International Programs (2010) B.S., University of Miami; M.Ed., Fitchburg State University

Victoria B. Porteiro-Cejas, Staff Assistant/International Programs Student Advisor, International Programs (2018) B.A., Fitchburg State University

Russ Pottle III, Dean of the School of Humanities and Social Sciences, School of Humanities and Social Sciences (2017) B.A., M.A., Southeastern Louisiana University; Ph.D., Louisiana State University

Jorge J. Poueriet Rolffot, Staff Associate/Senior Windows Server and Telephony Administrator, Information Technology Services (2004) B.A., Universidad Dominicana O&M

Shu Qian, Assistant Librarian, Library (2016) B.S., M.S., Shanghai University; M.S., Florida State University

Hilda Ramirez, Assistant Director Public Policy and Program Incubation, Latino Education Institute (2012) A.A., Bay State College; B.A., Lesley University; M.Ed., Harvard University

John J. Reardon, Associate Director of Network and Infrastructure Services, Information Technology Services (2003) B.S., Bridgewater State College

Gale N. Scott, Staff Associate/Director of the Glass Studio and Head of Metals Department, Worcester Center for Crafts (2013) B.F.A., University of Illinois, Urbana/Champaign; M.F.A., Massachusetts College of Art

William E. Shakalis, Associate Librarian, Library (2010) B.A., Villanova University; M.S., Simmons College

Kenneth A. Smith, Director, Institutional Research (2006) B.A., Southeastern Louisiana University; M.B.A., University of Mississippi

Robert Soderman, Staff Associate/Information Technology Support Specialist, Information Technology Services (2000) A.S., Quinsigamond Community College

Sarah L. Strout, Assistant Vice President for Assessment and Planning, Assessment and Planning (2017) B.A., Assumption College; M.A., Ph.D., Clark University

Tammy L. Tebo, Assistant Dean for Academic Services, Academic Affairs (2013) B.A., Westfield State College; M.Ed., Springfield College

Henry C. Theriault, Associate Vice President for Academic Affairs, Academic Affairs (2008) B.A., Princeton University; Ph.D., University of Massachusetts

Nathalie K. Torres Serrano, Staff Assistant, Academic Affairs (2017)

Marcela A. Uribe-Jennings, Assistant Dean/Director, Multicultural Affairs (1982) B.S., M.Ed., Worcester State College

Ann T. Veneziano-Korzec, Director, Speech Language Hearing Center (1988) B.A., Boston College; M.S., Syracuse University

Colleen F. Wheaton, Director of the Academic Success Center First-Year and Transfer Services, Academic Success Center (2011) B.A., M.Ed., Suffolk University

Lois A. Wims, Provost/Vice President, Academic Affairs (2015) B.S., Bryant College; M.S., Salve Regina; Ph.D., University of Rhode Island

Administration and Finance

Ezequiel Ayala Jr., Director, Payroll (2018) B.S., Worcester State University

Stephen M. Bandarra, Staff Associate/Sustainability Coordinator, Facilities (2012) B.S., Providence College

Brenda Bussey, Director, Procurement and Accounts Payable (2011) B.S., B.A., Northeastern University; M.B.A., Suffolk University

Julie C. Carmel, Director/Student Accounts Manager, Bursar (1992) A.B., Becker Junior College

Linda M. Crocker, Staff Assistant, Administration and Finance (2008) B.A., Eisenhower College

Carole A. Cronin, Staff Assistant/OneCard Administrator, Bursar (1985) B.S., Worcester State College

Robert P. Daniels, Associate Director Health and Safety Officer, Facilities (2004) A.S., Quinsigamond Community College

Kathleen M. Eichelroth, Chief Financial Officer & Vice President, Administration and Finance (1998) B.A., University of Massachusetts Dartmouth; CPA, Massachusetts

Peter M. Fenuccio, Associate Director, Facilities (2004)

Stephen G. Gillis, Associate Director, Facilities (2012) B.S., Northeastern University

Betsy L. Green-Baker, Staff Associate/Controller, Worcester Center for Crafts (2011) B.S., University of New Hampshire; M.B.A., Seattle University

Eric W. Hansen, Associate Director, Facilities (2012) B.S., Western New England College

Edward M. Horniak, Staff Assistant/Supervisor of Trades, Facilities (2010)

Anisa Hoxha, Director of Budget/Planning and Policy Development, Administration and Finance (2012) B.S., Nichols College; M.S., Worcester State University

Suze Jean-Charles, Staff Associate/Senior Human Resources Generalist, Human Resources (2014) B.A., M.A., Clark University

Kayla Klemba, Staff Assistant, Bursar (2012)

Debra A. Kuczka, Staff Assistant to the Vice President, Administration and Finance (2009) B.S., Worcester State College

Mark A. LaCroix, Assistant Director, Publications and Printing Services (2008) A.S., Quinsigamond Community College

Heather M. Lamarche, Staff Assistant/Financial Analyst, Administration and Finance (2014) B.S., Worcester State University

Nicole LeBlanc, Assistant Director, Procurement and Accounts Payable (2014) A.S., Quinsigamond Community College

Stacey A. Luster, Assistant Vice President, Human Resources, Payroll Services & Affirmative Action and Equal Opportunity (2015) B.A., St. John's University; J.D., Boston University

Susan L. Moore, Director, Human Resources (2015) B.A., University of Massachusetts Lowell; M.A., Framingham State College

Sandra K. Olson, Director, Facilities (2003) B.S., Worcester Polytechnic Institute; M.B.A., Clark University

Mary Renee Polakowski, Staff Assistant/Manager, Administration and Finance (2010) B.S., Assumption College

Robin J. Quill, Associate Vice President, Administration and Finance (2003) B.S., Worcester State College

Nancy M. Ramsdell, Director, Administrative Services (2005)

Ralph M. Ricci, Staff Assistant/Supervisor Central Services, Administrative Services (1992)

Matthew B. Richardson, Assistant Director University Grounds, Facilities (2015) B.S., University of Rhode Island

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Meredith Rosario, Staff Assistant, Human Resources/Diversity (2017) A.S., Quinsigamond Community College

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Isaac D. Tesfay, Director, Diversity Inclusion, Affirmative Action and Equal Opportunity (2012) B.A., College of the Holy Cross; M.B.A., Clark University; ABD University of Massachusetts Boston

Jonathan Walker, Director of Internal Controls and Risk Assessment, Administration and Finance (2018) B.A., Worcester State University

Susan D. Weidman, Staff Assistant, Human Resources (2017)

Enrollment Management

Kimberly D. Brothers-Caisse, Staff Assistant/Marketing Content Manager, Marketing (2007) B.S., James Madison University; M.S., Worcester State University

Tiana D. Carrasquillo, Associate Director of Admissions, Admissions (2013) B.A., University of Connecticut, Storrs; M.Ed., University of Massachusetts Amherst

Julie A. Chaffee, Registrar, Registrar (1994) B.A., St. Anselm College

Rebecca L. DesRoches, Associate Director/Social Media Brand Manager, Marketing (2005) B.S., B.A., Western New England College; M.S., Rensselaer Polytechnic Institute

Joseph J. DiCarlo, Director, Admissions (2012) B.A., Assumption College; M.A., Framingham State University

Kirshner Donis, Associate Director, Admissions (2003) B.A., Clark University; M.S., Worcester State College

Christopher J. Dooley, Assistant Director, Admissions (2005) B.S., Becker College

Jennifer A. English, Associate Director, Financial Aid (1999) B.A., Mount Holyoke College

Ryan G. Forsythe, Vice President, Enrollment Management (2014) B.S., Westfield State University; M.Ed. University of Massachusetts Amherst; Ed.D., Trevecca Nazarene University

Nathan M. Herrera, Staff Assistant/Marketing Coordinator, Marketing (2015) A.S., New England Tech; B.A., Worcester State University

Thomas Kelley, Director of Retention, Retention (2014) B.A., Westfield State University; M.S., University of Rhode Island

Benjamin T. McElroy, Assistant Director, Admissions (2000) B.A., Worcester State College

Jayne A. McGinn, Director, Financial Aid (1998) B.A., M.S., Worcester State University

Sarah E. McMaster, Director, Marketing (2016) B.A., University of California Davis; M.A., Brown University

Kimberly A. Oikle, Staff Assistant, Financial Aid (2008) B.S., Worcester State College

Kathleen Rogan, Staff Assistant/ Assistant to the Vice President, Enrollment Management (2018) B.A., University of Rhode Island

Margaret F. Shagro, Staff Assistant/Counselor, Financial Aid (1997) B.A., St. Michael's College

Jonathan P. Tegg, Assistant Director of Marketing, Marketing (2017) B.Sc., University of Bradford, UK

Maribeth Wrobel, Associate Registrar, Registrar (2003) B.S., M.S., Worcester State College

Student Affairs

Jillian M. Anderson, Director, Career Services (2007) B.A., Westfield State College; M.Ed., Worcester State University

Dirk Baker, Staff Assistant, Athletics (2000) B.A., Ed.M., Ed.D., Boston University

Dean D. Bowen, Assistant Director/Fitness Center Manager, Athletics (2016) B.S., M.S., The College at Brockport, SUNY

Katherine L. Cleary, Assistant Director, Residence Life and Housing (2016) B.A., Kent State University; M.A., Slippery Rock University

Sharon De Klerk, Assistant Director of Student Accessibility Services, Student Accessibility Services (2018) B.A., University of Massachusetts; M.P.A., Clark University

Kelly K. Downs, Staff Assistant, Athletics (2012) B.A., Bridgewater State University; M.A., Endicott College

Jessica Evora, Assistant Director, Student Involvement and Leadership Development (2018) B.S., Syracuse University; M.Ed., University of Southern California

Kevin J. Fenlon, Staff Assistant/Counselor, Counseling Services (2008) B.A., M.A., Assumption College

Adrian C. Gage, Assistant Dean/Director, Residence Life and Housing (2005) B.S., Oklahoma State University; M.Ed., Clemson University

Rebecca L. Giard, Assistant Director, Residence Life and Housing (2013) B.S., Nichols College

Julie A. Glovin, Staff Assistant/Counselor, Counseling Services (2016) B.A., Tulane University; M.S.W., Boston University

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Alan E. Jackson, Director of Veteran Services, Student Affairs (1983) A.B., Southern Massachusetts University; M.Ed., Worcester State College

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Jason M. Kapurch, Chief/Director, University Police (1991) B.S., Worcester State University

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Julie A. Kazarian, Dean/Senior Student Affairs Officer, Student Affairs (2000) B.A., M.S., Worcester State College

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Kevin M. MacLennan, Staff Assistant/Assistant Athletic Trainer, Athletics (2003) B.A., Westfield State College

Frances R. Manocchio, Assistant Dean of Student Affairs/Director, Student Accessibility Services (2011) B.A., Merrimack College; M.A., C.A.G.S., Assumption College

William J. Marrier, Interim Assistant Director, University Police (2006)

Dianne E. Matos, Assistant Director, Career Services (2004) M.A., St. Michael's College; M.Ed., Suffolk University

Kristie M. McNamara, Director, Student Involvement and Leadership Development (2001) B.A., Framingham State College; M.Ed., Bridgewater State College

Jessica Meany, Staff Associate/Head Athletic Trainer, Athletics (2002) B.A., M.Ed., Worcester State College

John W. Meany, Associate Director, Athletics (2004) B.A., Middlebury College

Michael A. Mudd, Director, Athletics (2014) B.A., St. Lawrence University; M.S., Miami University

Laura A. Murphy, Associate Dean for Health and Wellness, Counseling Services (1989) B.A., M.A., C.A.G.S., Assumption College

Kristen A. Nelson, Associate Director, Residence Life and Housing (2009) B.A., Keene State College; M.S., C.W. Post-Long Island

Eileen R. O'Brien, Staff Assistant/Career Services Coordinator, Career Services (2017) B.A., M.A., Assumption College

Tejash Parekh, Staff Assistant/Residence Director, Residence Life and Housing (2017) B.A., University of Connecticut

Adam P. Peloquin, Staff Assistant/Contest Coordinator, Athletics (2016) B.A., M.A., Worcester State University

Sarah E. Potrikus, Assistant Director, Student Involvement and Leadership Development (2013) B.S., Eastern Connecticut State University; M.S., University of Rhode Island

Jennifer A. Quinn, Staff Associate/Health and Wellness Educator, Counseling Services (2010) B.S., M.Ed., Worcester State College

Talita G. Rodvalho, Staff Assistant/Counselor, Counseling Services (2016) B.A., Framingham State College; M.Ed., Cambridge College

David J. St. Martin, Staff Assistant/Emergency Management Planner/Technical Service Coordinator, University Police (1999) B.S., Worcester State College

Karen E. Tessmer, Associate Director/Assistant Athletic Director, Athletics (1994) B.A., Gettysburg College; M.A., James Madison University

Sarah T. Valois, Staff Assistant/Counselor, Counseling Services (2016) B.A., Clark University; M.S.W., Boston College

Mark Wagner, Director, Center for Service Learning and Civic Engagement (2012) B.A., University of Massachusetts Amherst; M.A., Boston University; Ph.D., Royal Melbourne Institute of Technology

Jason S. White, Staff Associate/Parking Manager, University Police (2008)

University Advancement

Camilla H. Caffrey, Assistant Vice President Alumni Relations and Engagement, University Advancement (1997) B.A., The College of the Holy Cross

Sean Festa, Assistant Director, University Advancement (2017) B.S., Worcester State University

Lisa G. Godfrin-Saulnier, Director of Advancement Services, University Advancement (2006) A.S., New England Institute of Technology; A.A., Community College of Rhode Island; B.S., Worcester State University

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Thomas M. McNamara, Vice President, University Advancement (1998) B.A., Worcester State College

Sean Morrow, Assistant Director of Alumni Relations and Engagement, University Advancement (2018) B.A., Salem State University

Kristen K. O'Reilly, Director of Advancement Communications, University Advancement (2015) B.A., University of Connecticut; M.B.A., Nichols College

Eveliz Rivera-White, Staff Assistant/Advancement Services, University Advancement (2018) B.S., St. Joseph College

Karen E. Sharpe, Assistant Vice President of Development, University Advancement (2011) B.A., Clark University; M.A., Fitchburg State College

Louise Q. Taylor, Staff Assistant to the Vice President, University Advancement (2004)

Sierra R. Trudel, Assistant Director of Annual Giving, University Advancement (2014) B.S., M.B.A., University of Massachusetts Boston

DIRECTIONS TO CAMPUS

By Auto

From Massachusetts Turnpike (I-90):

Take Exit 10 (Auburn) to Rt. 290 East. (see from 290 East)

From Rt. 495:

Take Exit 25 to Rt. 290 West. (see from 290 West)

From Rt. 9 West:

Follow Rt. 9 West into Worcester. (see from Highland Street)

From Rt. 146 North:

Take Rt. 146 North to Rt. 290 East. (see from 290 East)

From Rt. 190 South:

Take Rt. 290 West. (see from 290 West)

From Rt. 290 West:

Take Exit 18 (Rt. 9 West); turn right off exit ramp and stay in center lane, following directions for Rt. 9 West. Turn right onto Rt. 9 West, also known as Highland Street. (see from Highland Street)

From Rt. 290 East:

Take Exit 17 (Rt. 9 West); turn left onto Rt. 9 West which will turn into Highland Street at the bottom of the hill. Proceed up the hill onto Highland Street. (see from Highland Street)

From Highland Street:

While on Highland Street, stay in the right lane. Stay on Highland Street for 1.5 miles. (You'll pass Elm Park and Doherty High School on the left.) At the rotary, take the third right onto June Street. At the second light, turn right onto May Street. The main entrance to the University will be three blocks ahead on the left.

For more information on public transportation, airport and carpooling, visit www.worcester.edu/directions

For GPS Purposes - Main Campus:

486 Chandler Street, Worcester, MA 01602

DISCIPLINE/IMPORTANT PHONE INFORMATION

University Switchboard: 508-929-8000

Web Site: www.worcester.edu

Discipline	Location	Sponsoring Department	Phone	Fax
Art	Learning Resource Center (LRC325)	Visual Performing Arts	508-929-8145	508-929-8166
Biology	Science & Tech Bldg (ST 310)	Biology	508-929-8569	508-929-8148
Biotechnology	Science & Tech Bldg (ST 310)	Biology	508-929-8569	508-929-8148
Business Administration	Sullivan Academic Center (S203)	Business Administration and Economics	508-929-8091	508-929-8048
Chemistry	Science & Tech Bldg (ST410)	Chemistry	508-929-8583	508-929-8171
Communication	Learning Resource Center (L332B)	Communication	508-929-8829	508-929-8170
Communication Sciences & Disorders	Science & Tech Bldg (ST115L)	Communication Sciences & Disorders	508-929-8055	508-929-8175
Computer Science	Science & Tech Bldg (ST110)	Computer Science	508-929-8832	508-929-8156
Criminal Justice	Learning Resource Center (L120)	Criminal Justice	508-929-8417	508-929-8426
Economics	Sullivan Academic Center (S203)	Business Administration and Economics	508-929-8091	508-929-8048
Education	Sullivan Academic Center (S226, S227, S218)	Education	508-929-8671	508-929-8164
English	Sullivan Academic Center (S303)	English	508-929-8154	508-929-8174
Environmental Science	Science & Tech Bldg (ST410)	Earth, Environment & Physics	508-929-8583	508-929-8171
French	Sullivan Academic Center (S303)	World Languages	508-929-8154	508-929-8174
Geography	Science & Tech Bldg (ST410)	Earth, Environment & Physics	508-929-8583	508-929-8171
Health	Science & Tech Bldg (ST110Q)	Health Science	508-929-8832	508-929-8176
History	Sullivan Academic Center (S327)	History & Political Science	508-929-8162	508-929-8155
Mathematics	Sullivan Academic Center (S145)	Mathematics	508-929-8912	508-929-8197
Music	Learning Resource Center (LRC325)	Visual Performing Arts	508-929-8145	508-929-8166
Nursing	Science & Tech Bldg (ST222)	Nursing	508-929-8129	508-929-8168
Occupational Therapy	Science & Tech Bldg (ST210B)	Occupational Therapy	508-929-8624	508-929-8178
Philosophy	Sullivan Academic Center (S316)	Philosophy	508-929-8406	508-929-8105
Physical Education	Science & Tech Bldg (ST110Q)	Health Science	508-929-8832	508-929-8156
Physics	Science & Tech Bldg (ST410)	Earth, Environment & Physics	508-929-8583	508-929-8171
Political Science	Sullivan Academic Center (S327)	History & Political Science	508-929-8162	508-929-8155
Psychology	Sullivan Academic Center (S241)	Psychology	508-929-8159	508-929-8172
Sociology	May Street Building (TBA)	Sociology	508-929-8408	508-929-8177
Spanish	Sullivan Academic Center (S303)	World Languages	508-929-8154	508-929-8174
Theatre	Learning Resource Center (LCR Suite 325)	Visual Performing Arts	508-929-8145	508-929-8166
Urban Studies	Sullivan Academic Center (S129)	Urban Studies	508-929-8940	508-929-8144
Visual/Perform Arts	Learning Resource Center (L132B)	Visual Performing Arts	508-929-8145	508-929-8166
World Languages	Sullivan Academic Center (S303)	World Languages	508-929-8154	508-929-8174

GENERAL GRADUATE ADMISSION INFORMATION

The Graduate School Mission Statement

The Graduate School at Worcester State University is the leading public graduate school serving citizens of Central Massachusetts and New England. The school's mission is to provide high-quality graduate education that facilitates research, creative activity, and scholarship. The programs offered are designed to prepare graduates to take on leadership roles within their organizations or professions and to contribute to the greater good of an ever-emerging global society.

The Graduate School offers Master Degrees in the areas of Education, Administration, Arts and Sciences, Nursing, and Allied Health. In addition, Education Specialist certificates are awarded in Education. The programs are designed to incorporate a close interdependence between research and practice, as well as faculty and students.

Graduate Education

Graduate education is both exciting and challenging. Academic expectations are higher than at the undergraduate level, but the career rewards in terms of both financial gain and self-esteem are also higher.

At the graduate level students begin to focus explicitly on a single discipline or professional program. Here students attain a level of knowledge in their field whereby they are considered masters in it. Indeed, some contribute to the world of scholarship through research leading to a thesis or publication. Those students pursuing a practice-oriented master's degree demonstrate mastery through a project, a practicum, or an internship. While for many students a master's degree serves as a terminal degree, others continue at the doctoral level where new contributions to the world of scholarship are required.

Graduate students seriously pursue a specific area of study. There are no longer broad distribution requirements to fulfill as there are at the undergraduate level. Students acquire knowledge and demonstrate expertise in their field through the completion of course work, seminars, colloquia, field placements, and internships, as suitable to their area of study.

One goal of graduate study is to prepare the student to become an independent scholar or practitioner. Graduate students are expected not only to read assigned articles, but to search for other related articles to obtain a deeper understanding of the issues. In some fields, they are expected to design, implement and evaluate experiments, drawing conclusions and making recommendations. As in course work, field work, or internship experiences at the graduate level are intensive and integrative in nature. Graduate students are expected to be reflective and creative in approaching all graduate learning experiences.

Some scholars consider perseverance the sine qua non of success in graduate school. Adapting to the more rigorous standards and more intensive learning experiences at the graduate level can be challenging and intellectually productive. Since research often leads to unexpected discoveries which may require the student to rethink and redesign the research project persistence and dedication are essential. Preparation for exams, which is done independently, also demands consistent, self-motivated hard work. All of these experiences provide a gateway to further personal and professional development.

A desirable feature of graduate education is mentorship: a relationship between a professor and a student in which the professor not only advises the student about reaching scholarly or practical goals, but also joins in discussion of ideas, theories and practices within the student's chosen field. While mentorship is not a requirement for either faculty or students, those professors and graduate students who take part in it gain professionally from the experience. Graduate education offers an opportunity for students to explore new academic and professional horizons and to experience the joy of learning and of scholarship. There is an excitement of discovery that is contagious, and those who catch it are justly proud of their achievement.

Degree Programs

- Master of Arts in English
- Master of Arts in History
- Master of Arts in Spanish
- Master of Science in Biotechnology
- Master of Science in Nursing
- Master of Science in Health Care Administration
- Master of Science in Management
- Master of Science in Nonprofit Management
- Master of Science in Speech-Language Pathology
- Master of Occupational Therapy (MOT)

Master of Education in:

- Early Childhood Education
- Elementary Education
- English as a Second Language

- Leadership and Administration
- Middle School Education
- Moderate Disabilities
- Reading
- Secondary School Education

Education Specialist Programs

- Curriculum and Instruction
- School Psychology (Includes M.Ed.)
- Secondary Education

Post-Baccalaureate Certificate Programs

- Middle School Initial Licensure
- Secondary School Initial Licensure
- Reading Specialist Initial Licensure
- Moderate Disabilities Initial Licensure
- English as a Second Language Initial License
- Certificate in College Teaching
- Post-Master's Certificate in Nursing Education
- Post-Master's Certificate in Community and Public Health Nursing

Admission

Applicants for admission to graduate studies must have completed a baccalaureate degree program at an accredited institution. To be considered for admission, applicants must also meet the minimum eligibility requirements listed below.

Priority Admissions Deadlines

With the exception of Speech-Language Pathology, Occupational Therapy, and the Education Specialist programs that follow separate deadlines, completed applications received by the following dates will be reviewed for admissions decisions prior to the respective semesters.

June 15	Fall semester
November 1	Spring semester
April 1	Summer semester

Only completed applications will be reviewed for admissions decisions. All application materials become the property of Worcester State University and will not be returned. Ordinarily, applications received after a deadline will be considered for the following semester.

Unconditional Acceptance

1. Minimum Undergraduate GPA of 2.75
2. Score in the top 50% on the Graduate Record Exam (GRE), Miller's Analogies Test (MAT), or General Management Aptitude Test (GMAT). GMAT is required for the Master of Science in Management, and is preferred for Master of Science in Health Care Administration.

Conditional Acceptance

1. Meet one of the criteria of Unconditional Acceptance
2. Receive Departmental Approval
3. Maintain a "B" or better through the first four courses

Only applicants who have already received a graduate degree from an accredited institution in addition to a baccalaureate will be exempted from taking the GRE, MAT or GMAT unless otherwise stated. Applicants from countries outside of the United States in which English is not the language of instruction, must also submit a score of 61 or above on the Test of English as a Foreign Language (TOEFL) or a score of 6 or above on the International English Language Testing System (IELTS).

Persons denied admission because they do not meet the above stated eligibility index, but who exhibit strong credentials for their selected field of study, will be considered for an alternate form of admission. Following the admissions review, applicants will be advised in writing if this alternative is available to them.

Each applicant must supply the following materials:

- an official transcript with calculated GPA from the institution awarding the baccalaureate;
- an official transcript from each graduate institution awarding degree(s) or course credit beyond the baccalaureate (All transcript materials requested by the applicant become the property of Worcester State University and cannot be released to the applicant or to other institutions or agencies.);
- a completed application form for graduate study along with remittance of the application fee (\$50.00 for all students);
- two current letters of recommendation (three for Management and MEd Lead & Admin applicants);
- career plan/occupational history essay (approximately 500 words);
- evidence of completion of applicable departmental admission requirements;
- where applicable, official results of the GRE, MAT or GMAT, and TOEFL or IELTS;

- Tuition residency statement (for Master of Occupational Therapy applicants only).

*Since up to six weeks may elapse between the test date and receipt of scores, applicants should take the examination well in advance of the application deadline.

Note: The application deadline for the Master of Science in Speech-Language Pathology program is February 1, for a summer start. Because of the sequence of course offerings, the Summer term is the only entrance period for the program. The deadline for the Master of Occupational Therapy program is March 1 for Summer admission. Please contact the Program Coordinator for Education Specialist deadlines.

Pre-entrance immunization requirements

Massachusetts State Law (Chapter 76, Section 15C) requires that each full-time graduate student born after 1956 present evidence of immunization in order to register for classes. Health Insurance: Massachusetts General Laws, Chapter 15A requires that certain students enrolled in institutions of higher education carry health insurance under a qualifying student health insurance program. Coverage for degree-seeking graduate students is required if they register for seven (7) or more semester hours of credit. For additional information about participation in and charges for the University's plan call 508-929-8875.

Graduate Teacher Certification Programs

Worcester State University encourages current teachers and those individuals who wish to change their careers to become teachers to pursue graduate education. If you are already a teacher with partial or full certification, Worcester State University encourages you to continue your professional development by matriculating into a master's program.

If you are changing careers to become a teacher, you may begin taking courses with the advice of an advisor, but are encouraged to apply to admission as soon as possible. As a prerequisite for admission, however, you need to demonstrate that you are certified at least at the temporary license stage.

To obtain temporary licensure you must apply to the Massachusetts Department of Elementary and Secondary Education, Office of Teacher Certification and Credentialing. Applications and information about the application process can be obtained by looking online at www.doe.mass.edu/Educators/e_license.html?section=k12 or by contacting 781-338-6600. In addition to demonstrating competence in the subject that you intend to teach (usually satisfied with a bachelor's degree in the subject area), candidates for temporary licensure as of April 1998 must pass the Massachusetts Teacher Test. Applications for these tests can also be obtained from the Department of Elementary and Secondary Education. Test dates are located at www.mtel.nesinc.com.

Degree Requirements

Please refer to specific program requirements.

GENERAL INFORMATION

From its founding in 1874, Worcester State University has been dedicated to educational programs that lead to self-enrichment and to careers in the professions, government, business, and industry.

As a public, state-supported university governed by a local Board of Trustees under the direction of the Massachusetts Department of Higher Education, Worcester State University is empowered to award baccalaureate and master's degrees in education and in the arts and sciences. While continuing its tradition of serving the residents of the Commonwealth, Worcester State University has earned a reputation for quality teaching by dedicated faculty in classes of moderate size, and for programs responsive to its students' and society's changing needs.

Accreditation

Worcester State University is accredited by the New England Association of Schools and Colleges (NEASC). NEASC is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by NEASC indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by NEASC applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance of the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by NEASC should be directed to the administrative staff of the school or college. Individuals may also contact the Association:

New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781-425-7785

<https://cihe.neasc.org/>

The following graduate programs are accredited by their respective professional organizations:

- Nursing, The Commission on Collegiate Nursing Education
- Speech-Language Pathology, the American Speech-Language-Hearing Association
- Occupational Therapy, Accreditation Council for Occupational Therapy Education
- Education, Massachusetts Department of Elementary and Secondary Education
- Education-School Psychology, The Department of Elementary and Secondary Education (DESE), National Association of School Psychologists (NASP)

Please refer to department chapters for addresses and telephone numbers of the accrediting organizations.

Graduate Programs with Professional Accreditation

Graduate Program	Accrediting Body
Speech-Language Pathology	• Council of Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. • Approved by the Massachusetts Department of Elementary and Secondary Education (DESE)
Occupational Therapy	• Accreditation Council for Occupational Therapy Education (ACOTE)
Nursing	• Commission on Collegiate Nursing Education (CCNE) • Massachusetts Board of Registration in Nursing
Education	• Massachusetts Department of Elementary and Secondary Education (DESE) • Council for the Accreditation of Educator Preparation (CAEP)
Education - School Psychology	• Massachusetts Department of Elementary and Secondary Education (DESE) • National Association of School Psychologists (NASP)

Campus

Worcester State is located on 58 acres facing Chandler Street in the residential west side of Worcester. It is within an hour's drive of all major population centers in New England and combines urban convenience with a suburban setting. Worcester State is convenient to Interstate Highways 90 (Massachusetts Turnpike), 190, 290, and 495. The campus is served by buses of the Worcester Regional Transit Authority and by the shuttle bus service of the Higher Education Consortium for Central Massachusetts (HECCMA). The physical facilities of the Campus include the following:

Helen G. Shaughnessy Administration Building

Extensively renovated from 2007 to 2009, the Helen G. Shaughnessy Administration Building combines modern convenience and efficiency with much of the charm of the old Teachers College. It houses streamlined student services in an "academic mall" on the first floor as well as the Admissions Office on the second floor and Academic Affairs on the third floor. Also on the second floor are the President's Office and Conference Room, the Fuller Theater, and Institutional Advancement (including alumni relations, development, and public relations and marketing). The third floor is also home to Administration and Finance, Institutional Research and Assessment, Human Resources, Payroll and Benefits, Diversity and Affirmative Action. The Division of Graduate and Continuing Education, the Intensive English Language Institute, and the Center for Business and Industry are located on the fourth floor. The building first opened in January 1932 as Worcester State Teachers College, and was designed to accommodate 300 students with spacious classrooms, a gymnasium on the second floor, and a library on the fourth floor. Helen G. Shaughnessy was affiliated with Worcester State for 64 years— as a member of the Class of 1943, associate professor, chair of the Education Department, director of student teaching, director of personnel and labor relations, associate dean of Academic Affairs, and acting executive vice president.

Wellness Center

Worcester State University constructed a new 100,000 square-foot Wellness Center which opened in 2016. The new complex features a competition gymnasium, two-court, multi-purpose gymnasium, walking track, two-floor fitness center, three multi-functional exercise rooms, golf simulator and community space.

Kalyan K. Ghosh Science and Technology Building

The Science and Technology Building is a state-of-the-art building designed to house the sciences including: Academic Computing, Communication Sciences and Disorders, Occupational Therapy, Computer Science, Biology, Biotechnology, Chemistry, Geography and Earth Science, Geology, Natural Science and Physics, Health Science and Nursing. The building contains 30 science, therapy and computer labs; offices for faculty and staff; conference/seminar rooms; and student discussion areas. This facility also houses a 200-seat Multimedia Classroom and the University's art gallery.

Learning Resource Center

The Learning Resource Center (LRC) houses the University Library, www.worcester.edu/library, a welcoming venue and comfortable hub for knowledge and learning, and WSU's Information Technology Services. The Library collection contains over 127,000 print books, 300 print periodicals, popular magazines, and newspapers, and 3,700 multimedia materials. On- and off-campus access to all electronic materials is available 24/7/365. These materials include over 161,000 e-books, 135,000 e-journals, and a diversified selection of 250+ databases from Proquest, EBSCO, Gale, among other authoritative publishers. In addition, the Library's Archives and Special Collections includes more than 150 linear feet of materials related to Worcester State University history, nearly 400 rare books, and the papers of poet and activist, Dennis Brutus.

The Library is open nearly 100 hours a week. Library staff provide drop-in assistance at the Research Help Desk, as well as by appointment, email, or chat. The Librarians also provide classroom instruction on information literacy and research skills in cooperation with academic department faculty. For materials desired but not found in our collections, Library patrons can request them from other libraries through our comprehensive interlibrary loan service. Moreover, the Library is a member of many local, state, and national networks, including the Academic and Research Collaborative, <http://www.worcesterarc.org>, a consortium of 20+ Worcester area libraries, where WSU students, faculty, and staff have full on-site access to collections and reciprocal borrowing privileges with the issuance of individualized ARC Borrowing cards. Finally, our inviting café serves beverages and light meals. Located near the Library entrance, it has become a popular gathering place for students.

Besides the Library's collections and services, the LRC is the hub for the complex of modern telecommunications and electronic learning facilities provided by Information Technology Services (ITS). The campus-wide computer network, maintained by ITS, provides wired and wireless Internet connections for student devices, for the library workstations on the 2nd floor of the LRC, and for the fully equipped Computer Lab with Help Desk on the 3rd floor. In addition, the LRC houses WSU's television studios and production facilities, multimedia laboratories, and an instructional center to support the use of multimedia resources in teaching and learning. Finally, the offices for Facilities, Publications and Printing Services, Multicultural Affairs Center, and the Communication and the Criminal Justice academic departments are located in this building along with seminar rooms, classrooms, and lecture halls.

Outdoor Facilities

The University has the advantage of naturally attractive surroundings. Among its outdoor facilities are an artificial turf athletic field and an eight-lane synthetic track, baseball and softball diamonds and tennis courts.

May Street Building

Formerly known as Temple Emanuel, this 80,000 square-foot colonial revival style building was built in 1949. Past uses have included classroom and academic space for the Sociology Department and the hosting of a wide variety of University events in the facility's large auditorium. Future uses for the May Street Building will be determined following a 2016-2017 space evaluation.

Student Center

The Student Center is available as a resource for the entire Worcester State community and is conveniently situated at the geographical center of the campus. The first floor of the Student Center contains the following resources: Food Court and dining area, Worcester State bookstore, Information Desk, and the Print Center. The first floor also has several meeting/programming spaces including the North/South Auditorium, Blue Lounge, Exhibit Area and One Lancer Place. The second floor houses the Student Center/Student Activities Office, Conference and Event Services, and Commuter Services/Weekend Programming. Small meeting rooms, WSCW Radio Station and Student Government offices, and the Charter Business TV Lounge—a lounge for commuters and residents with pool tables, ping-pong, video games and several TV's, are also located on this floor. The third floor holds several Student Affairs offices including the Vice President of Student Affairs, Career Services, Counseling Office, Dining Services, Judicial Affairs and Multicultural Affairs. Student organization offices, including the Student Senate, Student Events Committee, Third World Alliance, the student newspaper, yearbook and more, are also located on this floor as well as the Lancer Loft dining area and additional meeting space.

Sullivan Academic Center

Named for Eugene A. Sullivan, Worcester State president from 1947 to 1970, the Sullivan Academic Center is a primary instructional center on campus. It contains faculty and academic department offices, a large lecture hall (Eager Auditorium), classrooms, and a large attached auditorium. The Sullivan Auditorium provides the setting for a number of formal ceremonies including the annual Senior Capping. Also located in the Sullivan Academic Center are the Center for the Study of Human Rights and the Center for Teaching and Learning.

Change of Catalog Information

This catalog was prepared in the summer of 2018, with information available at the time of preparation. Provisions of this catalog are subject to change by order of the Massachusetts Department of Higher Education or the Worcester State University Board of Trustees. It is the policy of Worcester State University to provide advance notice of changes whenever it is reasonable and practical to do so. Changes to the Catalog need to be approved by the Associate Vice President for Academic Affairs.

Community Relations

Worcester State University values its connections with the greater community, which include partnerships with numerous individuals and organizations. The professional staff participates in events sponsored by the Commonwealth of Massachusetts, the City of Worcester, and the local Chamber of Commerce; hosts conferences, legislative meetings, and community breakfasts; sponsors seminars, lectures, and workshops; and supports a variety of initiatives in the arts and multi-cultural events. Worcester State University's calendar includes numerous programs and events to which the public is welcomed.

The Office of University Advancement is responsible for fund development and alumni relations. Annually, the office coordinates a number of special activities for Worcester State University alumni including Reunion Weekend, Homecoming, and chapter events. Fund-raising campaigns provide an array of benefits and services to current students, alumni, and friends. Contributions are used primarily for scholarships, academic awards, laboratory and classroom equipment, educational seminars, faculty research grants, and other support services to promote quality education. The office publishes a donor newsletter, manages an online alumni community, and works in partnership with both Marketing and Campus Communications to produce the *Worcester Statement*.

Campus Communications

The assistant to the president for campus communications handles media and public relations, as well as strategic communications. As chief spokesperson for the University, this individual seeks to raise the visibility and profile of the institution with the media and other key audiences. Working with the Marketing Office to edit and produce the on-line publication eNews, the assistant to the President for campus communications highlights the accomplishments of faculty, staff and students and communicates campus news.

Marketing

The Marketing Office works collaboratively with campus clients to promote Worcester State University as a distinguished public university. Worcester State University's Marketing team provides integrated marketing campaigns that include strategic brainstorming, editorial content and creative services for the University's website, publications, advertising, digital marketing and social media. The goal is for each campaign to reflect WSU's high quality, value and pride while communicating the University's story in an engaging and visual manner.

Family Educational Rights and Privacy Act

Worcester State University complies fully with the provisions of the Family Educational Rights and Privacy Act of 1974. This federal law protects the privacy of education records, establishes the rights of students to:

1. Inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.
2. Request the amendment of the education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the 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 or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. To file a complaint with the U.S. Department of Education concerning the alleged failures by Worcester State University to comply with the requirements of FERPA, the name and address of the Office that administers FERPA is:

**FAMILY POLICY COMPLIANCE OFFICE
DEPARTMENT OF EDUCATION INDEPENDENCE
AVENUE, SW
WASHINGTON, DC 20202-4605**

Worcester State University accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students' financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. At its discretion the institution may provide Directory information in accordance with the provisions of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degree and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, height and weight of members of athletic teams, and other similar information. Currently enrolled students may withhold disclosure of Directory Information by notifying the Registrar in writing of the request prior to the end of the first week of classes in the Fall. Such requests will be honored for the duration of the academic year—September through August; therefore, authorization to withhold Directory information must be filed annually with the Registrar. The University assumes that failure on the part of the student to specifically request the withholding of categories of Directory Information indicates individual approval of disclosure. A request to withhold the above data in no way restricts internal use of the material by the University. In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, the University reserves the right to disclose information to parents of a student under 18 and/or the parents of a student who is dependent upon such parents for Federal Income Tax purposes.

Mission

Worcester State University champions academic excellence in a diverse, student-centered environment that fosters scholarship, creativity, and global awareness. A Worcester State education equips students with knowledge and skills necessary for lives of professional accomplishment, engaged citizenship, and intellectual growth. - See more here.

Undergraduate information is available in the Undergraduate School Catalog which may be obtained in the Admissions Office.

Policy on Nondiscrimination

The University is committed to a policy of nondiscrimination, equal employment opportunity, and affirmative action in its educational programs, activities, and employment practices.

The University is dedicated to providing educational, working and living environments that value the diverse backgrounds of all people. The University does not unlawfully discriminate in admission or access to, or treatment or employment in, its educational programs and activities on the basis of race, color, religion, national origin, age, disability, gender, sexual orientation, gender identity, gender expression, genetic information, marital or parental status, or veteran status.

The University prohibits unlawful discrimination or discriminatory harassment on all of those bases. Such behaviors violate the University's Non-Discrimination, Harassment, and Retaliation Policy, will not be tolerated, and may result in disciplinary action up to and including termination or expulsion. It is also the policy of the University to provide each student, employee, and other persons having dealings with the institution an environment free from unlawful sexual violence and all forms of misconduct on the basis of gender. The University prohibits rape, statutory rape,

sexual assault, sexual exploitation, incest, sexual harassment, gender-based harassment, domestic violence, dating violence, stalking, and retaliation. These behaviors violate the University's Sexual Violence Policy, will not be tolerated, and may result in disciplinary action up to and including termination or expulsion.

The University Non-Discrimination, Discriminatory Harassment, and Retaliation Policy and Sexual Violence Policy applies in all University programs and activities, including, but not limited to athletics, instruction, grading, housing, and employment. They apply to all members of the campus communities, including, but not limited to students, faculty, librarians, staff, visitors, contractors, and applicants for employment or admission. They also apply to off-campus conduct that negatively affects a community member's experience in the University environment.

The University has appointed an Equal Opportunity Officer ("EO Officer") to oversee its compliance with this Plan, as well as the state and federal non-discrimination and equal opportunity laws. Anyone with questions, concerns or complaints regarding discrimination, discriminatory harassment, or retaliation may contact the EO Officer. Any person with questions or concerns about any form of sexual violence, sexual harassment, gender-based harassment, domestic violence, dating violence, stalking, and/or retaliation may also contact:

Discrimination: Isaac Tesfay; Director of Diversity, Inclusion, Affirmative Action, and Equal Opportunity; 508-929-8784

Student Accessibility: Fran Manocchio; Director of Student Accessibility Services; 508-929-8733

Title IX / Sexual Violence: Kristen Nelson; Office of Residence Life and Housing; Title IX Coordinator; 508-929-8124

The U.S. Department of Education Office for Civil Rights 33 Arch Street, 9th Floor Boston, MA 02119-1424 (617) 289-0111 Fax (617) 289-0150; TDD (877) 521-2172 OCR.Boston@ed.gov or the University's Title IX Coordinator.

The Title IX Coordinator at each University is responsible for the University's compliance with Title IX and the administration of the Universities' Sexual Violence Policy.

Title IX Policies and Inquiries

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, prohibits discrimination based on gender in all programs or activities that receive federal financial assistance.

A primary purpose of the Massachusetts Board of Higher Education's Diversity and Sexual Violence Plan is to inform campuses in the Massachusetts State University System of each university's prohibition of all forms of discrimination, discriminatory harassment, sexual violence, sexual and gender-based harassment, domestic violence, dating violence, stalking and retaliation; efforts to prevent such behaviors; and the manner in which each university will respond to such behaviors, including the prompt, impartial, fair and thorough investigation and resolution of complaints.

Title IX forbids sex discrimination in all university Student Services and Academic programs including, but not limited to, Admissions, Financial Aid, Academic advising, Office of Residence Life and housing, Athletics, Health Services, Counseling, Office of Student Accessibility Services, Registrar's office, and classroom assignments, grading and discipline. Title IX also forbids discrimination because of sex in employment and recruitment consideration or selection, whether full or part time, under any education program or activity operated by an institution receiving or benefiting from federal financial assistance.

Worcester State University has equitable procedures in place to promptly, thoroughly and fairly address concerns and complaints of harassment or discrimination while being mindful of the rights and unique needs of all parties and of due process. In certain instances Title IX issues may impact a student's academic performance and decisions regarding withdrawals, repeats, and the ability to continue in high-stakes programs need to be made. Academic accommodations related to Title IX will be handled on a case by case basis by the Provost and Vice President for Academic Affairs or her/his designee.

Complaints and reports may be made by contacting Kristen Nelson, Associate Director of Residence Life and Interim Title IX Coordinator at 508-929-8124 or wsu_titleix@worchester.edu. For more information, please visit the Title IX website.

GRADUATE FINANCIAL AID INFORMATION

General Information

Graduate students are encouraged to apply for financial aid to help them meet their educational costs. To receive financial assistance from the University, students must be enrolled in, and accepted for enrollment, in a degree-granting or federally approved certification program at Worcester State University. Graduate students are eligible for Federal Unsubsidized Direct Loans. Applicants must also meet all eligibility requirements and must be in good academic standing. Complete information on financial aid programs, application procedures, and the award process is available on the Financial Aid Office website at <https://www.worcester.edu/financialaid>. Applicants to the University, current students, and their families should feel free to contact the Financial Aid Office at 508-929-8056.

Application Process

All students applying for financial aid should complete and submit a Free Application for Federal Student Aid (FAFSA). Renewal of financial aid is not automatic; eligibility must be re-established by applying on an annual basis.

Deadlines

- March 1—Priority date for all students entering for the fall semester
- November 1—Deadline for on-time consideration for financial aid for students entering in the spring semester
- For summer sessions, applications are available on March 1 and take a few weeks to process

Course Cancellation/Processing of Tuition Refunds

Worcester State University reserves the right to cancel any course for which there is insufficient enrollment. Students may transfer to another course by completing appropriate forms in the Registrar's Office. Processing of tuition refunds takes two to four weeks. Refunds are sent to the student at the address of record.

Entrance Interviews & Master Promissory Notes

All first time borrowers are required to complete a federally mandated Federal Loan entrance interview and a Master Promissory Note online at www.studentloans.gov. Loan funds will not be applied to a student's account until these obligations are fulfilled.

Exit Interviews

Students who have received Federal Loans at any time during their academic careers are required to complete an exit interview prior to any leave of absence, upon withdrawal or graduation from the University online at www.studentloans.gov.

General University Refund Policy

* Applicability

This refund policy applies to all full-time and part-time students enrolled in regularly scheduled classes at Worcester State University other than those attending Worcester State University for the first time (in the current academic year) and receiving financial aid. This policy applies to all tuition, room, board, fees, and other standard billed charges.

Withdrawal Requirements

All matriculated students, undergraduate and graduate, who wish to withdraw from the University must do so in writing to the Registrar's Office on the prescribed form. The official date of withdrawal is that on which the completed form is received and stamped by the Registrar. All withdrawals from courses—rather than withdrawal from the University entirely—must be done in writing to the Registrar's Office, following the procedures established for that purpose.

Withdrawal Refund Policy

Refunds for withdrawal from the University or withdrawal from courses will be made based on the following schedule if official notice of withdrawal has been received in writing and certified by the Registrar.

1. Prior to the first day of classes, or within the official add/drop period
 - Full refund of all tuitions and fees paid
2. After the official add/drop period
 - No refund of any tuitions or fees paid (unless registration is cancelled by the University)
3. Room Charge (if applicable)

- A. Agreement Releases

A student may request, in writing a release from this Agreement under the following conditions, but will forfeit the deposit if granted: 1. Graduation 2. Withdrawal from University 3. Transferring to another school 4. University approved study abroad

- B. Buy-Out of Agreement

A student wanting to be released from their Agreement for any other reason must participate in the Buy-Out option. A Buy-Out of 60% of room charges for the fall semester is available through the 8th week of the fall semester. After the 8th week of the fall semester students are responsible for 100% of the fall semester room charges and 60% of the spring semester room charges. A Buy-Out of 60% of room charges for the spring semester is available until the 8th week of the spring semester. After the 8th week of the spring semester students are responsible for 100% of the spring semester room charges. Students who participate in the Buy-Out are not eligible for a refund of their deposit.

- C. Returning Students Cancellation Policy

Current residents who complete a License Agreement, thereby reserving a space for the 2018-2019 academic year, may request, in writing, to cancel this Agreement according to the terms listed below: Before Residence Hall Opening for the fall semester will result in forfeiture of the housing deposit and being assessed a \$500.00 cancellation charge. All cancellation dates will be established by date received in the Office of Residence Life and Housing.

- D. Incoming Student Cancellation Policy

Upon receiving a signed Agreement and deposit, this Agreement will be accepted by the Office of Residence Life and Housing for assignment. A student may request, in writing, to cancel this agreement within 7 days of the signed Agreement with no penalty but the forfeiture of deposit. Students who cancel their Agreement after the seventh day and before the fall or spring semester opening will be assessed a \$300.00 cancellation charge and will forfeit their deposit. Additionally, an Agreement cannot be canceled within 5 days of a semester opening.

- E. Cancellation After Occupancy is Scheduled to Begin- "No Shows"

Cancellation after occupancy is scheduled to begin, defined as opening day of the residence halls on the academic calendar, will result in the student being held financially responsible for his or her room charges subject only to the rules permitting release from the Agreement.

- F. License Agreement Cancellation Appeal

For a student wishing to appeal a Residence Hall Buy-Out based on a Medical or Financial Hardship, a request in writing must be submitted no later than 48 hours after the approval of the Residence Hall Buy-Out. The criteria and documentation required within the letter of appeal can be requested by email to reslife@worchester.edu. Appeals are heard on a case by case basis.

Programs and Resources

State Employees' Tuition Remission

State employees and their dependents who elect to take courses at Worcester State University may have some or all of their tuition waived. Documentation of eligibility should be submitted to the Bursar's Office. Eligible persons should contact the Personnel Office at their place of employment for further details.

Massachusetts Rehabilitation Benefits Program

Massachusetts Rehabilitation Benefits Program may provide assistance to eligible students. Contact the Massachusetts Rehabilitation Commission for further information.

Veterans' Benefits

The Veterans' Administration has approved Worcester State University for the purpose of providing Veterans' Educational Benefits to veterans pursuing undergraduate and graduate study. Massachusetts veterans entitled to educational benefits must provide the Registrar's Office with a copy of their Form DD-214.

Federal Unsubsidized Direct Loan

Federal Unsubsidized Direct Loan is a federal unsubsidized loan program whereby the federal government makes long term, low interest loans to graduate students enrolled at least half-time (six credits per semester). Students must have completed the FAFSA process before their Federal Unsubsidized Direct Loan will be processed. Graduate limits are up to \$20,500 per year limited to the student's cost of attendance.

Graduate Assistantships

Graduate assistantships are available for matriculated, degree-seeking, graduate students. For information and an application, call the Graduate Office at 508-929-8127 or visit www.worcester.edu/graduate-assistantships/.

Generally, funds for graduate students are limited to the Federal Unsubsidized Direct Loan. Applicants who are taking courses that are pre-requisites for a graduate degree may be eligible for Direct Loan funds for up to one year.

Return of Title IV Funds

Refund Policy for Students Who Receive Federal Financial Aid

Applicability

This refund policy applies only to all full-time and part-time students enrolled in regularly scheduled classes at Worcester State University who are receiving Federal Title IV financial aid. This policy is mandated by federal regulation.

Withdrawal Requirements

All matriculated students, undergraduate and graduate, who wish to withdraw from the University must do so in writing to the Registrar's Office on the prescribed form. The official date of withdrawal for this refund policy is the date that the student begins the official withdrawal process or the date that the student officially notifies the University of his or her intent to withdraw.

Refund Policy

Refund of Federal Title IV Financial Aid will be based on the date a student completely withdraws from the University as described above. During the first 60% of the semester or summer term a student earns Title IV funds in direct proportion to the length of time he or she remained enrolled. A student who remains enrolled beyond the 60% point earns all aid for the semester or summer term.

The percentage of the semester or summer term that a student remains enrolled is derived by dividing the number of days a student remains in attendance by the number of days in a semester. Calendar days are used but breaks of at least five days are excluded from both the numerator and the denominator.

Unearned Federal Title IV aid other than Federal Work-Study must be repaid in the following order:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- Federal Perkins Loan
- Federal Parent Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Other Title IV programs

Students must repay 100% of unearned loans according to the terms of their Promissory Note. Only 50% of unearned grants must be repaid within 30 days of withdrawal from the University.

Student Health Insurance

Graduate degree seeking students enrolled in seven (7) or more credits per semester are required by State regulation to carry individual health insurance coverage. Students without such coverage will be billed a health insurance premium for mandatory enrollment.

Students who already have appropriate coverage must complete a waiver of insurance at the time of payment (before the first day of classes) in order to waive the mandatory insurance premium. The insurance can be waived online at www.universityhealthplans.com. Any student not completing a waiver will be billed for insurance. This charge may not be adjusted, and is non-refundable after the add/drop period.

Tuition Information

Tuition and fees for evening undergraduate courses are currently \$281.50 per semester hour of credit. Tuition and fees for graduate courses are currently \$322.00 per semester hour of credit. Tuition and fees are payable at the time of registration and may be made by bank check, money order, personal check, or credit card; cash will not be accepted. Financial aid may be used when the student is enrolled in at least six credits per semester. Graduate students enrolled in a minimum of nine graduate credits are considered full-time.

Graduate Programs

Graduate Tuition (per credit)	\$169.00
Graduate Fees (per credit)	\$153.00
Special Fees:	
Student Teaching	\$75.00 per course
Lab Instruction	\$90.00 per course
Art Model Fee	\$25.00 per course

Field Work Supervision	\$15.00 per credit
Internship	\$15.00 per credit
Practicum	\$15.00 per credit
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Center for Effective Instruction (CEI)

Program Director: TBA

Administrative Assistant: Dona Edwards

Phone: 508-929-8873

Email: dedwards@worchester.edu

The Center for Effective Instruction at Worcester State University is a key resource for teacher training and professional development. Our programs assist educators with their career goals through license renewal or with a second degree in education. Our offerings supplement those of Worcester State's Barbara (Hickey) O'Brien '57 Education Department, which has been preparing highly qualified teachers to lead classrooms across Massachusetts since 1874.

Known for giving individualized attention, CEI partners with school systems, alliances, and other professional development providers to teach courses and workshops in building principalship, preschool education, early childhood education, and subject content and instructional strategies for elementary, middle, and high school. The Center offers credit-bearing graduate courses, workshops that qualify for professional development points, and school-based and district-based programs.

Special offerings for teachers include:

- Teaching as a Second Career
- License as an Administrator
- RETELL Sheltered English Immersion

Some credit-bearing courses may be eligible for transfer into our Master of Education programs. Courses will be reviewed for transfer by our Graduate Program Coordinators.

Center for Effective Instruction Courses

CI 900: Special Topics in Professional Development in Education (non-credit)

Non-credit workshop or course on a variety of topics related to professional development for educators.

CI 971: Special Topics in Professional Development in Education (1-6 credits)

In-depth explorations of contemporary educational topics or issues relating to teacher training.

Center for Effective Instruction (CEI) and the Massachusetts Association of Business Officials (MASBO) Agreement

Five courses offered through the Massachusetts Association of Business Officials (MASBO) licensure program may be transferred to Worcester State University's general Master of Education program. Candidates must complete all requirements for admission to the graduate school, including an application, essay, application fee, official transcripts, two letters of recommendation, and either official GRE or MAT scores (waived for those who possess a master's degree or higher).

The five courses that will transfer with grades of B- or higher are:

- Information Based Management (3 credits)
- Managing Financial Resources (3 credits)
- Human Resources Management (3 credits)
- Financial Accounting (3 credits)
- School Business Official Leadership Challenge (3 credits)

Higher Education Consortium of Central Massachusetts (HECCMA) Certificate in College Teaching

Certificate in College Teaching Program Director: Dr. Jeanine Belcastro Went

Phone: 508-755-9400

Email: jwent@heccma.org

Program Goals

The Higher Education Consortium of Central Massachusetts' Certificate in College Teaching represents a collaborative institutional response to the ever-present challenges of promoting exemplary teaching in today's complex higher education environments. Most college professors have not had the benefit of formal training as teachers. Preparation for the college classroom involves more than a solid base of knowledge in a discipline; it requires a systematic inquiry into the pedagogies and processes that facilitate learning. The certificate program is grounded in the latest educational research of best practices in college teaching, and is designed to enhance the teaching and learning experiences for faculty and students in higher education.

The primary focus of the Certificate is to prepare graduate students, adjunct, and full-time faculty who aspire to, or who are currently engaged in, a career in academia. Research has shown that graduate students with some formal preparation in college teaching have a substantial advantage in the academic job market. Once hired, new faculty members are better prepared to assume their teaching duties and are, consequently, more productive in developing their research programs. Similarly, more experienced college faculty also can benefit from such teaching certificate programs, as they may be well prepared in their disciplines, but desire formal training in the pedagogy of teaching.

- Graduates will engage in ongoing systematic documentation of and reflection on their teaching practice and their students' learning.
- Graduates' teaching practice will be grounded in personal values, accepted professional standards, and a research base.
- Graduates will employ, appropriately and responsively, a diverse toolkit of teaching methodologies that promote active engagement and learning.

Program Structure

The Certificate in College Teaching is a 6-credit graduate program with all courses carrying graduate credit through Worcester State University. Courses may be taken individually, or as part of a six-credit program leading to a Certificate in College Teaching. Courses are offered in face-to-face, hybrid and fully online formats.

- **Seminar in College Teaching** - a foundational course (2 credits) designed to acquaint participants with basic principles and theories of education and with instructional practices associated with effective college teaching. Course activities include readings, lectures, discussion and individual and group projects. Topics covered include an introduction to learning theories, cognitive development and motivation for learning; effective teaching skills such as lecturing, class discussion, active and cooperative learning, and use of instructional technology; evaluating student performance; and life as a college professor.
- **Three teaching methods electives** (1 credit each, 3 credits total) representing a variety of teaching strategies and methodologies, such as

Code	Title	Credits
CT-911	Teaching With Discussion	1
CT-912	Legal Issues in College Teaching	1
CT-913	Teaching With Technology	1
CT-914	Learner Centered Assessment	1
CT-915	Designing Assignments & Activities to Promote Learning	1
CT-916	Applying the Scholarship of Teaching And Learning to Enhance Classroom Effectiveness	1
<i>Classroom Effectiveness</i>		
CT-917	Teaching With Writing	1
CT-918	Developing and Teaching an Online Course	1
CT-919	Teaching & Learning in the Diverse Classroom	1
CT-920	Teaching With Cases	1
CT-921	Mentoring Undergraduate Research	1
<i>Teaching in a Discipline</i>		
CT-931	Teaching Engineering	1
CT-932	Teaching Humanities	1
CT-933	Teaching Foreign Languages: Methodology in Practice	1
CT-934	Teaching in the Sciences	1
CT-935	Universal Design for Learning	1
CT-936	The Learner's Perspective: Engaging Students in Their Own Learning	1

- **Practicum in College Teaching** – a 1-credit capstone course culminating in a comprehensive teaching portfolio. (Acceptance into the certificate program and completion of the 5 credits of courses outlined above are required before taking the Practicum.) Note: Practicum proposals must be submitted no later than October 1 for a spring practicum.

Education Specialist (Ed.S.) in Curriculum and Instruction

Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

The Education Specialist (Ed.S.) program in Curriculum and Instruction is designed for people interested in curriculum leadership who already have a Master's degree in Education, a cognate area, or a Master's in a field related to their teaching license. An Ed.S. degree is the equivalent degree to a Certificate of Advanced Graduate Study (C.A.G.S.). Graduate students use the program for professional development, to further their career advancement, and as a possible pathway to professional educator licensure through the Massachusetts Department of Elementary and Secondary Education. The Ed.S. in Curriculum and Instruction is appropriate for all levels of Education from Early Childhood through Higher Education, as well as non-formal Education and Administration.

Admission

Candidates for the Ed.S. program in Curriculum and Instruction will be required to meet the competencies established by the graduate program for all candidates seeking an Education Specialist certificate through Worcester State University. In addition, students will be required to demonstrate evidence of an earned Master of Education or Master's in a related field with a minimum GPA of 3.0.

Program of Study

This program consists of a minimum of ten (10) 3 credit courses plus a 2-credit Research Forum for Comprehensive Exam, for a total of thirty-two (32) graduate credits, which are selected with the approval of the program coordinator.

Code	Title	Credits
12 Credits in Curriculum, Instruction and Assessment Courses selected from courses including, but not limited to:		12
ED-929	Mathematics Assessment and Instruction For Diverse Learners	
ED-955	Assessing English Language Learners	
ED-958	Middle School Curriculum and Instruction : Strategies and Modification	
ED-959	Assessment, Differentiation and Data Analysis in Middle School	
ED-963	The Understanding and Teaching of Culture	
ED-965	Principles of Curriculum Development	
ED-968	Seminar in Curriculum and Instruction	
ED-974	Curriculum Development and Innovations (Secondary School)	
ED-975	Assessment, Differentiation and Data Analysis in Secondary Schools	
ED-978	Contemporary Issues in the Teaching of Bilingual and English Language Learners	
ED-979	Technology and Literacy in the Classroom	
ED-988	Brain Based Learning	
EE-912	Young Children and Integrated Early Childhood Education Practices	
ES-932	Teaching Adult ESL and SIFE	

12 Credits in Content Electives selected from areas such as: 12

Language, Literacy, and Culture

STEM - Science, Technology, Engineering, and Mathematics

English Language Learners

Moderate Disabilities

Reading and Writing

Leadership and Administration

Health Education

Math (p. 145)

English (p. 137)

Biology (p. 111)

History (p. 143)

Spanish (p. 156)

Code	Title	Credits
6 Credits in Advanced Research Methods and Research Project such as:		6
EA-939	Action Research Project I	
EA-940	Action Research Project II	

Code	Title	Credits
2 Credits in Seminar/Comprehensive Exam:		2
EA-941	Educational Lead Research Forum	

Education Specialist (Ed.S.) in School Psychology

School Psychology Graduate Program Coordinator: Dr. D.Tighe Cooke

Phone: 508-929-8673

Email: dcooke@worcester.edu

The WSU School Psychology Program is a specialist level program, approved by the National Association of School Psychologists (NASP). Students receive an Education Specialist (Ed.S.) certificate in School Psychology at the culmination of three years of full time study. Upon completion, students may receive Institutional Endorsement to obtain the credential of School Psychologist in the state of Massachusetts. The Ed.S. is awarded upon successful completion of 72 credits combined planned program of study including supervised full-time practicum (600+ hours) and supervised full-time internship (total 1200+ hours), completion of an acceptable professional portfolio, and successful performance on a comprehensive examination. Candidates must satisfy all other graduate and degree requirements. Institutional endorsement for professional credential as a school psychologist requires a passing score on the Massachusetts Teacher Educator Licensing Examination (MTEL), passing the Praxis II exam, and successful completion of all Ed.S. components. The application for the National Certified School Psychologist (NCSP) credential is solely the responsibility of the candidate. Worcester State University School Psychology program reserves the right to respond to requests to complete this NCSP application.

The Ed.S. in School Psychology Program admits students for the fall semester only. The Priority Application deadline for submitting an application is February 1. The School Psychology Program welcomes application from students who are committed to the delivery of psychological services in a diverse society. Diversity among students in the program is expected. However, it is anticipated that all applicants will possess a Bachelor's degree with appropriate course work or complete such coursework during the beginning phases of training.

Following formal application and meeting criteria for admittance to the Graduate School at Worcester State University, the School Psychology Program utilizes multiple criteria for admission:

- An overall undergraduate grade average of a B
- An undergraduate major or concentration in Psychology¹
- Passing score on the MTEL Communication and Literacy Skills Test at the time of application is strongly recommended.

¹ Students may be admitted to the program from a variety of academic backgrounds. However, it is expected that an appropriate number of courses in psychology may be required in the initial phases of training. The faculty reserves the right to determine those courses to be taken. This preparatory coursework will not directly apply to the Course requirements for the Ed.S. in School Psychology.

We offer you a cadre of professionals, faculty, adjunct faculty and clinical supervisors who view ourselves as partners and mentors with our students, as you undertake this arduous, yet satisfying journey.

For information regarding the application process and requirements, please go to www.worcester.edu/graduate.

For information regarding the MTEL test, please go to www.mtel.nesinc.com.

For information regarding the PRAXIS tests, please go to www.ets.org.

The Education Specialist is awarded upon successful completion of 72 credits combined planned program of study including a supervised, full-time practicum (600+ hours) and supervised full-time, unpaid internship (total 1,200+ hours), completion of an acceptable professional portfolio, and successful performance on a comprehensive examination. Candidates must satisfy all other graduate and degree requirements.

Year One

Semester One

		Credits
EP-901	Intro to School Psychology: Ethical Standards, Legal Issues & Professional Topics	3
EP-920	Research, Design and Evaluation	3
EP-902	Intro to Counseling Theory, Practice & Psychotherapy	3
EP-903	Principles of Cognitive and Psycho-Educational Assessment And Intervention I (includes lab)	3
	Credits	12

Semester Two

EP-904	Principles of Cognitive and Psycho-Educational Assessment and Intervention II (includes lab)	3
EP-905	Behavioral Assessment and Interventions	3
EP-921	Human Developmen: -Lifespan	3
EP-927	Exceptionalities:Developmental Processes , Identification and Intervention	3
	Credits	12

Summer

EP-907	Child & Adolescent Psychopathology	3
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EP-930	Group Processes: Theories and Practice	3
	Credits	6
Year Two		
Semester Three		
EP-906	Personality Assessment: Social, Emotional and Affective Functioning	3
EP-922	Child and Adolescent Therapy	3
EP-923	Learning: Principles, Theories and Applications	3
EP-990	Seminar & Practicum in School Psychology Professional Seminar & Practicum in School Psychology I	3
	Credits	12
Semester Four		
EP-925	Advanced Counseling Theory, Practice and Psychotherapy	3
EP-929	Fundamentals of Consulting: Theory and Practice	3
EP-926	Family Systems Theory & Practice	3
EP-991	Seminar and Practicum in School Psychology II	3
	Credits	12
Summer		
EP-908	Community Psychology	3
ED-909	RETELL: Best Practices for English Language Learners	3
	Credits	6
Year Three		
Semester Five		
EP-924	Principles of Neuropsychology	3
EP-992	Professional Seminar and Internship School Psychology I	3
	Credits	6
Semester Six		
EP-993	Professional Seminar and Internship in School Psychology II	3
EP-928	Applied Neuropsychology in the Schools	3
	Credits	6
	Total Credits	72

This is a full-time program totaling 72 credits after 3 years (6 consecutive semesters, 2 complete summers, Spring graduation)

Education Specialist (Ed.S.) in Secondary Education

Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

The Ed.S. program in Secondary Education is designed for Middle and High School teachers and curriculum leaders who already have a Master's degree in Education, a cognate area, or a field related to their teaching license. This program provides students with the opportunity to focus on advanced graduate study in secondary education with a disciplinary focus. Students may use the program to further their career advancement and as a possible pathway to professional educator licensure through the Massachusetts Department of Elementary and Secondary Education.

Admission

Candidates for the Ed.S. program in Secondary Education will be required to meet the competencies established by the graduate program for all candidates seeking an Education Specialist degree through Worcester State University. In addition, students will be required to demonstrate evidence of an earned Master of Education or Master's in a related field with a minimum GPA of 3.0.

Program of Study

This program consists of a minimum of ten (10) courses for a minimum of thirty (30) graduate credits, which are selected with the approval of the program coordinator, plus a two credit Research Forum. There is one course in the philosophical, sociological, or cultural foundations of education; two or three courses in secondary education areas such as curriculum, assessment, leadership and/or instruction; four or five courses in a disciplinary focus such as Math, History, Biology, English, Spanish, Reading, or Language and Culture; one course in research methods; and a three to six credit research project. At the conclusion of the program, students will enroll in a 2 Credit Research Forum for their Comprehensive Exam.

Requirements of the Program

Minimum of 30 credits plus 2 credit Research Forum including:

Code	Title	Credits
Education Foundations		3
Secondary Education		6-9
Disciplinary Focus		12-15
Research Design and Methodology		3
Research Project		3-6
Comprehensive Exam in Secondary Education/Research Forum		2

Code	Title	Credits
3 Credits in Education Foundations selected from courses such as:		3
ED-981	Advanced Foundations of Education	
ED-987	Social, Political, and Cultural Issues In Education	
ED-997	Advanced Philosophical Foundations of Education	
ES-943	Foundations in International and Comparative Education	

Code	Title	Credits
6-9 Credits in Secondary Education selected from courses such as:		6-9
ED-958	Middle School Curriculum and Instruction : Strategies and Modification	
ED-959	Assessment, Differentiation and Data Analysis in Middle School	
ED-963	The Understanding and Teaching of Culture	
ED-965	Principles of Curriculum Development	
ED-968	Seminar in Curriculum and Instruction	
ED-974	Curriculum Development and Innovations (Secondary School)	
ED-975	Assessment, Differentiation and Data Analysis in Secondary Schools	
ES-903	The Art of Teaching Adolescents	
ES-915	Secondary School Curriculum Development: Theory and Practice	
ES-917	Approaches to Teaching in the Secondary Schools: Theory and Practice	

12 Credits in a Disciplinary Focus such as:

12-15

Math (p. 145)

English (p. 137)

Biology (p. 111)

History (p. 143)

Spanish (p. 156)

English Language Learners

Reading and Writing

Code	Title	Credits
3 Credits in Research Design:		3
EA-939	Action Research Project I	
Code	Title	Credits
3-6 Credits in Research Project:		3-6
EA-940	Action Research Project II	
Code	Title	Credits
2 Credits in Comprehensive Exam/Research Forum:		2
EA-941	Educational Lead Research Forum	

Graduate Programs Leading to Reading Specialist Licensure

Reading Graduate Coordinator: Dr. Pamela Hollander

Phone: 508-929-8347

Email: phollander@worchester.edu

Candidates for the Massachusetts reading specialist license may pursue one of the following options at Worcester State University:

- Master of Education Reading with Licensure Option (p. 62)
- Post-Baccalaureate Initial Teacher Reading Licensure Option (p. 100)

To learn more about which path is right for you, please contact the Education Department at 508-929-8461 or visit www.worcester.edu/graduate.

Master of Arts in English

Program Coordinator: Dr. Dennis Quinn

Phone: 508-929-8705

Email: dwquinn@worchester.edu

In addition to the standard admission requirements set by Worcester State at: <http://worchester.edu/Graduate/> applicants to the Master of Arts in English must have either earned an undergraduate degree in English or completed at least 18 semester credit hours of English courses, not counting first-year English composition classes or English for English Language Learners, at an accredited institution of higher education. Applicants without undergraduate training in the English discipline are strongly advised to take survey courses in American and English literature and a course in undergraduate literary theory as part of the required 18 undergraduate credits.

The program has the following convenient features:

- A part-time evening schedule
- A rolling admission that allows students to start their studies in any semester
- Possibility of transferring in up to 12 credits of graduate work after coordinator review

Note: transfer credits may include coursework taken at Worcester State University prior to matriculation.

Requirements of the Program

Code	Title	Credits
English Foundation courses		(3 credits)
EN-901	Methods of Graduate Research	3
English Elective courses		(21 credits)
Students will select, with the approval of a graduate advisor, 21 credits from the graduate English courses listed in the catalog.		21
Additional electives		(9 credits)
Students will select, with the approval of a graduate advisor, 9 graduate credits in English or another area.		9
Thesis/Exam Option		(0 credits)
Upon completion of their course work, candidates must successfully fulfill a last requirement in the form of either two substantial area examinations or a thesis. While the general focus of the examinations and the thesis must deal with literature and/or rhetoric, the individual student and his or her advisor together will decide on the specific subject(s) to be explored.		
EN-999	Thesis Research & Writing (option in place of an elective course.)	
Total Credits		33

Graduate English Courses

EN-900 History and Structure of the English Language

The phonology, syntax, and lexicon of English from its proto-Indo-European origins to its contemporary dialects.

3 Credits

EN-901 Methods of Graduate Research

An introduction to graduate-level research and writing.

3 Credits

EN-903 Theory and Teaching of Writing

Current writing theory and pedagogy with emphasis on the college, high school, or middle school classroom.

3 Credits

EN-905 Modern Rhetorical Theory

Examines history of and recent developments in modern rhetorical theory and composition studies.

3 Credits

EN-906 Donne, Herbert, and Seventeenth-Century British Poetry

Analysis of the work and influence of John Donne, Ben Jonson, George Herbert and other metaphysical and religious poets.

3 Credits

EN-907 Pastoral Literature

This course explores pastoral's emergence as a major genre of sixteenth- and seventeenth-century literature.

3 Credits

EN-908 Milton

Analysis of Milton's prose and poetry, emphasizing "L'Allegro," "Il Penseroso," "Comus," "Lycidas," "Paradise Lost," "Paradise Regained," "Samson Agonistes," and "Areopagitica."

3 Credits

EN-909 Critical Approaches to Literature

An in-depth examination and interpretive application of the works of a critical theorist or a critical perspective, to be chosen by the instructor.

Every year. 3 Credits

EN-910 Literature of the English Renaissance

Advanced examination of Tudor and Jacobean literature emphasizing More, Wyatt, Surrey, Sidney, Spenser, Marlowe, Nashe, Shakespeare, Donne, and Jonson.

3 Credits

EN-911 Young Adult Literature

Examination of a range of texts, classical and modern, that address both middle-school and high-school (and older) readers.

3 Credits

EN-912 Shakespeare

This course will examine various aspects of Shakespeare's plays and poems.

3 Credits

EN-915 Community Writing

An advanced introduction to writing about, for, and with communities. Generally, students learn to consider the rhetorical, relationship building power of documents, and they specifically apply this understanding by working with an organization to complete a community writing project. For students, a foundation in community writing scholarship, increased genre knowledge, and practical consulting experience are outcomes.

Every year. 3 Credits

EN-921 Antislavery Literature in the Atlantic World

This course traces the literary history of the antislavery movement in the Atlantic World: writing in a range of genres (journalism, history, fiction, poetry, drama, slave narratives), antislavery writers made a significant contribution to the campaigns to end the slave trade and slavery. While the Atlantic system of legal slavery ended in the nineteenth century, an even larger system of illegal slavery still exists, and so the course concludes by considering the work of twenty-first century antislavery writers and what they might learn from their predecessors. In other words, can we use literary history to make slavery history?

Fall only and every 2-3 years. 3 Credits

EN-925 Eighteenth-Century Novel

Explores the origins of the novel genre.

3 Credits

EN-931 Nineteenth-Century Novel

Explores British prose fiction of the nineteenth century.

3 Credits

EN-932 English Theatre: 1660-1780

3 Credits

EN-933 Romantic and Victorian Gothic

Romantic and Victorian Gothic is a subversive arena where major authors explore the issues bedeviling their eras.

3 Credits

EN-934 The Romantics and the Victorians 1798-1901

An historical and critical survey of the prose and poetry of the nineteenth century including Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Arnold and Browning.

3 Credits

EN-935 Modern Drama

A survey of British, American, Irish, and continental drama from Ibsen through O'Neill.

3 Credits

EN-938 The World of Dickens

Major aspects of the life and art of Dickens will be examined in a variety of contexts.

3 Credits

EN-941 Modern Poetry

A study of the major figures who shaped American and British poetry between 1920 and 1950.

3 Credits

EN-942 Three Modern Poets

Illustrates how modern poetry differs from that of earlier periods through study of W.B. Yeats, Wallace Stevens, and T.S. Eliot.

3 Credits

EN-943 Medieval Literature

This course covers the major genres of English medieval literature, such as drama, poetry, debate, prose, and riddles. The major works in medieval literature will be covered including Beowulf, Sir Gawain and the Green Knight, and the Corpus Christi plays. The themes of religion, courtly love, chivalry, women's roles, and class will be considered.

Other or on demand and other or on demand. 3 Credits

EN-945 Contemporary Poetry

Concentrates on poets whose major work was written after World War II.

3 Credits

EN-950 The Romantic Flowering in American Literature

The development of Romantic idealism in the origins of American fiction and poetry.

3 Credits

EN-952 Realism and Naturalism

Realism as practiced by Twain and clarified by Howells, following the transition of realism to naturalism under Norris and Dreiser.

3 Credits

EN-953 The Short Story

The Short Story examines in depth the origin and evolution of the genre of short fiction. Nineteenth and early twentieth century American, British, and Continental European stories are studied to provide artistic, theoretical, and cultural contexts for the development of the genre. By the end of the course, representative modern short fiction from various nations is explored in an effort to situate the genre within emerging philosophies of form and narration.

3 Credits

EN-955 American Novel I

The development of the American novel from Charles Brockden Brown through Melville and Hawthorn.

Fall and Spring and other or on demand. 3 Credits

EN-956 Classical Mythology

Study of myths of ancient Greece and Rome through examination of major primary texts and secondary interpretative texts.

3 Credits

EN-957 American Novel II

The development of the American novel from naturalism and realism to the latest fiction of the twentieth century.

Fall and Spring and other or on demand. 3 Credits

EN-958 Women in American Literature

An advanced study of works by and about women in American literature, including Rowson, Foster, and Brown.

3 Credits

EN-961 Film and Literature: Page and Screen

This class explores film's artistic and cultural descent from literature.

3 Credits

EN-995 Seminar

An exploration of the works of one or two major authors in depth.

Fall and Spring and other or on demand. 3 Credits

EN-997 Graduate Independent Study

Guided exploration of a topic of interest to the student and a member of the English faculty.

Fall and Spring and every year. 3 Credits

EN-998 Special Topics

An exploration and consideration of a theme or topic of mutual interest to instructor and students.

Fall and Spring and other or on demand. 3 Credits

EN-999 Thesis Research & Writing

Guided work relating to the student's thesis.

3 Credits

Master of Arts in History

Program Coordinator: Dr. Erika Briesacher

Phone: 508-929-8692

Email: ebriesacher@worchester.edu

Admission Requirements

General admission requirements for graduate study located at <http://worchester.edu/graduate/> together with 18 credits in undergraduate history including the following courses or their equivalents:

Code	Title	Credits
HI-103	World Civilization I	3
HI-104	World Civilization II	3
HI-111	US History I	3
HI-112	US History II	3

There are two different tracks for Master of Arts in History: the portfolio track and the thesis track.

Requirements of Track 1 (Portfolio)

Code	Title	Credits
Foundation courses		(6 credits)
HI-910	Study and Writing of History	3
History Research Seminar		3
Distribution History courses		(18 credits)
US History Electives		6
European History Electives		6
Non-US/Non-European History Electives		6
Minor Concentration in History or a related field (developed in consultation with advisor)		(9 credits)
The capstone of the program is the presentation of a portfolio. Students will present the portfolio to the graduate coordinator at a meeting after all course work has been completed. The portfolio should include five papers, plus an introductory narrative that reflects upon the student's program as a whole, provides the necessary context for understanding the five papers, and explains why those particular papers were chosen. One of the papers must be a research paper incorporating primary sources. In addition, the papers should represent work in U.S. History, European History, Non-U.S./Non-European History, and the Minor Concentration. The portfolio will be assessed by departmental committee of at least 3 members.		9
Total Credits		33

Requirements of Track 2 (Thesis)

Code	Title	Credits
Foundation course		(3 credits)
HI-910	Study and Writing of History	3
Major Concentration in U.S. History or World History		(21 credits)
Elective History courses (U.S. or World)		15
HI-995	Thesis Option (research)	3
HI-996	Thesis Option (writing)	3
Minor Concentration in History or a related field (developed in consultation with advisor)		(9 credits)
Students will form a thesis committee of at least two faculty members. One will be the primary advisor (and the instructor of record for the thesis courses) who will work closely with the student in their research and writing. The second will read the final version of the thesis. Upon completion of the thesis, the student will schedule an oral defense with the thesis committee.		9
Total Credits		33

Graduate History Courses

HI-910 Study and Writing of History

Historical methodology, modern historiographical views, and the emergence of the New History; i.e., psychohistory, family history, and quantitative history.

3 Credits

HI-912 Industrial Revolution: Past, Present, Future

A comparison of the European and American industrial revolutions and their consequences from the eighteenth through the twentieth centuries. Field trips are planned to mill towns and industrial cities.

3 Credits

HI-914 The Gilded Age: 1865-1900

A depiction of the period when America went through a rapid socio-economic transformation in the areas of industrialization, urbanization, and immigration.

3 Credits

HI-915 Populism, Progressivism and Socialism In the Us

Analysis of three reform movements that were an ideological response to the Gilded Age's excesses and an attempt to humanize America's economic transformation.

3 Credits

HI-916 Revolution in the 20th Century

After examining a number of theories regarding revolutionary developments this course will focus upon the major revolutions of the present century; i.e., Russian, Chinese, Nazi, Cuban and Mexican.

3 Credits

HI-918 The US and the Middle East

Discusses growth of United States economic, cultural, political, and strategic interests in Middle East; emphasis on post-World War II period.

3 Credits

HI-920 Japan in the Twentieth Century

An evaluation of the role of Japan as an emerging world power and economic giant during the present century.

3 Credits

HI-924 Selected Topics in Us-East Asian Relations

An examination of major problems affecting American foreign policy in East Asia since World War II; i.e., the origins of the cold war in Asia, America's entry into the Korean War, the Offshore Islands issue, America's involvement in the Vietnam conflict, and United States-Chinese relations.

3 Credits

HI-934 Women's Rights: 18th Cent-Pres

Study of the major principles underlying the women's rights movement. It will start by examining the claims made by individuals during the early modern period in Europe and end by analyzing women's rights documents of international organizations of the twentieth century. A research paper will be required.

3 Credits

HI-936 History of the American South

A survey from the colonial era to the present, with a particular focus upon slavery and race relations.

3 Credits

HI-937 American Revolutionary Period

The political, military, economic, and social history of America from 1763 to 1787.

3 Credits

HI-938 The American Civil War

The political, military, economic, and social history of America from 1850 to 1877.

3 Credits

HI-939 American History At the Movies

A variety of movies are used as launching pads to explore American history and the relationship of film to history.

3 Credits

HI-940 Teaching History With Film

A study of history through film and media.

3 Credits

HI-941 Medieval History

Hundred Years War and the War of the Roses (1327-1485)

3 Credits

HI-942 Tudor-Stuart England

The political, cultural and social development of England, 1485-1688

3 Credits

HI-943 World War I

The period 1870-1918, focusing upon the origins

3 Credits

HI-944 World War II

A survey of the mass industrial global conflict between 1939-1945.

3 Credits

HI-945 The Rise of Islam

Course focuses on the rise of Islam, the Arab Empire, and the impact of the Arab/Islamic Civilization on Europe.

3 Credits

HI-946 Eur Intell Hist Enlighten-Pres

The major ideas of the era; utilitarian, nationalist, and socialist schools; fascism, communism and liberalism.

Fall and Spring and every year. 3 Credits

HI-970 China in the Twentieth Century

A consideration of the major political, diplomatic, and intellectual developments in China since 1949.

3 Credits

HI-990 Special Topics in History

An investigation of an historical issue, event or personality of mutual interest to the instructor and students.

Fall and Spring and other or on demand. 3 Credits

HI-992 Sem: American Const History

Varied topics to meet the student's needs; e.g., the Marshall Court, Taney Court, Warren and Burger Courts, and so forth.

3 Credits

HI-995 Thesis Option (research)

Research of thesis.

3 Credits

HI-996 Thesis Option (writing)

Writing of thesis.

3 Credits

HI-999 Graduate Independent Study in History

1-3 Credits

Master of Arts in Spanish

Program Coordinator: Dr. Antonio Guijarro-Donados

Phone: 508-929-8619

Email: aguijarrodonados@worchester.edu

Admission Requirements

General admission requirements for the Graduate School are located at <http://worchester.edu/graduate> and must be submitted with a research paper written in Spanish (approx. 4000). Please note that although the Graduate Record Exam (GRE) is required, previous academic performance has more weight in the acceptance decision.

Applicants interested in the Master of Arts in Spanish program typically possess a B.A. in Spanish or related field.

Please contact Dr. Antonio Guijarro-Donadiós at aguijarrodonados@worchester.edu for additional information.

Curriculum

Code	Title	Credits
Spanish Foundation Courses		(6 credits)
SP-901	Advanced Study:Special Topics	3
SP-994	Thesis Seminar/Comprehensive Exam (in Spanish)	3
Spanish Concentration Courses		(24 credits)
<i>Culture</i>		
One course must be in Peninsular Culture, one in Latin American Culture, one in Latino Culture.		9
<i>Literature</i>		
Two courses must be in Peninsular Literature, two in Latin American Literature, and one in Latino Literature.		15
Electives		(6 credits)
Students may take graduate elective courses in Advanced Language, Civilization, Spanish for Professionals, Translation, or an Independent Study.		6
Total Credits		36

Graduate Spanish Courses

SP-901 Advanced Study:Special Topics

Special topics in language, literature, civilization or field work of mutual interest to student and instructor.

3 Credits

SP-923 History/Culture of Puerto Rico

An in-depth study of the country.

3 Credits

SP-924 The Latin Americans in US

Their origins, distribution, sociocultural organizations and attitudes. Special attention to the Spanish-speaking community of the area. Classes conducted in Spanish.

3 Credits

SP-925 Travel Study Course

Trip will be preceded by a seminar. Classes conducted in Spanish.

3 Credits

SP-926 Sem Intercul Estudio Hisp-Amer

A contrastive study of Hispanic and American culture and personality and survey of different methodologies to teach culture. Classes conducted in Spanish.

3 Credits

SP-930 Spanish Novel of 19-20th Cent

A study of the most representative novelists of the nineteenth and twentieth centuries in Spain. Classes conducted in Spanish.

3 Credits

SP-931 Spanish Civilization

A historical survey of Spanish social, cultural and political life.

3 Credits

SP-933 The Hispanic Presence in the United Stat

Sociocultural study of Hispanics in the United States with focus on major contemporary issues.

3 Credits

SP-935 A Sociocultural Study of Latin America

This course will focus on the encounter of cultures in Latin America, Amerindian, African, and Spanish from Pre-Columbian times to present.
3 Credits

SP-937 Projects & Issues in Spanish for the Professions

A close study of selected projects and bicultural issues for Spanish Professionals.
3 Credits

SP-940 Ind Study: Spanish

Study of a special topic. Both content and eligibility are subject to departmental guidelines and approval.
3 Credits

SP-941 Special Problems in Spanish

Content will vary in response to particular student and faculty interest.
3 Credits

SP-942 Introduction to Latin American Literature I

Study of selected texts produced in Latin American from the pre-Columbian era until the first wars of independence.
3 Credits

SP-945 The Poetry and Theatre of Spain's Golden Age

A comprehensive study of the poetry and theatre which flourished in Spain during the years 1500- 1650.
3 Credits

SP-949 Spanish-American Literature

Representative works by Spanish American authors from the colonial period to the present.
3 Credits

SP-955 Effective Teaching of a Foreign Language

Examines and evaluates effective teaching techniques in the Foreign Language classroom at the Middle and Secondary School levels.
3 Credits

SP-956 Theory & Practice of Translation

This course will focus on practical exercises as well as the sociolinguistics of translation.
3 Credits

SP-957 Topics in the History of the Spanish Language

Study of the more complex structures of Spanish grammar, with special attention to problems of language presentation and reception.
3 Credits

SP-994 Thesis Seminar/Comprehensive Exam

Students will work with faculty advisor(s) to design, implement, and evaluate a thesis that investigates a significant issue, or to prepare and take a Comprehensive Exam that evaluates the overall program coursework plus additional materials, if so desired, in order to complete the requirements for graduate work.
3 Credits

SP-997 Independent Study: Spanish

Study of a special topic of interest to the student. Both content and eligibility are subject to departmental guidelines and approval.
3 Credits

Master of Education

Graduate Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

This flexible program is designed for students with a variety of educational backgrounds who wish to pursue a Master of Education without teacher licensure. The program focuses on curriculum studies and students' professional interests through a variety of electives in content or pedagogy. Students in this program come from higher education, administration, public and private PK-12 schools, coaching, non formal education, international education, and other fields.

Admissions Requirements

In addition to the general admission requirements for graduate study at WSU, candidates must:

- Hold a Bachelor's Degree from a regionally accredited Institution or from a recognized foreign institution of higher education
- Have an undergraduate GPA of 2.75 or higher.

All students in the M.Ed. Program in Education take three required core courses: Advanced Foundations in Education at the beginning of their program and Research in Education and Thesis Seminar in their final two semesters. Students work closely with the Program Coordinator to select electives in each of the five required areas: Curriculum Development, Diversity, Assessment, Educational Technology, and Leadership/Administration; as well as their open electives which can be in Education or in another discipline. Students may complete the 36 credit minimum M.Ed. in Education program with part-time or full-time status.

Program of Study

Code	Title	Credits
Core Requirements		(9 credits)
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ED-994	Thesis Seminar	3
Elective Requirements		(27 credits)
1 Course in Curriculum Development		3
1 Course in Diversity		3
1 Course in Assessment		3
1 Course in Educational Technology		3
1 Course in Educational Administration/Leadership in Curriculum		3
4 Elective Courses – either Education or content area courses		12
Total Credits		36

Master of Education Moderate Disabilities (Non-Licensure) Track

Program Coordinator: Dr. Sue F. Foo

Phone: 508-929-8071

Email: sfoo@worchester.edu

Candidates for the Master of Education (M.Ed.) with a concentration in Moderate Disabilities (Non-Licensure) Track are required to meet the competencies established by the Office of Graduate Programs for all candidates seeking a Master of Education Degree through Worcester State University.

The program allows candidates who possess the following to obtain a Master of Education with a Concentration in Moderate Disabilities without an initial licensure in Moderate Special Needs:

- candidate has licensure in other non-academic areas such as occupational therapy, speech language pathology;
- candidate has licensure in an academic area and is interested in a Master of Education in Moderate Disabilities.
- candidate is a non-resident of Massachusetts and does not plan to teach in Massachusetts but is interested in the Special Education Program.

Candidates who have completed this program and decide to earn an initial licensure in Moderate Disabilities, must fulfill the following criteria:

- pass all the MTEL requirements;
- apply to the initial licensure program and be accepted;
- register for ED-928 and ED-926 (seminar);
- have additional graduate level courses under the initial licensure requirements if the Master of Education-Moderate Disabilities (non-licensure) degree is 5 years or older.

OR

Candidates who are working on this program and decide to earn an initial licensure in Moderate Disabilities must fulfill the following criteria:

- withdraw from the Non-Licensure program through the Department of Graduate and Continuing Education (DGCE);
- apply to the Moderate Disabilities Initial Licensure program through DGCE;
- pass all the MTEL requirements.

Only the following courses may be transferred from the Moderate Disabilities Initial Licensure program:

Code	Title	Credits
ED-921	Developmental Patterns of Children With Special Needs	3
ED-923	Development and Implementation of an Individualized Education Plan	3
ED-922	Analysis and Interpretation of the Behavior and Learning Environment of Children	3
ED-924	Strategies for Teaching and Assessing Students With Moderate Special Needs	3

To access online information about the program, including an application and admission requirements, please go to: www.worcester.edu/graduate

Program of Study

The Worcester State University Master of Education Moderate Disabilities (Non-Licensure) Program is a 37-credit program, consisting of twelve (12) three-credit courses and a one-credit portfolio course. The portfolio course requires candidates to document mastery of content and pedagogical standards beyond the initial license.

The courses in the **M.Ed.** with a concentration in Moderate Disabilities (Non-Licensure) program fall into 3 categories. The first set of courses meets the core education requirements common to several of the M.Ed. programs. There are four core courses, which total to ten (10) credits.

Completion of these courses assures that candidates have acquired graduate level knowledge and skills in the foundation of education, and in the interpretation, planning and implementation of educational research.

Code	Title	Credits
Core M.Ed. Requirements		(10 credits)
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ED-993	Seminar: Research in Content Concentration	3
ED-992	Portfolio Evaluation	1
Total Credits		10

Candidates are advised to take the course, ED-981 early in the program as it provides the foundation for the graduate program. The research course ED-982 informs candidates on interesting areas of research as well as a foundation for ED-993. The seminar course is completed near the end of the program and leads to a completed research paper in the area of Moderate Disabilities (Non-Licensure). ED-992 must be taken during the last semester. The course guides candidates in compiling a program portfolio that demonstrates successful attainment of the state standards and the college standards for the Master in Education Degree.

Code	Title	Credits
Core Content/Concentration Courses		(24 credits)
ED-921	Developmental Patterns of Children With Special Needs	3
ED-923	Development and Implementation of an Individualized Education Plan	3
ED-922	Analysis and Interpretation of the Behavior and Learning Environment of Children	3
ED-924	Strategies for Teaching and Assessing Students With Moderate Special Needs	3
ED-913	Differentiated Reading Instruction	3
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ED-929	Mathematics Assessment and Instruction For Diverse Learners	3
CD-910	Speech/Language Development, Differences and Diversity	3
Total Credits		24

These courses are required to complete the M Ed. with a concentration in Moderate Disabilities (Non-Licensure) to meet the state regulations regarding “content or pedagogical courses beyond those for the initial license based on the academic discipline, developed or taught in collaboration with experts who hold at least a master’s degree in that discipline or hold a full time faculty position in that discipline in the arts or sciences or appropriate professional school other than education.”

Candidates are required to take one course as elective under the advisement of the program coordinator.

Elective Courses (select from the following)

Code	Title	Credits
ED-911	Advanced Foundations of Literacy	3
ED-918	Reading As Language: Teaching Literacy to English Language Learners	3
ED-901	Technology in Education	3
ED-951	Integrating Language Arts and Social Studies in the Elementary/Middle Schools	3
ED-953	Integrating Science and Mathematics in the Elementary/Middle Schools	3
ED-917	Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades	3
EE-915	Detection and Remediation of Early Reading Difficulties	3
Other course approved by the Moderate Disabilities Graduate Coordinator.		

Master of Education: Concentration in English as a Second Language

Graduate Program Coordinator: Dr. Margarita Perez

Phone: 508-929-8609

Email: mperez@worchester.edu

Admission Requirements for the Master of Education: Concentration in ESL

In addition to the general graduate program admission requirements, applicants for the Master of Education in English as a Second Language (ESL) must provide the following:

- Completed graduate application, including fee and essay
- Official transcripts (Transcripts from outside the United States must be officially translated and evaluated.)
- Two current letters of recommendation
- Results of a language proficiency assessment, if applicable
- Copy of initial or professional license in English as a Second Language
- Graduate Record Exam (GRE) or Millers Analogies Test (MAT) scores, or passing of appropriate MTELEs

OR

Applicants who are pursuing a Master of Education in ESL, but have not yet obtained initial licensure in ESL must provide:

- Completed graduate application, including fee and essay
- Official transcripts (Transcripts from outside the United States must be officially translated and evaluated.)
- Two letters of recommendation
- Documentation of participation at an intermediate level in a language other than English from a college or university or foreign secondary school; through the successful completion of foreign language courses deemed appropriate by the foreign language program in the World Languages and Literature Department or demonstrated ability as determined by a member of the Education Department faculty.
- Evidence of an existing bachelor's degree and passing of Communication and Literacy MTELEs

Students who meet the above requirements will be provisionally admitted into the program. Full admission into the program is based upon successful completion of a prerequisite course in human, child, or adolescent development at the undergraduate level resulting in a B+ or higher. Final admission is granted by the Department of Graduate and Continuing Education after departmental recommendation is provided.

Candidates who have obtained initial licensure in ESL from another program or by another route are required to take at least two other courses (e.g., SIFE or Global Perspectives, or a graduate course approved by the Graduate Coordinator e.g., History of the English Language or a reading course).

Candidates who have not yet obtained initial licensure in ESL must take and pass the ESL MTEL before beginning practicum.

Program of Study

Code	Title	Credits
Required Courses		(10 credits)
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ES-934	Esl Sem:Research in Language & Education	3
ES-935	ESL Portfolio Evaluation	1
ESL Concentration		(24 credits)
ES-924	Linguistics for Teachers of English Language Learners	3
CD-910	Speech/Language Development, Differences and Diversity	3
ED-978	Contemporary Issues in the Teaching of Bilingual and English Language Learners	3
ES-928	Second Language Acquisition	3
ES-914	Methods and Materials for Teaching English Language Skills to the ELL	3
ED-986	Literacy Instruction for the English Language Learner (ELL)	3
ED-955	Assessing English Language Learners	3
ES-930	Sheltered Instruction and Assessment in the Immersion Classroom	3
Total Credits		34

Electives (Optional)

Code	Title	Credits
ES-929	Assessing and Teaching English Language Learners With Disabilities	3
ES-932	Teaching Adult ESL and SIFE	3
ES-933	Global Perspectives in Cultural Diversity	3

Master of Education—Early Childhood Education

Early Childhood Graduate Coordinator: Dr. Carol Donnelly

Phone: 508 929-8667

Email: cdonnelly@worchester.edu

The Master of Education in Early Childhood Education is designed for students who possess the Initial License or its equivalent, or for those who wish to enhance competence within an existing career in ages Birth through Age 8. For students who possess the Initial license, the program meets the requirements set by the Massachusetts Department of Education for a teacher of Early Childhood Education (P-2) and can be used toward the Professional Teaching License.

Note: Teachers in the field of Early Childhood Education are certified in the Commonwealth of Massachusetts by two licensing agencies. Public school teachers teaching preschool through grade two are licensed by the Massachusetts Department of Elementary and Secondary Education. Teachers who teach at the birth through age eight level in private and Head Start programs are certified by the Massachusetts Department of Early Education and Care. It is possible for students to complete many or all of the requirements set by the Massachusetts Department of Early Education and Care for certification as Preschool Teacher, Preschool Lead Teacher, or Director I, Director II.

Prerequisites: Initial License or its equivalent in early childhood education or a Bachelor's degree from an accredited institution and an existing career in early childhood education.

Master of Education in Early Childhood Education

The program consists of the following courses:

Code	Title	Credits
Core requirements		(10 credits)
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ED-993	Seminar: Research in Content Concentration	3
ED-992	Portfolio Evaluation (to be taken last)	1
Pedagogical Courses		(9 credits)
ED-910	The Child, Family, Community, and Diversity in Education	3
EE-912	Young Children and Integrated Early Childhood Education Practices	3
ED-979	Technology and Literacy in the Classroom	3
Content Courses		(12 credits)
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
EE-904	Exploring Science in Early Childhood Education	3
EE-913	Social Studies in Early Childhood: Content Curriculum, Evaluation, Methods And Materials	3
ED-929	Mathematics Assessment and Instruction For Diverse Learners	3
Electives		(3 credits)
Select one elective of the following or with consent of the program coordinator:		3
ED-971	Spec Topics in Education	
EE-917	The Fine Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials	
EE-915	Detection and Remediation of Early Reading Difficulties	
Total Credits		34

Master of Education—Elementary Education

Elementary Education Graduate Coordinator: Dr. Christina Kaniu

Phone: 508-929-8753

Email: christina.kaniu@worchester.edu

The Master of Education, Concentration in Elementary Education, is designed for students who possess the Initial License or its equivalent or for those who wish to enhance competence within an existing career in elementary education. For students who possess the Initial license, the program meets the requirements set by the Massachusetts Department of Education for a teacher of Elementary Education (grades 1-6) and can be used toward the Professional Teaching License. (34 credits total)

Prerequisites: Initial License or its equivalent in elementary education; or a Bachelor's degree from an accredited institution and an existing career in elementary education.

Master of Education in Elementary Education

The program consists of the following courses:

Code	Title	Credits
Core requirements		(10 credits)
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ED-993	Seminar: Research in Content Concentration	3
ED-992	Portfolio Evaluation (to be taken last)	1
Content Courses		(15 credits)
ED-979	Technology and Literacy in the Classroom	3
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ED-929	Mathematics Assessment and Instruction For Diverse Learners	3
EL-908	Social Studies Content, Curriculum & Instruction	3
EL-909	Science Content, Curriculum, Assessment And Instruction	3
Diversity, Equity, and Differentiated Instruction Courses		(6 credits)
ED-918	Reading As Language: Teaching Literacy to English Language Learners	3
ED-910	The Child, Family, Community, and Diversity in Education	3
Electives		(3 credits)
Select one of the following or with consent of the program coordinator:		3
ED-971	Spec Topics in Education	
EE-911	Early Literacy for Young Children	
Total Credits		34

Master of Education—Middle School Education

Graduate Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

The Education Department at WSU is committed to creating a teaching/learning-based environment that will provide caring, competent, creative teachers for the Commonwealth of Massachusetts and beyond. The programs provide theoretical and practical knowledge of adolescents' developmental needs, abilities, and interests. Practitioners who are schooled in reflective practices and contemporary, research-based classroom techniques, strategies, and resources become skilled educators. Lifelong learning is a requirement of being an effective teacher/scholar and professional development is integral to teacher growth.

The Master of Education in Middle School Education reflects the most current Massachusetts Department of Elementary and Secondary Education (DESE) "Regulations for Educational Licensure," particularly the aspects dealing with the provision for more content knowledge. Students have used the degree for career advancement, professional licensure, curriculum leadership, and other professional and personal goals. WSU's Department of Education collaborates with relevant departments in the Liberal Arts & Sciences to provide content area courses. Please discuss your content area with the program coordinator to ensure that WSU can meet your needs.

Admissions Requirements

In addition to the general admission requirements for graduate study at WSU, candidates must possess the following attributes:

- Possession of an Initial license in middle school education (grades 5-8) from the Commonwealth of Massachusetts in the relevant field of licensure.

Program of Study

This program consists of thirteen (13) courses for a total of thirty-seven (37) credits. Four of the courses (12 credits) are in core education requirements, while six (18 credits) support the content field of licensure. All students take ES 950 Disciplinary, Multimodal and Critical Literacies Across the Curriculum as well as five (5) classes in their field of licensure (Humanities, Math, General Science, World Language/Spanish, English, History, or Mathematics/Science) to meet the content area requirements. The final three classes in the program are the advanced education courses of Research, Thesis Seminar and a one credit program portfolio encompassing both content and pedagogy.

Code	Title	Credits
Core requirements		(12 credits)
ED-981	Advanced Foundations of Education	3
ED-958	Middle School Curriculum and Instruction : Strategies and Modification	3
ED-959	Assessment, Differentiation and Data Analysis in Middle School	3
ED-963	The Understanding and Teaching of Culture	3
Content area requirements		(18 credits)
Graduate credits (5 courses) - from the student's content area		15
ES-950	Disciplinary, Multimodal and Critical Literacies Across the Content Area	3
Advanced Education and Thesis Requirements		(7 credits)
ED-982	Research in Education	3
ED-994	Thesis Seminar	3
ES-926	Portfolio Evaluation (Middle/Secondary)	1
Total Credits		37

Master of Education—Moderate Disabilities

Program Coordinator: Dr. Sue F. Foo

Phone: 508-929-8071

Email: sfoo@worchester.edu

Candidates for the Master of Education (M.Ed.) with a concentration in Moderate Disabilities (P-8 or 5-12) are required to meet the competencies established by the Office of Graduate Programs for all candidates seeking a Master of Education Degree through Worcester State University.

Candidates must possess an Initial License as a Teacher of Students with Moderate Disabilities from the Commonwealth of Massachusetts. For more information on the Initial Licensure Program for Moderate Disabilities, please go to www.worcester.edu/graduate.

The Worcester State University Special Education Master's Program is a 37-credit program, consisting of twelve (12) three-credit courses and a one-credit portfolio course. The portfolio course requires candidates to document mastery of content and pedagogical standards beyond the initial license.

The courses in the M.Ed. with a concentration in Moderate Disabilities (P-8 or 5-12) program fall into 3 categories. The first set of courses meets the core education requirements common to several of the M. Ed. programs. There are four core courses that total ten (10) credits. Completion of these courses assures that students have acquired graduate level knowledge and skills in the foundation of education, and in the interpretation, planning, and implementation of educational research.

To access online information about the program, including an application and admission requirements, please go to: www.worcester.edu/apply.

Core M.Ed. Requirements

Code	Title	Credits
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ED-993	Seminar: Research in Content Concentration	3
ED-992	Portfolio Evaluation	1

Candidates are advised to take ED-981 early in the program as it provides the foundation for the graduate program. The research course ED-982 informs candidates on interesting areas of research as well as a foundation for ED-993. The seminar course is completed near the end of the program and leads to a completed research paper in the area of Moderate Disabilities. ED-992 must be taken during the last semester. The course guides candidates in compiling a program portfolio that demonstrates successful attainment of the state standards for initial licensure and the college standards for the Master in Education Degree.

Core Content/Pedagogical Courses

Code	Title	Credits
CD-910	Speech/Language Development, Differences and Diversity	3
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ED-929	Mathematics Assessment and Instruction For Diverse Learners	3
ED-913	Differentiated Reading Instruction	3

These four courses are required to complete the M.Ed. with a concentration in Moderate Disabilities to meet the state regulations regarding "content or pedagogical courses beyond those for the initial license based on the academic discipline, developed or taught in collaboration with experts who hold at least a master's degree in that discipline or hold a full time faculty position in that discipline in the arts or sciences or appropriate professional school other than education." Candidates are required to take one course as elective under the advisement of the program coordinator.

Students who have completed Worcester State University Post-Baccalaureate Program for Initial Teacher License in Moderate Disabilities and elect to continue taking courses leading to the Master of Education Degree, may transfer 12 credits from the initial licensure program. The students then complete an additional 25 credits, for a total of 37 to earn a Master of Education Degree with a concentration in Moderate Disabilities.

Elective Courses (select one of the following)

Code	Title	Credits
ED-901	Technology in Education	3
ED-911	Advanced Foundations of Literacy	3
ED-918	Reading As Language: Teaching Literacy to English Language Learners	3
ED-951	Integrating Language Arts and Social Studies in the Elementary/Middle Schools	3
ED-953	Integrating Science and Mathematics in the Elementary/Middle Schools	3

ED-917	Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades	3
EE-915	Detection and Remediation of Early Reading Difficulties	3
Other course with approval from the Moderate Disabilities Graduate Coordinator.		

Master of Education—Reading

Reading Graduate Coordinator: Dr. Pamela Hollander

Phone: 508-929-8347

Email: phollander@worchester.edu

The Master of Education in Reading degree allows candidates to progress through the program by completing a series of courses that build knowledge and application in general educational areas and in topics related to the knowledge standards for reading specialist licensure, progressively leading to more advanced and specialized reading courses. Students are advised to meet with the Reading graduate coordinator before beginning their program. Two other courses also required by other M.Ed. programs, ED-920 and CD-910, are required courses for the reading program because they provide important information regarding at-risk-student populations.

As students progress through the program, they enroll in courses requiring prerequisites and leading to more advanced knowledge. Although most courses involve a strong application orientation, each course also develops a sound research, theoretical foundation upon which to base practice. Courses within the program build knowledge and competence in language development, reading theory and instruction, and meeting the needs of all learners. A completed research project and a program portfolio are the capstone performance indicators of the program. The portfolio documents completion of the program and state requirements for Reading Specialist licensure.

Admission Requirements

<http://worchester.edu/Graduate/>

In addition:

- A teaching license at the Initial or Professional level.
- A foundation course in reading, taken as an undergraduate or graduate, or significant experience in teaching reading.
- A course in human, child, or adolescent development at the undergraduate or graduate level.
- For candidates who obtained licensure prior to the MTEL requirement, a passing score on the Communication and Literacy test.

Course of Study

Master of Education in Reading

Total 34 credits without reading specialist licensure

Total 43 credits with reading specialist licensure

The program consists of the following courses:

Code	Title	Credits
Core requirements		(10 credits)
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ED-983	Theory and Research in Reading	3
ED-984	Reading Portfolio (to be taken last)	1
or ED-992	Portfolio Evaluation	
Reading Content Courses		(21 credits)
ED-911	Advanced Foundations of Literacy	3
ED-918	Reading As Language: Teaching Literacy to English Language Learners	3
ED-979	Technology and Literacy in the Classroom	3
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ER-903	Teaching Writing to Striving Readers	3
EE-915	Detection and Remediation of Early Reading Difficulties	3
ED-917	Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades	3
Electives		(3 credits)
One elective chosen with consent of the program coordinator		3
Requirements for Licensure Option		(9 credits)
Candidates must pass the Reading Specialist MTEL before registering for the 150 hour practicum.		
ED-915	Leadership in Literacy: Consultation, Administration and Supervision	3
ED-919	Reading Practicum/Internship	6
Total Credits		43

Master of Education—School Leadership and Administration

Coordinator of District-Based Off-Campus Leadership Programs: Director of the Center for Effective Instruction

Phone: 508-929-8873

Email: dedwards@worchester.edu

The Master of Education in Leadership and Administration is designed to prepare future school administrators for the complexities of the position within the dynamics of a rapidly changing society. The program is designed to meet Massachusetts Department of Education Initial Licensure requirements for Principals/Assistant Principals or Supervisors/Directors.

Admission

Applicants for admission to the Master of Education in Leadership and Administration must have completed a baccalaureate degree program at an accredited institution. To be considered for admission, applicants must possess an initial or professional teaching license in an area other than administration and have been teaching for at least two years.

As an alternate route, students who are not currently teaching but who wish to apply for the leadership and administration license must demonstrate completion of at least three full years of employment in an executive management/leadership role. This option can only be used with the approval of the program coordinator (documentation required).

To apply for consideration, applicants must provide the following:

- Graduate School application (www.worcester.edu/apply)
- Essay explaining why the applicant is interested in becoming a school administrator, addressing the four professional standards for administrative leadership
- Copy of a Massachusetts initial or professional teaching license
- Minimum of at least two years of teaching experience; at least three years of teaching experience is required to earn the license
- Official transcripts of all college-level work, both undergraduate and graduate
- Evidence of passing scores on the Communication and Literacy MTEL exam
- Three letters of reference from professionals who can speak to the applicant's promise of becoming an effective school administrator, including a letter of support from a school district administrator (See MEd in Leadership Letter of Recommendation form online at www.worcester.edu/ME-School-Leadership-and-Administration/ under Admissions Requirements)

Application Deadlines

The Master of Education in Leadership and Administration on-campus program will begin each fall semester. Completed applications received by June 15 will be reviewed for admissions decisions prior to the September start.

Program of Study

Code	Title	Credits
EA-912	Introduction to Educational Leadership	2
EA-913	Action Research for School Administrators	2
EA-918	Family and Community Engagement	3
Select one of the following: ¹		1
EA-950	Family and Community Practicum- Elementary	
EA-951	Family and Community Practicum- Middle School	
EA-952	Family and Community Practicum- Secondary School	
EA-953	Family and Community Practicum- Supervisor/Director	
EA-970	Professional Culture	3
Select one of the following: ¹		1
EA-954	Professional Culture Practicum- Elementary Standard 4	
EA-955	Professional Culture Practicum Middle School Standard 4	
EA-956	Professional Culture Practicum Secondary School Standard 4	
EA-957	Professional Culture Practicum Supervisor/Director Standard 4	
ES-931	Leading an Effective English Learner Education Program (Approved course as part of ELL program) ²	3
EA-924	Curriculum, Instruction, & Assessment for Aspiring Leaders	3
EA-972	Enhancing Teacher and Student Performance	3
EA-973	Building the Capacity for Educational Change	3
Select one of the following: ¹		1
EA-958	Instructional Leadership Practicum Elementary Standard I	

EA-959	Instructional Leadership Practicum Middle School Standard I	
EA-960	Instructiona Leadership Practicum High School Standard I	
EA-961	Instructional Leadership Practicum -Supervisor/Director Standard I	
EA-915	Economic and Operational Dimensions of Education	3
EA-923	Governance, Ethics, & Law in Education	3
Select one of the following: ¹		1
EA-962	Management and Operations Practicum Elementary Standard 2	
EA-963	Management and Operations Practicum Middle School Standard 2	
EA-964	Management and Operations Practicum Secondary School Standard 2	
EA-965	Management and Operations Practicum Supervisor/Director Standard 2	
Select one of the following: ^{3,4}		3
EA-966	Educational Leadership Capstone Practicum & Seminar Elementary School	
EA-967	Educational Leadership Capstone Practicum and Culminating Seminar Middle School	
EA-968	Educational Leadership Capstone Practicum & Seminar High School	
EA-969	Educational Leadership Capstone Practicum Supervisor/Director ²	
EA-929	Educational Leadership Capstone Assessment/Evaluation	1
Total Credits		36

¹ 75 clock hours = 1 credit

² This may be substituted for another course with approval of coordinator if material covered in district requirement.

³ Students following the Supervisor/Director track may replace EA-969 with a 3-credit elective, with coordinator approval.

⁴ 200 clock hours and seminars = 3 credits

Master of Education—Secondary Education

Graduate Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

The Education Department at WSU is committed to creating a teaching/learning-based environment that will provide caring, competent, creative teachers for the Commonwealth of Massachusetts and beyond. The programs provide theoretical and practical knowledge of adolescents' developmental needs, abilities, and interests. Practitioners who are schooled in reflective practices and contemporary, research-based classroom techniques, strategies, and resources become skilled educators. Lifelong learning is a requirement of being an effective teacher/scholar and professional development is integral to teacher growth.

The Master of Education in Secondary Education has been designed to reflect the most current Massachusetts Department of Elementary and Secondary Education (DESE) "Regulations for Educational Licensure," particularly the aspects dealing with the provision for more content knowledge. Students have used the degree for career advancement, professional licensure, curriculum leadership, and other professional and personal goals. WSU's Department of Education collaborates with relevant departments in the Liberal Arts and Sciences to provide content area courses. Please discuss your content area with the program coordinator to ensure WSU can meet your needs.

Admissions Requirements

In addition to the general admission requirements for graduate study at WSU, candidates must possess the following attributes:

- Possession of an Initial license in secondary school (grades 5-12 or grades 8-12) from the Commonwealth of Massachusetts in the relevant field of licensure.

Program of Study

This program consists of thirteen (13) courses for a total of thirty-seven (37) credits. Four of the courses (12 credits) are in core education requirements, while six (18 credits) are content area requirements. All students take ES 950 Disciplinary, Multimodal and Critical Literacies Across the Curriculum as well as five (5) classes in their field of licensure (i.e. Math, Biology, World Language/Spanish, English, or History) to meet the content area requirement. The final three classes of the program are advanced education requirements where students take a Research Course, a Thesis Seminar, and complete a one credit program portfolio encompassing both content and pedagogy.

Code	Title	Credits
Core requirements		(12 credits)
ED-981	Advanced Foundations of Education	3
ED-974	Curriculum Development and Innovations (Secondary School)	3
ED-975	Assessment, Differentiation and Data Analysis in Secondary Schools	3
ED-963	The Understanding and Teaching of Culture	3
Content area requirements		(18 credits)
Graduate credits (5 courses) - from the student's content area		15
ES-950	Disciplinary, Multimodal and Critical Literacies Across the Content Area	3
Advanced Education and Thesis Requirements		(7 credits)
ED-982	Research in Education	3
ED-994	Thesis Seminar	3
ES-926	Portfolio Evaluation (Middle/Secondary)	1
Total Credits		37

Master of Occupational Therapy

Program Coordinator: Dr. Cheryl Lucas

Phone: 508-929-8795

Email: clucas2@worchester.edu

Program Description

The Occupational Therapy Department offers a Master of Occupational Therapy (MOT) degree. Students with a baccalaureate degree in a field other than occupational therapy can complete the program of study in three years. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Inquiries regarding accreditation may be made to: The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 4720 Montgomery Lane, Suite 200, Bethesda, Maryland 20814-3449. ACOTE's telephone, c/o AOTA, is (301) 652-AOTA and its web address is www.acoteonline.org.

Upon successful completion of Level II Fieldwork (OT-920 and OT-921), graduates will be eligible to sit for the certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of the examination, the individual will be an Occupational Therapist, Registered (OTR). Massachusetts and most other states require a license to practice occupational therapy. Eligibility for licensure is contingent on earning a passing score on the NBCOT examination. The Master of Occupational Therapy Program at Worcester State University is recognized by the World Federation of Occupational Therapists (www.wfot.org).

Prerequisites for Entry

- A baccalaureate degree from an accredited institution with a minimum cumulative grade point average of 3.0.
- Official scores on the verbal, quantitative and writing sections of the GREs (around 50th percentile).
- Grades of B– or better taken within six years of application in the following courses. Please note, prerequisite course syllabi may be requested for review by the coordinator.
- Introduction to Psychology
- Developmental Psychology
- Human Anatomy and Physiology I & II, with labs (8 credits)
- Statistics
- Neuroscience with lab (4 credits)

Requirements of the Program

- All OT undergraduate major courses must be completed with a C or better.
- All graduate courses must be completed with a B- or better and students must maintain a graduate GPA of 3.0.
- Courses must be taken in prescribed sequence or with Department Chair's approval.
- All coursework must be completed prior to beginning Level II Fieldwork.
- The second Level II Fieldwork must be completed within 12 months of the academic preparation.
- Any individual who has been convicted of a felony or misdemeanor, involving an act likely to affect professional practice, should meet with the Department Chair prior to applying to the Program. Prior incidents may affect eligibility for fieldwork, certification, and employment. A CORI check may be conducted prior to Level I and Level II Fieldwork.

Year One

Summer I

		Credits
OT-101	Introduction of Occupational Studies of Wellnes/Disability	3
BI-271	Basic Kinesiology	3
OT-211	Kinesiology Lab	1
Credits		7

Summer II

OT-102	Occupational Studies of Wellness/ Disability Groups	3
OT-203	Occupational Therapy Theories	3
Credits		6

Fall

OT-301	Psychosocial Wellness/Disability	2
OT-302	Psychosocial Therapeutic Approaches	3
OT-304	Psychosocial Therapeutic Approaches Lab	2
PS-322	Psychology of Aging	3
OT-317	Research I	3
Credits		13

Spring		
OT-312	Physiological Wellness/Disability	2
OT-313	Physiological Therapeutic Approaches	3
OT-318	Physiological Therapeutic Approaches Lab	2
	Credits	7
Year Two		
Fall		
OT-401	Occupational Performance and Context for Elders	2
OT-402	Therapeutic Approaches for Elders	3
OT-403	Therapeutic Approaches Lab for Elders	2
OT-404	Assistive Technology I	3
OT-407	Research II	3
	Credits	13
Spring		
OT-421	Occupational Performance and Context for Children/Adolescents	2
OT-423	Therapeutic Approaches Lab for Children/Adolescents	2
OT-424	Assistive Technology II	3
OT-426	Organizational and Professional Issues I	3
OT-427	Therapeutic Approaches for Children/Adolescents	3
OT-928	Thesis Seminar I	3
	Credits	16
Year Three		
Summer		
OT-903	Clinical Reasoning I	3
OT-908	Community Health	3
OT-929	Thesis Seminar II	3
OT-933	Assessment and Evaluation Across the Lifespan	3
	Credits	12
Fall		
OT-905	Clinical Reasoning II	3
OT-906	Global Health Issues	3
OT-930	Thesis Seminar III	3
OT-931	Organizational and Professional Issues II	3
	Credits	12
Spring		
OT-920	Physical Disabilities Fieldwork II	3
OT-921	Psychosocial Fieldwork II	3
	Credits	6
	Total Credits	92

Graduate Occupational Therapy Courses

OT-903 Clinical Reasoning I

Seminar to apply clinical reasoning skills to case studies integrating all aspects that influence therapeutic decision-making, including occupational performance areas, components, and contexts.

3 Credits

OT-905 Clinical Reasoning II

Continuing seminar to apply clinical reasoning skills to case studies integrating all aspects that influence therapeutic decision-making, including occupational performance areas, components, and contexts.

Fall and Spring. 3 Credits

OT-906 Global Health Issues

Understanding health issues from a global perspective of the economic, political, social and cultural forces which impact on health and health services.

3 Credits

OT-908 Community Health

Community as a context for human functioning and occupational therapy intervention. Includes community placement.
3 Credits

OT-920 Physical Disabilities Fieldwork II

Prerequisites: OT-903 and OT-905 and OT-906 and OT-908 and OT-928 and OT-929 and OT-930 and OT-931 and OT-933

Twelve weeks of full-time (or equivalent part-time) fieldwork in approved physical disabilities setting with supervision that meets ACOTE Standards.
3 Credits

OT-921 Psychosocial Fieldwork II

Prerequisites: OT-903 and OT-905 and OT-908 and OT-928 and OT-929 and OT-930 and OT-931 and OT-933

Twelve weeks of full-time (or equivalent part-time) fieldwork in approved setting with supervision that meets ACOTE Standards.
3 Credits

OT-928 Thesis Seminar I

Seminar focusing of the development of thesis proposals.

Fall and Spring and every year. 3 Credits

OT-929 Thesis Seminar II

Seminar focusing on the collection and analysis of data.

3 Credits

OT-930 Thesis Seminar III

Seminar focusing on writing and disseminating a research report.

3 Credits

OT-931 Organizational and Professional Issues II

An advanced seminar exploring issues relevant to the changing roles and responsibilities of practitioners and to the rapidly evolving practice contexts.

3 Credits

OT-932 Specialty Fieldwork II

Twelve weeks of full-time (or equivalent part-time) fieldwork in an approved specialty setting with supervision that meets ACOTE standards.

3 Credits

OT-933 Assessment and Evaluation Across the Lifespan

This course provides an overview of the occupational therapy and evaluation process. Selection, interpretation and documentation of assessments will be examined.

3 Credits

Master of Science in Biotechnology

Program Coordinator: Dr. Ellen Fynan

Phone: 508-929-8596

Email: efynan@worchester.edu

The Master of Science in Biotechnology is a part time program designed to broaden students' understanding of the biological sciences and to prepare students for a professional career in Biotechnology or for doctoral study. Classes are usually held in the evenings and include lectures, laboratory experiences, research methodology, and seminars in current topics. Research, analytical, and communication skills are developed through original research, culminating in a written thesis and defense. In addition to the matriculated program, courses are open to students who hold a Bachelor's degree in a biological subject, biotechnology, or chemistry.

A combined B.S./M.S. program is available for Worcester State University students majoring in Biotechnology. Please see the Undergraduate Catalog for further information on this program.

Prerequisites for Admission to the Program

To be admitted to the program, a candidate must meet the Worcester State University general admission requirements for the degree of Master of Science. To view these requirements please go to: <http://worchester.edu/Graduate>

The program is open to graduates of accredited institutions of higher education who have been awarded a baccalaureate degree in Biology, Biotechnology, Chemistry, or a similar science major. Graduate study in Biotechnology at Worcester State University assumes sound undergraduate training and evidence of academic capability. Applicants are expected to have completed courses in Chemistry I and II, Organic Chemistry I, Physics I and II, Microbiology, Cell and/or Molecular Biology (all with a laboratory component), Organic Chemistry II lecture course (no lab requirement), and math coursework up to the level of pre-calculus. The applicant should have achieved a minimum grade point average of 2.75 in all undergraduate work and an average of 3.00 in all course work within his/her major and in the ancillary courses.

Program of Study for the Degree

The program of study includes 33 graduate credits in required and elective courses, research in biology/biotechnology culminating in an acceptable written thesis and thesis defense, and an ancillary requirement in statistics or computer science.

Of the 33 credits required for the degree, at least 21 credits must be earned as a matriculated graduate student at Worcester State University. Credits for which students have earned a "B-" or higher within a two year period immediately prior to the date of their acceptance into the program are transferable from an accredited institution, including credits earned at Worcester State University. A maximum of 12 such transfer credits may be accepted. Matriculated students who do not maintain a GPA 3.0 or higher or have two grades below a "B-" will be terminated from the program. All work for the degree must be completed within a period of six years from the date of admission to the program.

Degree Requirements required of all students

Required Courses

Code	Title	Credits
BI-921	Biotechnology and DNA	4
BI-927	Tissue Culture Techniques	3
BI-930	Biological Chemistry	3
BI/CH 900-Level Biology or Chemistry electives (see list below)		14
BI-990	Seminar in Biology/Biotechnology	3
BI-995	Research in Biology/Biotechnology (Acceptable thesis and thesis defense)	6
Ancillary requirement in statistics or computer science		0
Total Credits		33

Elective Courses are from this list or others when approved by the faculty:

Code	Title	Credits
BI-915	Topics in Advanced Botany	4
BI-920	Population Biology	3
BI-923	Fermentation Technology	3
BI-925	Cell Physiology	4
BI-935	Biochemical Techniques	3
BI-936	Immunology	3
BI-937	Molecular Virology	3
BI-938	Toxicology	3
BI-950	Physiological Ecology	3

BI-960	Biology of Symbiosis	4
BI-980	Selected Topics: Advanced Biology	1-4
BI-981	Independent Study in Biology/ Biotechnology	1-6
BI-985	Graduate Internship in Biology/ Biotechnology	3-4
CH-941	Biochemistry of Nucleic Acids	3
CH-942	Structure and Function of Proteins	3
CH-943	Laboratory Techniques in Biochemistry	3
CH-990	Special Problems in Chemistry	3
CH-991	Directed Study	1-4
CH-996	Internship: Chemistry	3

To fulfill requirements for the Course BI-995 (6 credits) the candidate must complete an acceptable thesis based upon original research, conducted during a laboratory research experience. Laboratory investigations are supervised by faculty in the laboratories at Worcester State University or by arrangement at another institution. The candidate must adhere to the form specified for the thesis by the Biology Department graduate faculty. The thesis will be defended in an oral examination conducted by the faculty.

During the semester in which the candidate anticipates receiving the degree, the following timetable for the thesis completion and defense shall apply:

A minimum of four weeks prior to the defense, the completed written thesis must be presented to the candidate's graduate research advisor.

The comprehensive exam/thesis defense will be scheduled with the candidate's thesis committee, comprised of the thesis advisor, the program coordinator and another member of the program graduate faculty.

A minimum of two weeks prior to the defense, the final copy of the thesis, with approval by the candidate's graduate research advisor, will be submitted to the members of the candidate's thesis committee.

Comprehensive Examination/Thesis defense

The Master of Science in Biotechnology candidate is required to pass a comprehensive examination/thesis defense in the candidate's area of specialization. At least twenty-four approved graduate credits must be earned before the candidate can submit a request for the scheduling of a comprehensive exam/thesis defense. If the candidate fails the examination, he/she will be granted one additional opportunity to fulfill this requirement. All work for the degree must be completed within a period of six years from the date of admission to the program.

Graduate Biotechnology Courses

BI-905 Historical Perspectives in Biology

The nature, processes, and research approaches of the major biological discoveries and emerging new paradigms from the 17th century to present.
3 Credits

BI-910 Public Health Parasitology

Biology, epidemiology, disease processes, control and prevention of human parasites. Concentrates on selected protozoan, helminth and arthropod organisms. Includes three hour laboratory.
4 Credits

BI-915 Topics in Advanced Botany

Explores and reviews specialized topics in the life of plants. Includes three hour laboratory.
4 Credits

BI-920 Population Biology

Analyzes population density, growth, regulation, and energy relationships. Population interactions, organization, and evolution are stressed.
3 Credits

BI-921 Biotechnology and DNA

Applications of recombinant DNA technology, together with business and industry information and government regulations. Includes a three hour laboratory
4 Credits

BI-923 Fermentation Technology

The growth of microorganisms in bioreactors under sterile conditions and the production of useful products.
3 Credits

BI-925 Cell Physiology

Examines the cellular mechanisms involved in maintaining homeostasis in response to changes in the cellular environment. Includes three-hour laboratory.
4 Credits

BI-927 Tissue Culture Techniques

Presents the most important techniques used for mammalian tissue culture by lecture and laboratory demonstration and practice. The course also includes topics in plant tissue culture. (Prereq: BS in biological science)

3 Credits

BI-930 Biological Chemistry

Concerns the physical, chemical, and biological properties and metabolism of carbohydrates, proteins, lipids, DNA and RNA.

3 Credits

BI-935 Biochemical Techniques

Topics include the isolation and characterization of biochemical compounds with emphasis on nucleic acids and proteins. One hour of lecture and a three-hour laboratory per week.

3 Credits

BI-936 Immunology

Recent advances in understanding the immune system will be covered. B.S. in a biological science is required.

3 Credits

BI-937 Molecular Virology

A study of virus families with emphasis on replication and regulation of gene expression. B.S. in biology science required.

3 Credits

BI-938 Toxicology

A theoretical course presenting the principles and mechanisms of toxic damage to cells, organs and organisms.

3 Credits

BI-950 Physiological Ecology

Considers the physiological adjustments which animals make in response to environmental factors; emphasizes the physiological basis of animal evolution and distribution.

3 Credits

BI-960 Biology of Symbiosis

Nutritional, metabolic, and evolutionary mechanisms of partnerships in nature with emphasis on the universality of symbiosis. Includes three hour laboratory.

4 Credits

BI-980 Selected Topics: Advanced Biology

Each topic is a timely and exciting new lecture and/or laboratory course. Topics will be announced in advance and will service needs in growth areas; e.g., biotechnology.

1-4 Credits

BI-981 Independent Study in Biology/ Biotechnology

Independent study or directed study on a topic of interest to both the student(s) and the instructor. 1-6 credits

1-6 Credits

BI-985 Graduate Internship in Biology/ Biotechnology

Requires successful completion of a minimum of twelve graduate credits toward the degree and approval of the Biology faculty. Provides Master of Science candidates the chance to gain practical experience at off-campus agencies where technical and analytical skills can be gained.

3-4 Credits

BI-990 Seminar in Biology/Biotechnology

Study and discussion of current researches, books, and periodicals in the field of biology; includes reports of research in progress. Required of all graduate degree candidates.

3 Credits

BI-995 Research in Biology/Biotechnology

Original research in biology under faculty supervision. Requires an acceptable written thesis or paper in publishable format. Required of all degree candidates. May be repeated.

1-6 Credits

Master of Science in Health Care Administration

Program Coordinator: Dr. Robert Holmes

Phone: 508-929-8343

Email: rholmes3@worchester.edu

To access the online application and requirements for admission please go to: www.worcester.edu/graduate

Admissions Tests

The M.S. in Health Care Administration requires students to take either the GMAT (preferred) or GRE. Typical scores of accepted students should be near the 50th percentile in all areas, and typical undergraduate GPAs should be 3.0 or higher on U.S. scale of 4.0.

Applicants can be accepted to this program on a rolling admissions policy. Applicants may take up to 6 credits (typically 2 classes) before being accepted into this program.

Required: 9-courses, 27 credit hours. Students who demonstrate equivalent academic background may be allowed to substitute electives for one or more core courses with the permission of the coordinator.

Code	Title	Credits
Core Courses		(27 credits)
HC-900	Health Care Systems	3
HC-901	Management and Organizational Behavior For Health Care Professionals	3
HC-902	Statistical Methods and Inference for Health Care Organizations	3
HC-903	Accounting and Budgeting for Health Care Professionals	3
HC-904	Financial Management in the Health Care Organization	3
HC-905	Marketing the Health Care Organization	3
HC-906	Health Care Management Information Systems	3
HC-907	Operations and Quality Management in the Health Care Organization	3
HC-908	Legal, Regulatory and Ethical Issues In Health Care	3
Electives		(6 credits)
Select two of the following: ¹		6
HC-926	Human Resources Management in the Health Care Organization	
HC-936	Economics of Health Care	
HC-946	Epidemiology	
HC-956	Politics and Policies in Health Care	
HC-976	Seminar:Current Issues in Health Care	
Capstone		(3 credits)
Select one of the following: ²		3
HC-986	Internship in Health Care ³	
HC-996	Health Care Action Research Project	
Total Credits		36

¹ Students may choose non-health care courses as electives with the prior approval of the coordinator.

² Students must meet with the graduate coordinator at least one semester prior to develop a proposal for the capstone project.

³ Note: Students are responsible for finding their own internships and working with the graduate coordinator to complete the appropriate paperwork.

Suggested Sequence of Courses for a Typical Part-Time Student

(Please note: course schedules may vary each year.)

Year One

Semester One		Credits
HC-900	Health Care Systems	3
HC-901	Management and Organizational Behavior For Health Care Professionals	3
	Credits	6
Semester Two		
HC-902	Statistical Methods and Inference for Health Care Organizations	3
HC-906	Health Care Management Information Systems	3
	Credits	6

Summer		
HC-908	Legal, Regulatory and Ethical Issues In Health Care	3
XX-XXX	Elective	3
	Credits	6
Year Two		
Semester Three		
HC-903	Accounting and Budgeting for Health Care Professionals	3
HC-905	Marketing the Health Care Organization	3
	Credits	6
Semester Four		
HC-907	Operations and Quality Management in the Health Care Organization	3
HC-904	Financial Management in the Health Care Organization	3
	Credits	6
Summer		
HC-986 or HC-996	Internship in Health Care or Health Care Action Research Project	3
XX-XXX	Elective	3
	Credits	6
	Total Credits	36

Health Care Administration Courses

HC-900 Health Care Systems

Historical development of the health care system and recent trends in organization, administration and legislation.

3 Credits

HC-901 Management and Organizational Behavior For Health Care Professionals

Management and organizational theory applied to the health care organization. Motivation and leadership, work group dynamics, communications and negotiations. Organizational design, change, and motivation.

3 Credits

HC-902 Statistical Methods and Inference for Health Care Organizations

Prerequisites: HC-900 or NU-930 and HC-901

Frequency distributions, measures of central tendency and variability, hypothesis testing, probability, correlation, regression, analysis of variance applied to typical problems encountered in a health care setting.

3 Credits

HC-903 Accounting and Budgeting for Health Care Professionals

Prerequisites: HC-900 or NU-930 and HC-901

The accounting cycle, cost analysis, cost-volume relationships, typical budgeting systems, responsibility accounting and variance analysis, cash budgeting systems, cash-flow planning and the evaluation of capital projects, interpretation of financial statements.

3 Credits

HC-904 Financial Management in the Health Care Organization

Prerequisites: HC-900 or NU-930 and HC-901 HC-903

The role of finance in strategic planning for the health care organization, theory of value with special consideration for non-profits, capital budgeting and planning, working capital and liquidity management with emphasis on reimbursement structures, pricing and other problems unique to the health-care organization.

3 Credits

HC-905 Marketing the Health Care Organization

Prerequisites: HC-900 or NU-930 and HC-901

Application of marketing tools and concepts to health care organizations. Market research and project development, pricing, publicity, and delivery systems.

3 Credits

HC-906 Health Care Management Information Systems

Prerequisites: HC-900

Analysis of information needs and flows in the health care organization. Design and implementation of information systems to support efficient operations as well as managerial planning, control and decision making.

3 Credits

HC-907 Operations and Quality Management in the Health Care Organization

Prerequisites: HC-900 or NU-930 and HC-902

Analysis of operations in the health care organization from the perspective of continuously improving efficiency and quality. Data based decision making, quantitative models and several approaches to quality management (TQM, CQI) are examined.

3 Credits

HC-908 Legal, Regulatory and Ethical Issues In Health Care

Prerequisites: HC-900 or NU-930

An overview of the legal and regulatory framework governing health care from both the manager and the client's point of view. Legal rights and duties of patients and health-care providers, hospital liability, hospital-physician relationships, patient rights, informed consent, privacy and confidentiality, negligence and malpractice.

3 Credits

HC-926 Human Resources Management in the Health Care Organization

Prerequisites: HC-900 or NU-930

Topics discussed include employee relations, employee benefits, employment discrimination, affirmative action, training and career development, assessment, liability and risk management, unions, collective bargaining and contract administration, recruitment, turnover and layoffs, diversity issues, compensation and employee benefit plans.

3 Credits

HC-936 Economics of Health Care

Prerequisites: HC-900 or NU-930

Study of the economics of the health care industry in the United States; pricing of health care, alternative delivery systems human resources availability, third party payments, the role of government in planning, regulating, and financing health care.

3 Credits

HC-946 Epidemiology

Classic epidemics, evaluation of epidemiological principles and techniques of investigation and epidemiological analysis of selected diseases.

3 Credits

HC-956 Politics and Policies in Health Care

Prerequisites: HC-900 or NU-930

Health care regulation and cost control by government, state vs. private regulatory systems, the nature of political power and its influence on the delivery of health services through for profit, and both public and private non-profit agencies.

3 Credits

HC-976 Seminar: Current Issues in Health Care

A rotating series of seminars involving topics of current interest or in which a number of students have expressed interest. These might include Managed Care, Management of Gerontological Problems, Group Practice Management, Long-Term Care Organizations, and the like. These seminars will normally draw on the rich resources of the Worcester area for guest and visiting lecturers. Prerequisites: Completion of all required Core courses or permission of coordinator.

3 Credits

HC-986 Internship in Health Care

The internship in health care administration consists of at least 135 hours (3 hours of academic credit) of supervised managerial work in an approved health care setting. The internship is suggested for students who do not have significant employment experience in the field. Pre-requisites: Completion of all required Core courses.

3 Credits

HC-996 Health Care Action Research Project

Students design and implement an Action Research paper. Students will be encouraged and expected to produce publishable quality research papers. Designed to provide students with the writing, analytic, and research tools required by professional public, healthcare, and not-for-profit managers. Emphasis given to the methods of problem identification; developing a research strategy and formal research proposal; identification of secondary sources essential to public policy and management research; review of existing literature and documents; overview of social science research methods; and, a special emphasis on improving the student's ability to write concisely, knowledgeably, and in a persuasive style. Pre-requisites: Completion of all required Core courses.

3 Credits

Master of Science in Management

Program Coordinator: Dr. Elizabeth Wark

Phone: 508-929-8743

Email: ewark@worchester.edu

Admission Requirements

The general admission requirements for graduate study at Worcester State University are located at: www.worcester.edu/graduate

In addition, applicants must also have the results of the Graduate Management Admission Test (GMAT) sent to the Office of Graduate and Continuing Education. Typical scores should be at the 50th percentile or higher for accepted students and typical undergraduate GPAs are 3.0 or higher on a U.S. scale of 4.0. The GMAT will be waived for students meeting the following criteria—3.0 GPA and a Bachelor's degree in Business Administration from an accredited U.S. university or college. In addition, students must prepare an essay describing their career plans and interest in graduate study. Three letters of recommendation from former professors or supervisors are required. Admission to this program is a rolling admissions process and applicants who have already earned a bachelor's degree are eligible to take up to 6 credits prior to being accepted into the program.

Requirements of the Program

The Master of Science in Management Degree requires the completion of thirty-six (36) credit hours of graduate courses. Students with a B.S. or B.A. in Business from an accredited U.S. university or college and a 3.0 G.P.A. may reduce the M.S. in Management program from 36 to 30 credits. A maximum of two of the following courses can be omitted—BA-910, BA-912, BA-914, or BA-915. See program coordinator for details. The curriculum includes prerequisites, eight core courses, four required courses in each concentration, and possible electives. Prerequisites may be completed at the undergraduate level. A minimum grade of a B in prior courses is required for all waived and transferred courses. All waivers require the approval of the program coordinator.

The Department of Business Administration and Economics offers a **4Plus program** that will allow qualified WSU Business Administration majors with GPAs of 3.0 or higher to start taking courses in the M.S. in Management program during their senior year. For more details, students should consult the graduate coordinator of the M.S. in Management program. Undergraduate Business Administration majors who are accepted into 4Plus program may take the following graduate courses (6 credits maximum) and count them in both their BA undergraduate major and in the M.S. in Management program. These courses will appear at the 500 level on their undergraduate transcripts and will be transferred at the 900 level for the M.S. in Management program once they have completed their B.S. degrees. Students must have permission of the graduate instructor and the M.S. in Management graduate coordinator to take any graduate classes before they have finished their undergraduate degree program and must complete special registration forms with the program coordinator. Other courses may count in both the student's M.S. in Management and B.S. in Business Administration programs with permission of the graduate coordinator.

Code	Title	Credits
BA-960	Leadership Theory and Skills (may count in the BA electives or in the management concentration)	3
BA-962	Ethics and Social Responsibility of Leadership (may count in the BA electives or in the management concentration)	3
BA-915	Corporate Finance (this may be counted as a substitute for BA404 in the BA electives or within the finance concentration) ¹	3
BA-912	Marketing Management (this may count in the BA electives or within the marketing concentration. May not be waived for students in the Marketing track) ¹	3

Note: Other courses may count in both the undergraduate and graduate programs with permission of the instructor.

The following prerequisites apply to all students entering the program:

- Business Law
- Computer Applications
- Statistics
- Microeconomics
- Macroeconomics
- Communications
- College Mathematics (College Algebra or higher)

In addition to the above prerequisites, accounting students must also complete two semesters of undergraduate accounting and Intermediate Accounting I and II. In addition to the above, marketing students must also complete Principles of Marketing.

Core Courses

Code	Title	Credits
Master of Science in Management Core Courses (all students)		(24 credits)
BA-910	Information Technology ¹	3
BA-911	Accounting for Managerial Decisions ²	3
BA-912	Marketing Management (May not be waived for students in the Marketing track) ¹	3
BA-913	Managerial Economics	3
BA-914	Organizational Behavior ¹	3
BA-915	Corporate Finance ¹	3
BA-916	Quantitative Analysis and Research Methods	3
BA-990	Integrated Business Strategy	3
Total Credits		24

Accounting Concentration

Code	Title	Credits
Accounting Concentration Required Courses		(12 credits)
AC-910	Taxation of Individuals & Proprietors	3
AC-911	Taxation of Corporations and Shareholders	3
AC-912	Advanced Accounting Theory	3
AC-913	Advanced Auditing Theory and Practice	3
Accounting Concentration Elective Courses (offered when sufficient demand exists)		(24 credits)
AC-920	Advanced Problems in Accounting	3
AC-921	Advanced Cost Accounting	3
AC-922	International Accounting	3
AC-923	Advanced Government & Non-Profit Accounting ³	3
AC-930	Advanced Financial Theory	3
AC-932	International Finance and Economics	3
AC-950	Seminar Topics in Taxation	3
AC-951	Seminar in Issues in Accounting Ethics	3

Leadership Concentration

Code	Title	Credits
Leadership Concentration Required Courses		(12 credits)
BA-960	Leadership Theory and Skills	3
BA-961	Organizational Development and Change	3
BA-962	Ethics and Social Responsibility of Leadership	3
BA-963	Action Learning Professional Leadership Project	3
Leadership Concentration Elective Courses (offered when sufficient demand exists)		(21 credits)
BA-970	Seminar in Leadership	3
BA-971	Entrepreneurship and Small Business Management	3
BA-972	Motivation and Leadership of Teams	3
BA-973	Leading in the International Business Environment	3
BA-974	Negotiations	3
BA-975	Leadership Perspectives of Human Resources and the Legal Environment	3
BA-976	Selected Topics in Leadership	3

Marketing Concentration

Code	Title	Credits
Marketing Concentration Required Courses		(12 credits)
BA-920	Global Marketing Management	3
BA-921	Consumer Behavior	3
BA-922	Research Methods for Marketing Decisions	3
BA-923	Integrated Marketing Communications	3
Marketing Concentration Elective Course (offered when sufficient demand exists and may be substituted for one of the required Marketing concentration courses)		(3 credits)
BA-924	Sales Management	3

- 1 May be waived for students with consultation of the graduate coordinator
- 2 May be waived for students in the accounting concentration
- 3 Replaces BA-911 for students in the accounting concentration, but is not offered on a regular basis

Graduate Management Courses

BA-910 Information Technology

This course takes a managerial perspective toward the use of information technology (IT) and will analyze how organizations use IT to improve organization efficiency and effectiveness and to achieve a competitive advantage. Case studies may be employed to understand how organizations have implemented IT to integrate processes across multiple business functions and to differentiate their organization from the competition.

3 Credits

BA-911 Accounting for Managerial Decisions

This course focuses on the analysis of financial statements, benchmarking for liquidity, solvency, efficiency, profitability, analysis of risk and leverage, financial planning and control, cost analysis including activity based costing, budgeting systems, and an introduction to capital budgeting.

3 Credits

BA-912 Marketing Management

This course will provide students with an in-depth understanding of consumer and business marketing. Students will develop an understanding of and apply marketing theories, models and techniques through reading and analysis of current journal articles and cases. Particular focus will be placed on developing managerial and decision-making skills.

3 Credits

BA-913 Managerial Economics

This course will present those aspects of economics theory and analysis that are most relevant to students in business administration. The topics covered include demand analysis, estimation and forecasting, production theory, cost analysis and estimation, and pricing theory and application.

3 Credits

BA-914 Organizational Behavior

This course introduces concepts, theories and current research in the effective management of organizations employing the open-systems model and contingency approach as an overall framework. Individual differences, teamwork, organizational structure and processes are all discussed. The role of perception and motivation in the behavior of the individual is addressed. Cases, workshops and readings are integrated within the course.

3 Credits

BA-915 Corporate Finance

This course will review theories and cases in value maximization as the goal of a firm. The specific topics covered include EVA and MVA approaches, corporate governance and agency issues, valuation of corporate securities, cost of capital, and risk analysis and management. Other possible topics may include uses and valuation of derivatives, advanced issues in capital budgeting including embedded options, capital structure, dividend policy, lease analysis, mergers, acquisitions and bankruptcy, and international finance.

3 Credits

BA-916 Quantitative Analysis and Research Methods

This course will explore both quantitative and qualitative research methods. Professional business statistics will be covered including multiple regression, time series analysis, queuing theory, decision theory and advanced data analysis. Fundamental social science research methods such as exploratory, field, experimental, and survey research will be reviewed. Students will be expected to present a research plan including problem definition, research questions, data collection methods and data analysis tools.

3 Credits

BA-920 Global Marketing Management

Building on the core courses in Marketing and International Marketing, students examine the types of decisions that marketing managers make when expanding and developing foreign markets. We will relate the various economic, social, political, and legal dimensions of the world to the marketplace. Using primarily qualitative methodologies, the course assesses the impact and integration of global factors in marketing programs and strategies.

3 Credits

BA-921 Consumer Behavior

The course will focus and further development the of knowledge of consumer behavior in the consumer marketing perspective. We will investigate the inputs of consumer behavior into marketing by relevant analytical methods and research. In this course you will learn about fundamental theories and concepts in consumer psychology and research of how and why people choose, use, and evaluate goods and services.

3 Credits

BA-922 Research Methods for Marketing Decisions

Students will examine the concepts and techniques used in marketing research for problem-solving and decision making in marketing. Problem definition, research design, types of information and measurement scales, and evaluation, and utilization of secondary data with an emphasis on electronic access are discussed. Students are trained in the methods of primary data collection including structured and unstructured interviews, focus groups, and surveys.

3 Credits

BA-923 Integrated Marketing Communications

This course is designed for students who will become decision makers in almost any company concerned with consumer/customer communications including advertising, public relations, promotions, Internet marketing, media and client organizations. The emphasis in this course will be the formulation of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization.

3 Credits

BA-924 Sales Management

This course will examine the elements of an effective sales force as an indispensable component of the organization's marketing effort. Students will understand marketing's reach and potential impact in achieving organizational goals. Students will understand the sales process, the relationship between sales and marketing, sales force structure and customer relationship management (CRM).

3 Credits

BA-960 Leadership Theory and Skills

This course explores the past, present and future of leadership and covers a variety of leadership paradigms and approaches. Attention is focused on cultural dynamics and diversity, including national, global and ethical issues. Emphasis is placed on how leaders emerge, the ever changing nature of a leader's skills portfolio, and how leadership roles are changing. Leadership of individuals, small teams, organizations, as well as leadership in a virtual world are discussed. Assignments include case analyses, individual and group projects and presentations.

3 Credits

BA-961 Organizational Development and Change

This course focuses on improving organizational effectiveness and leading the change processes. It draws upon a variety of behavioral science approaches to planned development and change. Regaining control after unplanned changes are also discussed. Using an experiential approach, Organizational Development is designed to improve individual, team and organizational performance through the design, implementation and evaluation of system-wide changes.

3 Credits

BA-962 Ethics and Social Responsibility of Leadership

This course examines ethical questions in the conduct of leadership. It considers the legal mandates, ethical and social responsibilities of leaders to all stakeholders. The influence of external and internal forces of the organizational environment will be explored.

3 Credits

BA-963 Action Learning Professional Leadership Project

Prerequisites: 2 courses from BA-960 BA-961 BA-962.

This course serves as a capstone in the Leadership concentration. Individuals will select a specific hands-on leadership project within a profit or not-for-profit organization. They will write and orally deliver a proposal to the class and subsequently to the host organization. The project, once implemented and completed, will incorporate skills, theories and concepts learned throughout the program into real-world applications.

3 Credits

BA-970 Seminar in Leadership

This course complements the theoretical components offered through the MS program by providing practical exposure to current management issues. This is accomplished by bringing to class business executives and leaders who discuss their most immediate and longer term management challenges. The course also examines several current issues facing senior executives.

3 Credits

BA-971 Entrepreneurship and Small Business Management

This course explores both entrepreneurial venture and small business start-up processes, plans and strategies. Students will be required to establish a business and develop a start-up proposal and strategic plan for a successful operation. The course is interdisciplinary and relies heavily on experiential exercises and simulation.

3 Credits

BA-972 Motivation and Leadership of Teams

This course is designed to provide a leadership perspective on the management and work effectiveness of teams and groups. Theories of motivation and group dynamics will be discussed in order to develop a greater understanding of the interplay between task, individuals, teams/groups and leadership. Your own personal behavior in teams and your team management skills will also be examined. The course is highly experiential and involves working in class teams on graded and non-graded assignments. These assignments include team presentations and written and oral analysis.

3 Credits

BA-973 Leading in the International Business Environment

This course is an in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations, including foreign profit centers, national and cultural differences, and comparative management systems. These are studied in terms of their influence on all areas of international trade.

3 Credits

BA-974 Negotiations

This course focuses on the essential knowledge and skills that effective negotiators need to deal appropriately with the problems and possibilities of effective negotiations, conflict management, and power and influence at work and other settings. Through active participation in negotiation role-plays, students develop negotiation skills; through the use of self-administered instruments, students learn about their own negotiating styles; and through lectures and readings, students learn about the structures and dynamics of negotiation, conflict, and power in organizations.

3 Credits

BA-975 Leadership Perspectives of Human Resources and the Legal Environment

This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers and reward systems. A case study approach is used.

3 Credits

BA-976 Selected Topics in Leadership

This course is an in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in WebAdvisor.

3 Credits

BA-986 Internship in Management

Prerequisites: Matriculated in MS in Management / Permission of Graduate Coordinator The graduate Internship in Management consists of supervised managerial work in an approved business setting (45 hours per credit or 135 hours for 3 credits).

1-6 Credits

BA-990 Integrated Business Strategy

This course will expose students to the concepts of strategic management and processes and provide them with the opportunity to integrate knowledge and skills developed in previous courses. The principal method for achieving these objectives is the in-depth oral and written analysis of complex, multiple problem cases by both individual students and teams.

3 Credits

Graduate Accounting Courses

AC-910 Taxation of Individuals & Proprietors

This course will provide a detailed analysis of federal laws, regulations, and other authorities affecting the taxation of individuals and proprietors. The course will be structured around tax law research with some consideration to forms and computerized tax packages.

3 Credits

AC-911 Taxation of Corporations and Shareholders

This course will focus on analyzing federal and state laws affecting corporations and shareholders, including laws governing corporate formation, liquidating and non-liquidating distributions, reorganizations, taxes on corporation accumulations, tax planning for compliance and minimization.

3 Credits

AC-912 Advanced Accounting Theory

This course will cover advanced topics in reporting for creditors, investors, regulatory agencies and other stakeholders, and the conceptual development and application of reporting alternatives. Specific emphasis will be placed on the application of accounting theory to current topics in financial reporting.

3 Credits

AC-913 Advanced Auditing Theory and Practice

The course will provide students with an in-depth understanding of auditing standards, auditing electronic systems, auditor's reports, and statistical samples in auditing, and SEC regulations. Case studies will be used to allow students to apply their knowledge in actual business situations.

3 Credits

AC-920 Advanced Problems in Accounting

This course will study general and specialized accounting problems based on the subject matter contained in C.P.A. examinations.

3 Credits

AC-921 Advanced Cost Accounting

This course will cover advanced topics in cost and managerial accounting systems including activity based costing and activity based management, capital budgeting, control systems, linear programming techniques, transfer pricing, and cost and variance analysis.

3 Credits

AC-922 International Accounting

The course focuses on the preparation of financial and accounting statements for multinational firms, foreign currency exchange adjustments, comparative accounting principles and disclosures, and audit reports as well as the interpretation of foreign financial statements.

3 Credits

AC-923 Advanced Government & Non-Profit Accounting

This course will address the analysis of measurement and reporting problems unique to nonprofit organizations and federal, state and local governments including the comparison of FASB and GASB standards with reference to other authoritative bodies. The course will provide an overview of fund accounting, budgetary systems, budgetary control and the auditing of government and nonprofit entities.

3 Credits

AC-930 Advanced Financial Theory

This course will allow students to study emerging topics in Finance with an emphasis on derivative instruments, risk management, financial engineering and hedges, issues in capital structure, mergers and acquisitions, real options in capital budgeting, and the impact of corporate governance structure on firm value.

3 Credits

AC-932 International Finance and Economics

This course will cover foreign exchange markets, rates and risks, reasons for international trade, purchasing power parity, interest rate parity, forward and future spot rates, international capital markets, financial instruments of international banking and trade, capital budgeting in the international context, and the impact of political risks.

3 Credits

AC-950 Seminar Topics in Taxation

This is a research based course dealing with contemporary and emerging topics in taxation resulting from changes in tax policies, legislation and regulation.

3 Credits

AC-951 Seminar in Issues in Accounting Ethics

The course is designed to provide students with an opportunity to identify, discuss, and analyze the many ethical issues faced by practicing accountants. Approaches for resolving ethical dilemmas and models for analyzing ethical issues will be discussed to assist students in making well-reasoned ethical decisions in their professional lives.

3 Credits

Master of Science in Nonprofit Management

Program Coordinator: Dr. Shiko Gathuo

Phone: 508-929-8892

Email: sgathuo@worchester.edu

Admission Requirements

For general admission requirements for graduate study please go to www.worcester.edu/graduate.

In addition to the general requirements, applicants to the Nonprofit Management program are selected on the basis of experience in the nonprofit and public sectors as well as their career goals as articulated in their application essays.

The program has the following convenient features:

- A fulltime/part-time option
- An evening schedule to suit working professionals
- A rolling admission that allows students to start their studies in any semester
- A 12-credit transfer allowance from other accredited graduate institutions
- An opportunity to register for as many as 6 credits before matriculation
- Flexibility in choice of electives
- An opportunity to intern in a nonprofit organization
- Faculty of academics and nonprofit and public sector practitioners

Program Requirements

- Thirty-six (36) graduate credits broken down as follows:
- Twenty-two (22) core credits
- Six (6) elective credits
- Eight (8) thesis credits

Code	Title	Credits
Core Courses		(22 credits)
NM-901	The Nonprofit World: NGOs, the State & Civil Society	3
NM-934	Ethics and Management of Human Resources	3
NM-942	Organizational Theory	3
NM-945	Financial Management for Non-Profit Organizations	3
NM-949	Strategic Leadership and Planning	3
NM-951	Grant Writing	4
NM-993	Marketing and Resource Development	3
Elective Courses		(6 credits)
Any two electives offered in the program including an independent study and/or an internship		6
Thesis Project		(8 credits)
NM-990	Action Research	3
NM-980	Thesis I	1
NM-981	Thesis II	4
Total Credits		36

Elective Courses

Students may choose any two electives offered in the program. They may also choose to do an Independent Study and/or an internship. The Independent Study and the Internship count as elective credits. Only one Independent Study may be taken during the student's program of study. All electives, the Independent Study, and the Internship are three (3) credits each.

Thesis Project

NM-990, NM-980, and NM-981 constitute the Nonprofit Management program's master's thesis series. Students may take Action Research after completing five (5) core courses. Thesis I must be taken concurrently with Action Research. Thesis II is taken after the successful completion of Action Research and Thesis I.

Non-Profit Management Courses

NM-901 The Nonprofit World: NGOs, the State & Civil Society

This course will examine nonprofit organizations and international nongovernmental organizations at a macro level, that is, the civil society. Current trends in the nonprofit sector such as funding, increased pressure to perform, increased government and private citizen scrutiny of nonprofits, and increased demand for nonprofit services will be explored within the framework of outer environments including the global and technological environment; the social-cultural environment; the political environment; and the economic environment. Students will keep abreast of the nonprofit sector while developing an appreciation of the outer forces that impact it, the collective power of civil society, and the vulnerabilities of the sector. Close attention will be paid to the relationship between the state and the nonprofit sector.

3 Credits

NM-902 Internship

With the help of an internship coordinator, local students who do not have nonprofit experience and all international students will identify suitable nonprofit organizations in which to do an internship. The internship must provide valuable, career-related experience and learning goals. The goals of the internship will be established in conjunction with the coordinator and the host organization. These goals should take into account the student's career interest, for example, development, fundraising and grant-writing, human resources management, financial management etc. Students must complete a minimum of 100 hours in the organization and write a summary of the internship experience.

3 Credits

NM-905 Marketing the Health Care Organization

Application of marketing tools and concepts to health care organizations. Market research and project development, pricing, publicity, and delivery systems.

3 Credits

NM-908 Legal, Regulatory and Ethical Issues In Health Care

An overview of the legal and regulatory framework governing health care from both the manager and the client's point of view. Legal rights and duties of patients and health-care providers, hospital liability, hospital-physician relationships, patient's rights, informed consent, privacy and confidentiality, negligence and malpractice.

3 Credits

NM-911 Global Health Issues and Human Rights

Understanding health and human right issues from a global perspective of the economic political, social and cultural forces which impact on health and health services.

3 Credits

NM-932 Practices in Community Organization

Studies the principles and methods of effective community organization as a process of helping people and communities to help themselves. Range of theoretical and pragmatic approaches considered.

3 Credits

NM-934 Ethics and Management of Human Resources

Leaders and managers of nonprofit and public organizations face moral and ethical dilemmas in dealing with their publics (clients, staff, volunteers, donors, government agencies, board of directors, collaborating partners, the community, etc.). These dilemmas are particularly pronounced in those organizations because the organizations operate under strict ethical guidelines, are accountable to the general public, and have to deal with many different publics. This course will explore the ways in which leaders resolve these ethical dilemmas while sustaining their organizations. Additionally, this course will explore the human resources management functions including planning, recruitment & selection, motivation, compensation & employee services, development, labor relations, evaluation, and separation, as well as compliance with state and federal government regulations.

3 Credits

NM-940 Leadership Skills and Group Dynamics

Explores the nature and principles of effective group and organizational leadership. Students participate in a group which studies its own leadership process. Examples will be taken from therapy groups, business/organizational situations, classrooms and other case studies. Emphasis upon the components of effective leadership and fellowship in small groups and organizations. Group formation, group roles, group stages, and group conflicts are studied.

3 Credits

NM-942 Organizational Theory

Organizational theory and development strategies considered. Formal and informal aspects organizations, authority structures, specialization and integration of functions, and the role of professional managers.

3 Credits

NM-944 Politics and Public Policy

An explication of the nature of political power and the influence of power upon the delivery of various types of nonprofit, public, health care and human services.

Every year. 3 Credits

NM-945 Financial Management for Non-Profit Organizations

Theoretical and practical approaches to the allocation and control of financial resources in non-profit settings. Conventional and nonconventional budgeting techniques, cost/benefit analysis and preparation of financial statements.

Fall and Spring. 3 Credits

NM-946 Seminar in Program Analysis and Evaluation

Explores philosophical issues, politics, and specific evaluation instruments involved in effective program analysis upon utilization of computer systems.

3 Credits

NM-949 Strategic Leadership and Planning

This course will critically examine the revolutionary changes emerging in the globalized economy through the exploration of the strategic planning process, and discuss the various strategic decisions and the leadership skills necessary to formulate and implement the strategic plan successfully.

Fall and Spring. 3 Credits

NM-951 Grant Writing

This "how to" course will a hands-on experience that will cover the skills and strategies essential to the full range of the grant writing process, from needs assessment and identification of potential funding sources through proposal writing and submittal, to planning for evaluation and continuation.

4 Credits

NM-955 Board Relationships and Volunteer Management

An informative and critical look at the role of support volunteers as well as the role of volunteer boards of directors in the governance of nonprofit organizations. Relationships between the board and professional managers and program staff are analyzed as are the relationships between paid staff and volunteer members. Methods of recruiting, developing, motivating, and training, volunteers for all roles are explored.

3 Credits

NM-960 Seminar in Critical Issues for Health Care Management

This seminar examines important topical issues in health services management and policy. It surveys selected current issues in health care management and policy at the local, regional, national, and international levels. Selected topics may include: physician payment reform, uncompensated medical care, quality of medical care, confidentiality and legal implications. Topics will change to remain timely and relevant.

3 Credits

NM-961 Health Care Law

Exploration of the relationship between law and health care. Legal rights and duties of patients and providers of health services are discussed. Topics include: hospital liability, hospital-physician relationships, patient rights and informed consent, privacy and confidentiality, negligence, and malpractice.

3 Credits

NM-962 Management of Gerontological Programs

Emphasizes administration of health care services for the aged, along with the issues that affect these services. Examines the structure and functions of publicly and privately funded programs and organizations providing health services to the aged. Acquaints students with the planning process and resources available for meeting the needs of the elderly. Provides broad knowledge of health care services for the aged and their implementation.

3 Credits

NM-970 Issues in Clinical Case Management

Introduction to managerial, clinical and ethical issues in effective case management in the human services. Various models of case management thoroughly explored.

3 Credits

NM-971 Issues in Residential and Long Term Care

Theory, philosophy and behavioral aspects of administration and management of residential and long-term care facilities. Role of administrators relative to management, community activities, public relations, ethical practices, licensure, as well as state and federal requirements.

3 Credits

NM-972 Special Topics in Non-Profit Management

In depth exploration of contemporary topics or issues in the field of Non-Profit Management

1-6 Credits

NM-980 Thesis I

Prerequisites or Corequisite: NM-990

This course is offered every fall term and takes a practical approach, providing students with the opportunity, through individual consultation with the instructor, to design their individual research projects based on sound research principles as explored in NM 990. Students will also prepare their applications to the WSU Human Subjects Review Board (H.S.R.B.).

1 Credit

NM-981 Thesis II

This course is offered every spring term and builds on the skills acquired and work completed during NM 990 and NM 980. Students will submit their H.S.R.B. applications. Upon gaining approval from the board, students implement their research design by collecting and analyzing data on their chosen topics, and present their findings, conclusions and recommendations orally, and in a written report. Students consult individually with their instructor throughout the semester as they work on their individual projects. The final report is expected to be of publishable quality.
4 Credits

NM-990 Action Research

Prerequisites: 5 courses From courses NM-901 NM-934 NM-942 NM-945 NM-949 NM-993 NM-951;

NM 990 is offered every fall. The goal of this course is to prepare students to undertake nonprofit-relevant research projects in areas of their choice, by developing an understanding of fundamental concepts of research design. By the end of the course, students develop a research proposal
3 Credits

NM-992 Fundraising, Development and Community Relations

Exploration of fundraising, resource development, and community relations as an integrated approach to organizational development. Course covers state-of-the-art fundraising, board development, and public relations techniques. Topics include: identification and cultivation of benefactors; prospecting; personal and telephone solicitations; direct mail; annual fund; capital campaigns; planned giving; utilization of volunteers and staff; communication with public; internal and external public relations program.
3 Credits

NM-993 Marketing and Resource Development

This course will focus on three major functions that nonprofits must perform in order to survive and thrive: fundraising, marketing, and the development of resources. The course will cover the role of institutional planning in the setting fundraising goals, creating the annual development plan, preparing for and implementing capital campaigns and planned gift programs. This course will also examine the development and management of volunteers, boards of directors, and individual donors in nonprofit organizations. The course will also examine how marketing concepts are applied to nonprofit and public organizations. Marketing research, product development, pricing, advertising, publicity, and market control will be studied.
3 Credits

NM-994 Assigned Readings

Independent study under faculty supervision. Student will define area of advanced study in an area of nonprofit, health care, public agency, human service or human resource training and development.
3 Credits

NM-995 Accounting and Budgeting for Public Management

Introduction to accounting and budgeting concepts as applied to management in federal, state, or local public agencies. Topics include control limit theorem, confidence intervals, probability values, analysis of variance, simple and multiple regression and partial and multiple correlations.
3 Credits

NM-998 Research

Supervised research in nonprofit, healthcare, human service, public agency, or human resource training and development. Students will learn a variety of research tools specifically relevant to research in nonprofit organization.
3 Credits

Master of Science in Nursing: Community and Public Health Nursing Specialization

Program Coordinator: Dr. Stephanie Chalupka

Phone: 508-929-8680

Email: schalupka@worchester.edu

Admission Requirements

See www.worcester.edu/graduate

Traditional Entry; Bridge Program; RN-to-MS Fast Track Program

Program Description

The Master of Science program in Nursing prepares nurses for leadership as advanced public health nurses in management, education, clinical practice, leadership, research, policy development, and advocacy. The program offers three routes of entry for Registered Nurses seeking a Master of Science in Nursing degree. The pathways to the Master of Science Degree are:

- **Traditional Entry:** For students with a BS degree in Nursing.
- **Bridge Program:** For Registered Nurses with a Non-Nursing BA or BS degree.
- **RN-to-MS Fast Track:** For associate-degree or diploma-prepared Registered Nurses seeking to proceed directly to the Master of Science in Nursing Degree.

The program consists of both coursework and a practicum. This specialty offers leadership preparation for nurses desiring expertise in population-based, community/public health nursing practice. Students ground their studies in the science of nursing intervention, public health, and nursing research. They then focus on courses that examine the basis of assessment and intervention of populations, integrating the study of health determinants and health disparities. Practicum experiences are arranged to meet the individual needs of students while also meeting accreditation and certification requirements.

In addition to completing core studies in the specialty, students gain skills in evidence-based practice, program evaluation, informatics, teaching/learning, health economics, health care policy, environmental health, and epidemiology. A final project that is a systematic investigation of a practice problem is planned, implemented, and completed during the program.

Completion of the required coursework and practice hours provides eligibility to apply for certification as an Advanced Public Health Nurse by the American Nurses Credentialing Center after satisfying the experiential requirement.

The clinical component of the program allows for students to develop concentrations in one of the following areas:

- Public Health
- Population Health
- Home Health Care
- Ambulatory Care
- Case Management
- Occupational and Environmental Health
- School Nursing
- Emergency Preparedness
- Nursing Education

Specialty Area Information

The Advanced Public Health Nurse is actively engaged in education (e.g. community, staff, students, and colleagues), case management, expert clinical practice, consultation, research, and administration.

The Advanced Public Health Nurse is a leader in population-based health care practice, and the implementation of this role is based on the American Nurses Association *Public Health Nursing: Score and Standards for Practice* competencies and will vary across settings.

Professional Opportunities

With increasing demand for health professionals who have expertise in promoting the health of population groups, graduates of the nursing degree are well positioned to assume leadership roles in the evolving health care field. The Nursing degree provides a foundation of knowledge and practical experiences in the following areas:

- public health sciences including biostatistics, environmental health, epidemiology systems thinking, leadership, informatics, health policy and management
- advanced population-focused assessment, program planning, and intervention
- advanced development and evaluation of health promotion programs
- approaches to work with culturally diverse and high-risk populations
- population health, and
- emergency preparedness

Where do graduates work?

Graduates of the Nursing program hold a variety of positions in education (e.g. community, staff, students, and colleagues), case management, clinical practice, consultation, research, and administration.

Examples of advanced public health nursing positions are:

- health promotion specialist for a managed care organization,
- consultant with a state health department,
- nursing and public health faculty at universities and colleges,
- public health nursing advisor at a state department of public health,
- emergency preparedness coordinator,
- population health director at health insurance organization,
- supervisor of clinical services for a community health center,
- director of clinical services in ambulatory care division of an acute care hospital,
- director of local public health department,
- planner of patient education for a large outpatient service,
- program director in an international non-governmental organization,
- occupational and environmental health settings,
- school nurse/school nurse leadership positions,
- staff development specialist for a home healthcare agency
- executive director home healthcare agency

Admission Process

The RN student applying to Worcester State University as a transfer student can receive up to 72 credits transferable from associate degree colleges and a maximum of 90 credits from four year colleges or universities. Twenty-nine college credits are awarded for the RN license.

Students interested in applying to the RN-to-MS program are advised to contact the RN-to-BS Coordinator, at 508 929-8129.

Traditional Entry

Admissions Requirements

For students with a Bachelor of Science degree in Nursing

- Baccalaureate degree in Nursing
- Introductory or undergraduate courses in statistics and research.

- Unencumbered license to practice as a Registered Nurse in Massachusetts
- GRE scores are not required for admission

Requirements of the Program

The Master of Science in Nursing requires the completion of thirty-six (36) credit hours of graduate courses. Most Nursing courses are offered in the blended-learning format, combining the best of face-to-face and online learning.

Required Courses for the Master of Science Degree in Nursing Traditional Entry

Code	Title	Credits
Professional Core		(12 credits)
NU-910	Professional Role Development ¹	3
NU-920	Conceptual Foundations in Nursing ¹	3
NU-925	Research for Evidence-Based Practice ¹	3
NU-951	Nursing Leadership & Administration ¹	3
Interdisciplinary Courses		(12 credits)
NU-936	Epidemiology ¹	3
NU-941	Program Planning & Evaluation	3
NU-930	Social Policy and the Economics of the Health Care Delivery System	3
NU-946	Biostatistics	3
Specialty Courses in Community/Public Health Nursing		(12 credits)
NU-961	Nursing Science I: Community/ Public Health Leadership Theory and Practicum I ¹	6
NU-966	Nursing Science II: Community/Public Health Leadership Theory and Practicum II ¹	6
Total Credits		36

¹ Courses offered in the blended-learning format.

Note: The Traditional Entry Program is usually completed in 3 years of part-time study or two years of full-time study.

Bridge Program

Admissions Requirements

For Registered Nurses with a Non-Nursing BA or BS degree. The seven (7) credit Bridge Program option which enables students to enter directly into the Master of Science in Nursing program.

- B.A. or B.S. degree in non-nursing discipline
- Introductory or undergraduate courses in statistics and research.
- Unencumbered license to practice as a Registered Nurse in Massachusetts
- GRE scores are not required for admission

Requirements of the Program

The Master of Science in Nursing requires the completion of thirty-six (36) credit hours of graduate courses. Most Nursing courses are offered in the blended-learning format, combining the best of face-to-face and online learning.

Required Courses for the Master of Science Degree in Nursing Bridge Program

This program provides Registered Nurses, who hold a B.A. or B.S. in a discipline other than Nursing, with the opportunity to enter and complete the Master of Science in Nursing program at Worcester State University. The program prepares Bridge students for M.S. level work by assuring that they have achieved the educational outcomes of the B.S. in Nursing Program.

Code	Title	Credits
Bridge Core ¹		(7 credits)
NU-900	Individual Assessment ²	1
NU-901	Community Health and Health Policy ²	3
NU-902	Transition to Advanced Nursing ²	3
Professional Core		(12 credits)
NU-910	Professional Role Development ²	3
NU-920	Conceptual Foundations in Nursing ²	3

NU-925	Research for Evidence-Based Practice ²	3
NU-951	Nursing Leadership & Administration ²	3
Interdisciplinary Courses		(12 credits)
NU-936	Epidemiology ²	3
NU-941	Program Planning & Evaluation	3
NU-930	Social Policy and the Economics of the Health Care Delivery System	3
NU-946	Biostatistics	3
Specialty Courses in Community/Public Health Nursing		(12 credits)
NU-961	Nursing Science I: Community/ Public Health Leadership Theory and Practicum I ²	6
NU-966	Nursing Science II: Community/Public Health Leadership Theory and Practicum II ²	6
Total Credits		43

¹ These courses do not have to be completed before enrolling in Professional Core or Interdisciplinary courses.

² Courses offered in the blended-learning format.

Bridge students must:

- Complete the self-evaluation assessment of prior learning tool at the time of entry into the program.
- Meet with their assigned graduate program advisor to plan a course of study that bridges BS expectations and entry into graduate nursing studies.
- Compile a portfolio of their professional activities according to the guidelines and submit it to the Graduate Program Coordinator. The portfolio will be evaluated by the Graduate Program Coordinator and an individualized educational plan will be developed to support the student in the achievement of all baccalaureate level competencies.

Note: The Traditional Entry Program is usually completed in 3 years of part-time study or two years of full-time study.

RN-to-MS Fast Track

Admissions Requirements

For Registered Nurses seeking to proceed directly to the Master of Science in Nursing Degree upon earning the BSN degree

- Associate of Science Degree in Nursing or Diploma in Nursing
- Unencumbered license to practice as a Registered Nurse in Massachusetts
- GRE scores are not required for admission

This program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036

Requirements of the Program

The Master of Science in Nursing requires the completion of thirty-six (36) credit hours of graduate courses. Most Nursing courses are offered in the blended-learning format, combining the best of face-to-face and online learning.

Required Courses for the Master of Science Degree in Nursing RN-to-MS Fast Track Program

The **RN-to-MS Fast Track Program** provides an opportunity for associate degree and diploma-prepared nurses to obtain the Master of Science in Nursing Degree. The **RN-to-MS Fast Track Program** curriculum is characterized by flexibility and recognition of the diversity of the students who enroll.

The **RN-to-MS Fast Track Program** allows students to work toward their Bachelor of Science Nursing and Master of Science in Nursing degrees in one integrated program. The Graduate Record Exam (GRE), generally required for admission to master's degree programs, is NOT required for admission in to the **RN-to-MS Fast Track Program**.

Six (6) graduate credits (500 Level) taken while completing the undergraduate senior year count toward both degrees **only when the RN meets the criteria for the Fast Track program, completes an application to the Graduate Nursing Program through the Graduate School, and is accepted into the RN-to-MS Fast Track Program during the first semester as a student in the RN-to-BS Program.**

Students can typically complete the **RN-to-MS Fast Track Program in nine part-time semesters.**

Only course grades of B- or above can be counted toward the Master of Science in Nursing degree.

Fast track students must take courses in the M.S. program the semester after completing the requirements for the B.S. degree. Otherwise 500 Level courses taken in the senior year will count only towards the RN-to-BS degree unless they are in excess of the credits required for the B.S. degree.

All requirements for the undergraduate degree in nursing must be completed in addition to the requirements for the Master's program, except for NU-930 and NU-951.

RN-to-MS Specialty Courses

Code	Title	Credits
Professional Core		(12 credits)
NU-910	Professional Role Development ¹	3
NU-920	Conceptual Foundations in Nursing ¹	3
NU-925	Research for Evidence-Based Practice ¹	3
NU-951	Nursing Leadership & Administration ¹	3
Interdisciplinary Courses		(12 credits)
NU-930	Social Policy and the Economics of the Health Care Delivery System	3
NU-936	Epidemiology ¹	3
NU-941	Program Planning & Evaluation	3
NU-946	Biostatistics	3
Specialty Courses in Community/Public Health Nursing		(12 credits)
NU-961	Nursing Science I: Community/ Public Health Leadership Theory and Practicum I ¹	6
NU-966	Nursing Science II: Community/Public Health Leadership Theory and Practicum II ¹	6
Total Credits		36

¹ Courses offered in the blended-learning format.

Please note that all requirements for the BS in Nursing degree must be satisfied in the RN-to-MSN Fast Track program.

Graduate Nursing Courses

NU-900 Individual Assessment

Bridge Program students only The RN with a B.S. or B.A. degree in a discipline other than nursing identifies individual learning outcomes in their Master's program of study.

1 Credit

NU-901 Community Health and Health Policy

Bridge Program students only This course analyzes the development of policy and its impact on the health of populations. Students apply epidemiology and public health science to population-based nursing practice.

3 Credits

NU-902 Transition to Advanced Nursing

Bridge Program students only Designed for registered nurses with bachelor's degrees in areas other than nursing, provides a common knowledge base including the community perspective as a foundation for graduate study in nursing. The realities of modern nursing practice are examined.

3 Credits

NU-910 Professional Role Development

The role of the advanced public health nurse is analyzed in terms of professional scope of practice, standards of practice and components of the role. This course provides a framework for advanced nursing practice.

3 Credits

NU-920 Conceptual Foundations in Nursing

This course concentrates on the philosophical basis of theory development and application. Students are introduced to the levels of theory building, concept formation and the elements of a model while considering the values and goals of nursing actions.

3 Credits

NU-925 Research for Evidence-Based Practice

Prerequisites: NU-946

Students build upon previous learning of research design, methods and process. The critical relationship of research to nursing as a science, as well as its development as a professional discipline is emphasized.

3 Credits

NU-930 Social Policy and the Economics of the Health Care Delivery System

This course provides the student with the knowledge necessary to comprehend the political, economic and social elements that affect health and health services. The student develops an understanding of the regulatory environment and its impact on the delivery of nursing care.

3 Credits

NU-936 Epidemiology

Evaluation of epidemiological principles and techniques of investigation; measures of incidence and prevalence applied to health risk, morbidity and mortality in specific populations.

3 Credits

NU-937 Advanced Health Assessment

This course provides the nurse educator student with the theoretical and clinical knowledge required to teach health assessment to students enrolled in basic nursing education programs. Includes principles of health assessment throughout the lifespan with an emphasis on problem-based and student-centered learning.

3 Credits

NU-938 Advance Concepts in Physiology and Pathophysiology

This course is designed to present an orientation to disease as disordered physiology. Course focus is on pathological conditions encountered in clinical practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. The influence of environmental and genetic factors on the development of disease will be examined.

3 Credits

NU-939 Advanced Concepts in Pharmacology

This course focuses on the pharmacologic principals important to nursing practice including: pharmacokinetics, pharmacodynamics, and pharmacogenomics, and major drug classifications from the perspective of the Nurse Educator. This course will explore strategies for teaching pharmacological concepts to pre-licensure nursing students. Emphasis is placed on the utilization and application of the nursing process in the teaching of pharmacology and safe administration of medications.

Other or on demand and every 2-3 years. 3 Credits

NU-951 Nursing Leadership & Administration

Provides the student with the necessary skills to integrate appropriate business, economic, financial, leadership and management concepts into effective strategies to effect change in community/public health agencies and healthcare organizations.

3 Credits

NU-961 Nursing Science I: Community/ Public Health Leadership Theory and Practicum I

This course provides the community/ public health nurse graduate student with opportunities to synthesize their clinical knowledge and expertise with theory to improve health outcomes of all populations. By addressing current public health issues through the application of systematic-level approaches, students will develop a mastery of population assessment, prevention strategies, health policy & advocacy, and interprofessional collaboration.

6 Credits

NU-966 Nursing Science II: Community/Public Health Leadership Theory and Practicum II

This course provides the community health graduate nursing student with the opportunity to evaluate the various processes which are utilized to address multiple determinants of health and participate in the in the challenges of attaining and maintaining population health. Selected clinical practices encourage the student to utilize theory, research, and information technology to manage and evaluate program effectiveness and provide leadership for emerging advances in population health and health care. Students will be prepared to lead the delivery and evaluation of high quality, evidence-based, and population-centered care.

6 Credits

NU-999 Clinical Nursing Education

3 Credits

Master of Science in Nursing: Nurse Educator Specialization

Program Coordinator: Dr. Melissa Duprey

Phone: 508-929-8419

Email: mduprey1@worchester.edu

Admission Requirements

See www.worcester.edu/graduate.

Program Description

Nurse educators are a key resource in preparing a nursing workforce that will provide quality care to meet the health care needs of our population. They practice in academic and clinical settings, and they must be competent clinicians. Although, being a good clinician is essential, it is not necessarily sufficient for the educator role.

The Nurse Educator Specialization program is designed to expand the knowledge base of registered professional nurses to prepare them for the role of nurse educator in four areas:

- Higher education
- Vocational education
- Staff education
- Patient education

The program provides theoretical and practical knowledge in the areas of curriculum development, instructional design, advanced teaching methods, and program evaluation.

Worcester State University offers three routes of entry for Registered Nurses seeking a Master of Science in Nursing degree. The pathways to the Master of Science Degree are:

- **Traditional Entry:** For students with a BS degree in Nursing.
- **Bridge Program:** For Registered Nurses with a Non-Nursing BA or BS degree.
- **RN-to-MS Fast Track:** For associate-degree or diploma-prepared Registered Nurses seeking to proceed directly to the Master of Science in Nursing Degree.

The curriculum is based on the practice dimensions of the nurse educator role, recommendations of the National League for Nursing (NLN), and the AACN Essentials of Master's Education.

Graduate of the Nurse Educator Specialization program are eligible to sit for the National League for Nursing Certified Nurse EducatorCM. Graduates are also eligible to sit for the American Nurses Credentialing Center (ANCC) certification examination in Nursing Professional Development.

This 36 credit hour program is designed for students who have established an expertise in a clinical area and are now interested in nursing education. The curriculum includes coursework related to experiential teaching methods including high fidelity patient simulation strategies and other emerging technologies to improve education outcomes.

The Nurse Educator Specialization curriculum is designed to meet the learning needs of students who are working full-time. Most courses are taught in a blended-learning format, which combines face-to-face and online learning. The blended-learning format significantly reduces the amount of time students spend on campus, while maximizing interaction with faculty members and fellow students.

A Post-Graduate Certificate Program in Nursing Education is also available to students who have earned the Master of Science in Nursing degree.

Admission Requirements

Traditional Entry

Baccalaureate degree in Nursing.

Introductory or undergraduate courses in statistics and research. Unencumbered license to practice as a Registered Nurse in Massachusetts. GRE scores are not required for admission.

Bridge Program - B.A. or B.S. degree in non-nursing discipline.

Introductory or undergraduate courses in statistics and research. Unencumbered license to practice as a Registered Nurse in Massachusetts. GRE scores are not required for admission.

RN-to-MS Fast Track

Associate of Science Degree in Nursing or Diploma in Nursing. Unencumbered license to practice as a Registered Nurse in Massachusetts. GRE scores are not required for admission

This program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036

MSN Nurse Education Specialty Track -- Traditional Entry

(For students with a B.S. degree in Nursing)

Required Courses

Code	Title	Credits
Professional Core		(12 credits)
NU-908	Professional Role Development: Philosophical & Curricular Development In Nursing Education ¹	3
NU-920	Conceptual Foundations in Nursing ¹	3
NU-925	Research for Evidence-Based Practice ¹	3
NU-951	Nursing Leadership & Administration ¹	3
Interdisciplinary Courses		(6 credits)
NU-930	Social Policy and the Economics of the Health Care Delivery System	3
NU-946	Biostatistics	3
Specialty Courses in Education		(18 credits)
NU-937	Advanced Health Assessment ¹	3
NU-938	Advance Concepts in Physiology and Pathophysiology ¹	3
NU-939	Advanced Concepts in Pharmacology ¹	3
NU-942	Teaching and Learning in the Age of Technology ¹	4
NU-943	Practicum in Teaching & Learning ¹	5
Total Credits		36

¹ Courses offered in the blended-learning format.

MSN Nurse Education Specialty Track – Bridge Program

(For registered nurses, who hold a B.A. or B.S. in a discipline other than Nursing, with the opportunity to enter and complete the Master of Science in Nursing program at Worcester State University. The program prepares Bridge students for M.S. level work by assuring that they have achieved the educational outcomes of the B.S. in Nursing Program.)

Code	Title	Credits
Bridge Core		(7 credits)
NU-900	Individual Assessment ¹	1
NU-901	Community Health and Health Policy ¹	3
NU-902	Transition to Advanced Nursing ¹	3
Professional Core		(12 credits)
NU-908	Professional Role Development: Philosophical & Curricular Development In Nursing Education ²	3
NU-920	Conceptual Foundations in Nursing ²	3
NU-925	Research for Evidence-Based Practice ²	3
NU-951	Nursing Leadership & Administration ²	3
Interdisciplinary Courses		(6 credits)
NU-930	Social Policy and the Economics of the Health Care Delivery System	3
NU-946	Biostatistics	3
Specialty Courses in Education		(18 credits)
NU-937	Advanced Health Assessment ²	3
NU-938	Advance Concepts in Physiology and Pathophysiology ²	3
NU-939	Advanced Concepts in Pharmacology ²	3
NU-942	Teaching and Learning in the Age of Technology ²	4
NU-943	Practicum in Teaching & Learning ²	5
Total Credits		43

¹ These courses do not have to be completed before enrolling in Professional Core or Interdisciplinary Courses.

² Courses offered in the blended-learning format.

Bridge students must:

1. Complete NU-900, NU-901, NU-902.
2. Meet with their assigned graduate program advisor to plan a course of study that bridges Bachelor of Science expectations and entry into graduate nursing studies.
3. Compile a portfolio of their professional activities according to the guidelines and submit it to the Graduate Program Coordinator. The portfolio will be evaluated by the Graduate Program Coordinator and an individualized educational plan will developed to support the student in the achievement of all baccalaureate level competencies.

MSN Nurse Education Specialty Track – Fast Track Program

The **RN-to-MS Fast Track Program** provides an opportunity for associate degree and diploma- prepared nurses to obtain the Master of Science in Nursing Degree. The **RN-to-MS Fast Track Program** curriculum is characterized by flexibility and recognition of the diversity of the students who enroll.

The **RN-to-MS Fast Track Program** allows students to work toward their Bachelor of Science in Nursing and Master of Science in Nursing degrees in one integrated program. The Graduate Record Exam, generally required for admission to master's degree programs, is NOT required for admission in to the **RN-to-MS Fast Track Program**.

Six (6) graduate credits (500 Level) taken while completing the undergraduate senior year count toward both degrees **only when the RN meets the criteria for the Fast Track program, completes an application to the Graduate Nursing Program through the Graduate School, and is accepted into the RN-to-MS Fast Track Program during the first semester as a student in the RN-to-BS Program.**

Students can typically complete the RN-to-MS Fast Track Program in nine part-time semesters.

Only course grades of B- or above can be counted toward the Master of Science in Nursing degree.

Fast track students must take courses in the M.S. program the semester after completing the requirements for the B.S. degree. Otherwise 500 Level courses taken in the senior year will count only towards the RN-to-BS degree unless they are in excess of the credits required for the B.S. degree.

Admission Process for RN-to-MS Fast Track Program

The RN student applying to WSU University as a transfer student can receive up to 72 credits transferable from associate degree colleges and a maximum of 90 credits from four year colleges or universities. WSU has articulation agreements with many area colleges for transfer credits (up to 29 credits may be approved for nursing credits).

The RN student who graduated from a nursing diploma program must take the NLN NACE II exams as a prerequisite, which allows the students to obtain up to 29 nursing credits. All RN students must hold a current license to practice nursing in the Commonwealth of Massachusetts.

Students interested in applying to the RN-to-MS program are advised to contact the Nursing Department at 508-929-8129.

RN-to-MS Foundational Nursing Courses

All nursing courses must be taken in sequence. Students must achieve a minimum grade of 80 in each nursing course. Only one nursing course may be repeated to obtain the minimum grade or required GPA and must be repeated within the 2 years.

Code	Title	Credits
NU-332	Transition to Professional Nursing	3
NU-342	Health Assessment	4
NU-432	Advanced Nursing Perspectives in Chronic Illness	3
NU-530	Social Policy and Economics of the Health Care Delivery System (Satisfies NU-930 Requirement in the RN-to-MS Fast Track Program)	3
NU-551	Nursing Leadership and Administration (Satisfies NU-951 Requirement in the RN-to-MS Fast Track Program)	3
NU-472	Community/Public Health Nursing	6
Total Credits		22

Course descriptions for all undergraduate courses may be found in the Worcester State University undergraduate catalog.

Code	Title	Credits
Specialty Courses: Nurse Educator Professional Core		(12 credits)
NU-908	Professional Role Development: Philosophical & Curricular Development In Nursing Education ¹	3
NU-920	Conceptual Foundations in Nursing ¹	3
NU-551	Nursing Leadership and Administration ¹	3
NU-925	Research for Evidence-Based Practice	3
Interdisciplinary Courses		(6 credits)
NU-946	Biostatistics	3
NU-530	Social Policy and Economics of the Health Care Delivery System	3
Specialty Courses		(18 credits)
NU-937	Advanced Health Assessment ¹	3
NU-938	Advance Concepts in Physiology and Pathophysiology ¹	3
NU-939	Advanced Concepts in Pharmacology ¹	3
NU-942	Teaching and Learning in the Age of Technology ¹	4
NU-943	Practicum in Teaching & Learning ¹	5
Total Credits		36

¹ Indicates that the course is delivered in the blended-learning format.

Please note that all requirements for the BS in Nursing degree must be satisfied in the RN-to-MSN Fast Track program.

Nurse Educator Specialty Courses

NU-900 Individual Assessment

Bridge Program students only The RN with a B.S. or B.A. degree in a discipline other than nursing identifies individual learning outcomes in their Master's program of study.

1 Credit

NU-901 Community Health and Health Policy

Bridge Program students only This course analyzes the development of policy and its impact on the health of populations. Students apply epidemiology and public health science to population-based nursing practice.

3 Credits

NU-902 Transition to Advanced Nursing

Bridge Program students only Designed for registered nurses with bachelor's degrees in areas other than nursing, provides a common knowledge base including the community perspective as a foundation for graduate study in nursing. The realities of modern nursing practice are examined.

3 Credits

NU-908 Professional Role Development: Philosophical & Curricular Development In Nursing Education

This course provides the student with an overview of the role of the nurse educator and the philosophical, theoretical, legal, ethical, and professional foundations of nursing education. Content builds on philosophical traditions and influences, nursing theory, pedagogy and andragogy. These foundations provide the basis for an examination of the development of conceptual frameworks, curricula, and the teaching-learning process.

3 Credits

NU-920 Conceptual Foundations in Nursing

This course concentrates on the philosophical basis of theory development and application. Students are introduced to the levels of theory building, concept formation and the elements of a model while considering the values and goals of nursing actions.

3 Credits

NU-925 Research for Evidence-Based Practice

Prerequisites: NU-946

Students build upon previous learning of research design, methods and process. The critical relationship of research to nursing as a science, as well as its development as a professional discipline is emphasized.

3 Credits

NU-930 Social Policy and the Economics of the Health Care Delivery System

This course provides the student with the knowledge necessary to comprehend the political, economic and social elements that affect health and health services. The student develops an understanding of the regulatory environment and its impact on the delivery of nursing care.

3 Credits

NU-936 Epidemiology

Evaluation of epidemiological principles and techniques of investigation; measures of incidence and prevalence applied to health risk, morbidity and mortality in specific populations.

3 Credits

NU-937 Advanced Health Assessment

This course provides the nurse educator student with the theoretical and clinical knowledge required to teach health assessment to students enrolled in basic nursing education programs. Includes principles of health assessment throughout the lifespan with an emphasis on problem-based and student-centered learning.

3 Credits

NU-938 Advance Concepts in Physiology and Pathophysiology

This course is designed to present an orientation to disease as disordered physiology. Course focus is on pathological conditions encountered in clinical practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. The influence of environmental and genetic factors on the development of disease will be examined.

3 Credits

NU-942 Teaching and Learning in the Age of Technology

Prerequisites: NU-908 NU-937 NU-939

Students matriculated in the post-masters certificate are waived from these prerequisites. This course examines driving societal forces for technology integration in nursing education in the emerging knowledge era. The student is provided with the opportunity to synthesize and apply diverse classroom and clinical teaching strategies integrating technology. Using theories of education, students will discuss and evaluate how the use of technology influences teaching, learning, and evaluation strategies as well as quality improvement and patient safety in clinical practice. Students will explore a variety of technologies and their applicability to learning goals, active learning strategies, and different learning environments such as clinical sites and simulation laboratories. Students will evaluate how teacher and learner roles are influenced with the use of technology. This course combines didactic and clinical components. Class includes experiences working with a preceptor in the academic and clinical setting.

4 Credits

NU-943 Practicum in Teaching & Learning

Prerequisites: NU-908 NU-937 NU-939 NU-942

This course combines didactic and clinical components to provide students with the opportunity to implement the components of the educator role under the guidance of a preceptor in an educational setting. Opportunities are provided to utilize diverse teaching and learning strategies, educational research findings, and evaluation methods with diverse students. Class includes experiences working with a preceptor in the academic and clinical setting.

5 Credits

NU-946 Biostatistics

This course links statistical methods to epidemiology and ultimately, to practice issues in diverse cultural populations and communities. Students draw upon knowledge acquired from the physical science to interpret and summarize statistical data in meaningful ways.

3 Credits

NU-951 Nursing Leadership & Administration

Provides the student with the necessary skills to integrate appropriate business, economic, financial, leadership and management concepts into effective strategies to effect change in community/public health agencies and healthcare organizations.

3 Credits

NU-999 Clinical Nursing Education

3 Credits

Master of Science in Speech-Language Pathology

Program Coordinator: Dr. Kenneth Melnick

Phone: 508-929-8836

Email: kmelnick@worchester.edu

Worcester State University offers a graduate program leading to a Master's Degree in Speech-Language Pathology. This program is designed to provide a high caliber academic and clinical program for the preparation of speech-language pathologists. The program prepares students for positions in public schools, skilled nursing facilities, rehabilitation centers, hospitals, speech and hearing clinics, special-care facilities, and private practice. The Master of Science education program in speech-language pathology at Worcester State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 220 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The program is also approved by the Massachusetts Department of Elementary and Secondary Education. Application forms may be obtained online at www.worcester.edu. Admission is considered for the summer start only.

A monthly information session is held between August – May lead by the graduate program coordinator to answer any questions about the program or prerequisites. Due to the large number of requests, we are not able to arrange individual meetings with prospective graduate students outside of these monthly sessions. You are welcome to bring your transcripts to the information session for review by the graduate program coordinator.

Admissions Requirements

APPLICATION DEADLINE is February 1 for a summer start.

In addition to the WSU Graduate School's general admission requirements, applicants must meet the following criteria:

- A. Applicants must possess a baccalaureate degree from a regionally-accredited (or its equivalent) college or university.
- B. Candidates for admission are required to submit a completed application, which is available online, by February 1. Candidates must also print a copy of the Speech-Language Pathology Application Cover Sheet and mail this to the Graduate Admissions Office. Requirements and procedures for admission to graduate studies are specified on the application form. The applicant must comply with these requirements and procedures. Submission of two letters of recommendation is required. Submission of a third letter is optional.
- C. Candidates must submit official transcripts from all undergraduate programs that were part of the bachelor's degree and all programs where any prerequisite courses were taken, including Worcester State University. Applicants should have official transcripts sent to themselves, and should mail these sealed, official transcripts, along with Speech-Language Pathology Application Cover Sheet, to the Graduate Admissions Office.
- D. Candidates applying for admission must have taken or currently be enrolled in the following college-level prerequisite courses at the time of application for the master's degree program: Students completing prerequisites at the time of application must provide evidence of enrollment. Prerequisites may be taken at WSU in the evening as a non-matriculated student or as a day student. Please contact the Division of Graduate and Continuing Education for enrollment information. Day students must complete an "undergraduate non-degree" application. Please contact the undergraduate Admissions Office for additional details at 508-929-8040.
 - a. 12 credit hours in basic human communication processes that include: anatomy of the speech & hearing mechanism, phonetics, normal development of speech and language, speech science, and hearing science¹
 - b. 3 credit hours in biological sciences² Biological Science must be human and/or animal biology.
 - c. 3 credit hours in human neuroanatomy² Appropriate course titles include, but are not limited to, Human Neuroanatomy, Human Neuroscience, Physiological Psychology. A neuroanatomy/neuroscience course within a communication sciences and disorders department is acceptable.
 - d. 3 credit hours in physical science² Physical Science may be either physics or chemistry. Courses covering physics and/or chemistry but not explicitly named as such may be used to fulfill the physical science requirement subject to graduate coordinator approval.
 - e. 3 credit hours in mathematics, not including statistics²
 - f. 3 credit hours in statistics²
 - g. 6 credit hours in the behavioral and/or social sciences² (a course in Developmental Psychology/Child Growth and Development must be included)
- E. Applicants must submit scores from the Graduate Records Examination (GRE) and the TOEFL (if the student's academic background is not in English).
- F. As noted above, applicants must submit a completed copy of the Speech Language Pathology Application Cover Sheet.

- ¹ The majority (>50%) of coursework in basic human communication must be completed at the time of application, and if accepted to the program the remaining credits must be completed by May 31. These courses must have been completed within the past 7 years.
- ² 12 of the required 21 credits must be completed at the time of application, and if accepted to the program the remaining credits must be completed by August 31.

For more information regarding prerequisites and the MS-SLP program, please contact Dr. Melnick at Kenneth.Melnick@worchester.edu. For questions regarding the electronic application or to confirm receipt of materials, please contact Graduate Admissions.

General Requirements for Program Completion

- The minimum requirement for a master's degree in speech-language pathology is fifty-five (55) semester hours of credit.
- A maximum of six (6) graduate credits of "B" or above taken within two (2) years of the term of admission, at a CAA accredited institution, may be accepted toward the graduate degree. These credits must be transferred as part of the admissions process.
- Courses are taught in the afternoon, late afternoon and evening. A maximum load is 3-4 courses per semester (i.e. "accelerated" track) and takes two full years including summers to complete. A 3 course per semester load (i.e. "full-time" track) takes two and one-half years including summers to complete. A 2-3 course per semester program (i.e. "part-time" track) would take at least three years including summers to complete.
- Students must maintain a 3.0 or better GPA while in the Program. Students receiving a grade of C+ or below in an academic course (excluding CD 990 and CD 991) must successfully repeat that course and change their program of study. Students may only repeat one course in the program. Students receiving a grade of C+ or below in a clinical assignment* will not receive credit for live hours for that assignment. If students receive a C+ or below with one clinical assignment which results in a grade of C+ or below in CD 990 or CD 991, it will count as a single failing grade. Two grades of C+ or below resulting from any combination of academic courses and/ or clinical assignments will result in dismissal from the Graduate Program in Speech-Language Pathology.

*An assignment during CD990 or CD991 within the Center or in the field consisting of an individual client, group of clients, assessment of speech, language, and/or hearing, outside placement, screening (also see Center Manual).
- All work for the degree must be completed within a period of six years.
- The Dean of Graduate Studies reserves the right to periodically review the performance of graduate students in accordance with the academic standards of the Graduate Program and of Worcester State University.

Curriculum Requirements for a Master of Science Degree in Speech-Language Pathology

Code	Title	Credits
Course Requirements		(55 credits)
CD-901	Intro to Graduate and Clinical Skills	2
CD-920	Articulation and Phonological Disorders	3
CD-921	Language Disorders in Children	3
CD-922	Language Disorders in Adults	3
CD-923	Fluency Disorders	3
CD-924	Voice Disorders	3
CD-925	Motor Speech Disorders	3
CD-926	Reading and Writing Disabilities	2
CD-927	Audiology	3
CD-928	Aural Rehabilitation	3
CD-929	Dysphagia	3
CD-940	Evaluation and Diagnosis in Speech-Language Pathology	3
CD-946	Organization of Speech Language Programs In Schools	1
CD-947	Augmentative/Alternative Communication	1
CD-950	Cognitive Aspects of Communication	2
CD-980	Research in Communication Sciences and Disorders	3
CD-987	Special Topics in Communication Sciences And Disorders (Take two topics for one credit each)	2
CD-990	Speech-Language-Hearing Practicum: On-Campus Clinic (Practicum 1)	3
CD-990	Speech-Language-Hearing Practicum: On-Campus Clinic (Practicum 2)	3
CD-991	Speech-Language-Hearing Practicum: Externships (Practicum 1)	3
CD-991	Speech-Language-Hearing Practicum: Externships (Practicum 2)	3
Total Credits		55

Clinical Clock Hours

In addition to academic coursework, students are required to complete 25 hours of observation of clinical work and 375 live hours of participation in diagnostic/therapeutic work in three distinctly different clinical settings. Observation hours and 50 of the live hours may be transferred from the undergraduate level.

Written Comprehensive Examination/Master's Thesis

Students will be expected to submit a passing score from the NESPA examination in Speech-Language Pathology and successful completion of either a departmental comprehensive examination or Master's Thesis prior to graduation.

Communication Disorders Courses

CD-901 Intro to Graduate and Clinical Skills

Students gain foundation skills to engage in graduate level academic and clinical studies. These skills include study behavior, observation, technical and clinical writing, and ethical behavior.

Every year. 2 Credits

CD-910 Speech/Language Development, Differences and Diversity

Students gain an in-depth understanding of speech/language development, knowledge of cultural differences and the disorders of speech/language. Spring only and every year. 3 Credits

CD-920 Articulation and Phonological Disorders

Review of the anatomy/physiology of the articulatory mechanism. Study of etiology, diagnosis and treatment of developmental and organic disorders. Fall only and every year. 3 Credits

CD-921 Language Disorders in Children

Prevention, etiology, characteristics, evaluation, intervention in children's language differences and disorders. Emphasis on spoken language with introduction to written language.

Fall only and every year. 3 Credits

CD-922 Language Disorders in Adults

Study of the neurological basis, etiology, characteristics, prevention, evaluation and intervention of acquired language disorders in adults. Spring only and every year. 3 Credits

CD-923 Fluency Disorders

Etiology and characteristics of fluency disorders. In addition, the prevention, evaluation and intervention for people who have fluency disorders. Fall only and every year. 3 Credits

CD-924 Voice Disorders

Study of etiology, characteristics, prevention, evaluation, and intervention of voice and resonance disorders in children and adults. Every year. 3 Credits

CD-925 Motor Speech Disorders

Study of the neurological basis, etiology, characteristics, prevention, evaluation, and intervention of motor speech disorders in children and adults. Fall only and every year. 3 Credits

CD-926 Reading and Writing Disabilities

Reading and writing development/disorders across the lifespan. Topics: Integration of theories, research, practice, etiology, characteristics, prevention, assessment, and intervention.

Every year. 2 Credits

CD-927 Audiology

A speech-language pathology focused course about prevention, etiology, characteristics, evaluation/interpretation, and social aspects of hearing loss across diverse populations.

Fall only and every year. 3 Credits

CD-928 Aural Rehabilitation

Prerequisites: CD-927.

Evaluation and management of hearing related communication difficulties across the lifespan, including amplification, speech perception and communication training, speech-language therapy, and counseling.

Spring only and every year. 3 Credits

CD-929 Dysphagia

Study of the anatomy/physiology of the swallowing mechanism, the etiology of its disorders, and the assessment and management of patients with various diseases/injuries causing these disorders.

Spring only and every year. 3 Credits

CD-940 Evaluation and Diagnosis in Speech-Language Pathology

Intensive study of theory, psychometrics, concepts of assessment, and diagnosis. Focuses on scientific method. Includes planning, interpretation, report writing, recommendations.

Spring only and every year. 3 Credits

CD-946 Organization of Speech Language Programs In Schools

Issues related to SLP's in schools. Includes state and federal regulations, case selection, referral process, scheduling, collaboration, inclusion, support personnel.

Every year. 1 Credit

CD-947 Augmentative/Alternative Communication

Principles of augmentative and alternative communication, evaluation, and intervention across diverse populations.

Every year. 1 Credit

CD-950 Cognitive Aspects of Communication

Etiology, characteristics, prevention, evaluation, intervention of developmental and acquired cognitive disorders related to communication sciences and disorders across the lifespan.

Every year. 2 Credits

CD-970 Independent Study in Communication Sciences and Disorders

Students may elect to take an independent study in course content, practicum experience, or independent research.

Other or on demand. 1-3 Credits

CD-980 Research in Communication Sciences and Disorders

Prerequisites: Completion of a minimum of 18 graduate credits in speech-language pathology.

Principals of research in communication sciences and disorders including ethics, methodology, design, statistics, evaluation and research writing.

Spring only and every year. 3 Credits

CD-987 Special Topics in Communication Sciences And Disorders

In-depth studies of contemporary issues in human communication disorders.

Every year. 1-3 Credits

CD-990 Speech-Language-Hearing Practicum: On-Campus Clinic

Experience in screening, evaluation, and intervention of speech, language and hearing disorders in the on campus clinic with direct supervision.

Every year. 3 Credits

CD-991 Speech-Language-Hearing Practicum: Externships

Prerequisites: CD-920 CD-921 CD-922 CD-927 CD-940 CD-946 CD-990

Experience in screening, evaluation, and intervention of speech, language, and hearing disorders in externships with direct supervision.

Every year. 3 Credits

CD-997 Thesis Research in Communication Disorders

Original research in Communication Disorders under the supervision of a member of the faculty, and an acceptable thesis. Three credits per semester for two semesters.

Every year. 3 Credits

Post-Baccalaureate Certificate Program for Initial Teacher License for Reading Specialist

Reading Graduate Coordinator: Dr. Pamela Hollander

Phone: 508-929-8347

Email: phollander@worchester.edu

Admission Requirements

<http://worchester.edu/Graduate>

In addition:

- A teaching license at the Initial or Professional level.
- A foundation course in reading, taken as an undergraduate or graduate, or significant experience in teaching reading.
- A course in human, child, or adolescent development at the undergraduate or graduate level.
- For candidates who obtained licensure prior to the MTEL requirement, a passing score on the Communication and Literacy test.

The Initial Licensure Program Requirements

This program leading to an initial licensure for reading specialist is designed for candidates who have both a minimum of an initial teaching license in another field other than reading and are seeking an initial license as a reading specialist. It is a 31 credit, non-degree program. It consists of 25 credits of course work and a 6 credit practicum or practicum equivalent. Candidates must pass the Reading Specialist MTEL before registering for the practicum.

The courses are:

Code	Title	Credits
ED-911	Advanced Foundations of Literacy	3
ED-918	Reading As Language: Teaching Literacy to English Language Learners	3
ED-979	Technology and Literacy in the Classroom	3
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ER-903	Teaching Writing to Striving Readers	3
EE-915	Detection and Remediation of Early Reading Difficulties	3
ED-917	Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades	3
ED-915	Leadership in Literacy: Consultation, Administration and Supervision	3
ED-984	Reading Portfolio	1
ED-919	Reading Practicum/Internship	3-6
Total Credits		28-31

Post-Baccalaureate Certificate Program for Initial Teacher License in English as a Second Language (Pre-K-6 and 5-12)

Graduate Program Coordinator: Dr. Margarita Perez

Phone: 508-929-8609

Email: mperez@worchester.edu

Candidates for this program must hold a bachelor's degree from an accredited institution with a cumulative GPA of 2.75 or higher and meet the admissions requirements below.

Admission Requirements

The following information and materials must be submitted to the Department of Graduate and Continuing Education:

- Completed graduate application, including fee and essay
- Official transcripts (Transcripts from outside the United States must be officially translated and evaluated)
- Two current letters of recommendation
- Passing scores on the Communication and Literacy Skills Massachusetts Test for Educator Licensure (MTEL)
- Results of a language proficiency assessment, if applicable

In addition, candidates also are required to demonstrate evidence of:

- A course in human, child, or adolescent development at the undergraduate level.
- Documentation of fluency at an intermediate level in a language other than English from a college or university or foreign secondary school; through the successful completion of foreign language courses deemed appropriate by the foreign language program in the Languages and Literature Department; or through the proficiency level determined by the University's language proficiency assessment.

A passing score report from the ELL or ESL content MTEL is **required prior to beginning the practicum**

Code	Title	Credits
<i>Core Requirements (29 credits)</i>		
ES-924	Linguistics for Teachers of English Language Learners	3
CD-910	Speech/Language Development, Differences and Diversity	3
ED-978	Contemporary Issues in the Teaching of Bilingual and English Language Learners	3
ES-928	Second Language Acquisition	3
ES-914	Methods and Materials for Teaching English Language Skills to the ELL	3
ED-986	Literacy Instruction for the English Language Learner (ELL)	3
ED-955	Assessing English Language Learners	3
ES-930	Sheltered Instruction and Assessment in the Immersion Classroom	3
ES-940	Practicum and Seminar in the Teaching of English as a Second Language (ESL) in Grades Pre-K-6	5
or ES-945	Practicum & Seminar in Teaching English as a Second Language (ESL) in Grades 5-12	
<i>Electives (Optional)</i>		
ES-929	Assessing and Teaching English Language Learners With Disabilities	3
ES-932	Teaching Adult ESL and SIFE	3
ES-933	Global Perspectives in Cultural Diversity	3

Post-Baccalaureate Certificate Program for Initial Teacher License in Middle or Secondary School Education

Program Coordinator: Dr. Raynold Lewis

Phone: 508-929-8883

Email: rlewis1@worchester.edu

This program is designed for individuals seeking an Initial License in middle school education (5-8) or secondary school education (8-12) in one of the following content areas only:

- Biology
- Chemistry
- Earth Science
- English
- General Science (5-8)
- History
- Mathematics
- Political Science/Political Philosophy
- Spanish (5-12)

Admissions Requirements

- One of the requirements for an initial license is demonstrated subject matter knowledge. Thus, candidates for this program must hold a bachelor's degree from a regionally accredited school with a minimum grade point average (GPA) of 2.7 in the chosen content area or demonstrate sufficient background in the content area.¹ A preliminary license in the desired content area is recommended. Passing scores on the Massachusetts Tests for Educator Licensure (MTEL) in the content area and on the Communication and Literacy Skills test are required.
- An undergraduate or graduate course in Adolescent Development is a pre-requisite for stage 3 of the program; or CLEP exam in Human Growth & Development (score of 50+).

¹ Candidates may be required to take additional courses in the content area. After reviewing the student's undergraduate transcript(s) and MTEL scores, the program coordinator will determine if the student must take additional content courses.

Coursework

Courses in this program prepare middle and secondary school teachers to demonstrate competency in the five professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education. These are: planning curriculum and instruction, delivering effective instruction, classroom management, promoting equity, and meeting professional responsibilities. Each course addresses specific standards, while the entire program prepares candidates for the challenges of responding to the needs and developmental characteristics of middle and secondary school students.

This program also has a field-based component: 75 hours of pre-practicum fieldwork involving guided school observation, and a practicum (student teaching) experience of 300 clock hours in a middle or secondary school classroom under the supervision of a teacher and a university faculty member. The 75 hours of pre-practicum fieldwork is completed over three pre-practicum courses. The practicum/student teaching experience is a full semester-long experience. The practicum can be completed at the candidate's school where he/she is employed as the practicing teacher of record. A seminar course is offered concurrently with the teaching practicum to provide students the opportunity for reflection and shared experiences.

It is recommended that the courses in the program be taken in sequence. Stage 1 courses must be completed before Stage 2. All courses in Stage 1 and Stage 2 must be completed before beginning Stage 3.

Graduate application: www.worcester.edu/apply

MA Dept of Elementary and Secondary Education: www.doe.mass.edu

MTEL information: www.mtel.nesinc.com

Standards: www.worcester.edu/Education

Secondary School Program Requirements

Code	Title	Credits
Stage 1		(6 credits)
ED-949	American Education: Contexts and Influences ¹	3
ED-973	Instructional Design and Evaluation for Secondary School Grades ¹	3
Stage 2		(10 credits)
ED-909	RETELL: Best Practices for English Language Learners	3

ES-925	Inclusive Settings: Learning Strategies and management Techniques (5-12)	3
ES-905 or ES-906	Methods and Materials for Teaching Humanities Methods and Materials for Teaching Science and Math	3
ES-921	Clinical Experience in Secondary Grades (8-12)	1
Stage 3 (full-time experiential semester; courses taken concurrently) ²		(8 credits)
ES-911	Teaching Practicum	5
ES-908	Teaching Practicum Seminar (Middle and Secondary Grades)	3
Total Credits		24

¹ 25 hours of classroom observation required

² Pre-requisites: Minimum Graduate GPA of 3.0 and a graduate or undergraduate child development course; ED-972 preferred

Middle School Program Requirements

Code	Title	Credits
Stage 1		(6 credits)
ED-949	American Education: Contexts and Influences ¹	3
ED-957	Instructional Design and Evaluation for Middle School Grades ¹	3
Stage 2		(10 credits)
ED-909	RETELL: Best Practices for English Language Learners	3
ES-925	Inclusive Settings: Learning Strategies and management Techniques (5-12)	3
ES-905 or ES-906	Methods and Materials for Teaching Humanities Methods and Materials for Teaching Science and Math	3
ES-920	Clinical Experience in the Middle Grades (5-8)	1
Stage 3 (full-time experiential semester; courses taken concurrently) ²		(8 credits)
ES-911	Teaching Practicum	5
ES-908	Teaching Practicum Seminar (Middle and Secondary Grades)	3
Total Credits		24

¹ 25 hours of classroom observation required

² Pre-requisites: Minimum Graduate GPA of 3.0 and a graduate or undergraduate child development course; ED-972 preferred

Post-Baccalaureate Certificate Program for Initial Teacher License in Moderate Disabilities

Program Coordinator: Dr. Sue F. Foo

Phone: 508 929-8071

Email: sfoo@worchester.edu

Admissions Requirements

Candidates for this program must hold a bachelor's degree from a regionally accredited school with a minimum grade point average (GPA) of 2.7. In addition, candidates must pass three MTELS.

Candidates who are seeking licensure P-8 must pass:

1. Communication and Literacy,
2. Foundations of Reading, and
3. General Curriculum – multi subject test and mathematic sub-test.

Candidates who are seeking licensure 5-12 must pass:

1. Communication and Literacy,
2. Foundations of Reading,
3. General Curriculum – multi subject test and mathematic sub-test **OR** Subject Matter test.

To access online information about the program, including the application and admission requirements, please go to www.worcester.edu/graduate.

MA Department of Elementary and Secondary Education information: www.doe.mass.edu, www.mtel.nesinc.com

The Initial Licensure Program Requirements

This program leading to an initial licensure in Moderate Disabilities (P-8 or 5-12), is a 21 credit, non-degree program. It consists of 18 credits of course work and a full time, three-credit practicum or practicum equivalent. Candidates who have the SEI endorsement from the Massachusetts Department of Elementary and Secondary Education (DESE), are waived from taking ED-909 (3 credits) and only have to complete a total of 18 credits.

The program is designed so that candidates may complete it in a 12-18 month period while working in a school setting.

The courses are:

Code	Title	Credits
ED-921	Developmental Patterns of Children With Special Needs	3
ED-923	Development and Implementation of an Individualized Education Plan	3
ED-922	Analysis and Interpretation of the Behavior and Learning Environment of Children	3
ED-924	Strategies for Teaching and Assessing Students With Moderate Special Needs	3
ED-909	RETELL: Best Practices for English Language Learners	3
ED-926	Seminars Curriculum Development and Instructional Techniques	3
ED-928	Practicum for the Moderate Special Needs Teacher	3
Total Credits		21

Candidates begin by taking ED-921 as a pre-requisite before taking the other courses. ED-921 establishes central principles of the program which include high standards for all students based on issues pertaining to Special Education Federal and State Laws, categories of disabilities, celebration of diversity, family involvement, with an emphasis on inclusion and collaboration. Candidates must complete ED-923, ED-922, ED-924 and ED-909 (if candidates do not have the SEI Endorsement from DESE) prior to doing the practicum and seminar. Extensive pre-practicum experiences are built into these courses, as candidates work individually or in groups with children with and without disabilities in regular and/or special education settings. Emphasis is placed on techniques to teach reading, language arts, and mathematics, as well as techniques for including students with special needs in general education settings.

In the final phase of the initial licensure program, candidates take ED-926, and complete a full semester practicum experience ED-928 that meets guidelines outlined in the Massachusetts Department of Education licensure regulations.

At the end of this sequence of experiences, candidates are evaluated orally and in writing using an instrument designed by college and clinical supervisors. They must demonstrate proficiency in the competencies listed in MA 603 CMR 7.06 26 (d) 1-6 [Subject Matter Knowledge Requirements for Teachers of Students with Moderate Disabilities] as well as the Professional Standards for Teachers outlined in MA 603 CMR 7.08 (2)].

Post-Baccalaureate Program for Adult English as a Second Language (ESL) Certificate--Non-Licensure

Graduate Program Coordinator: Dr. Margarita Perez

Phone: 508-929-8609

Email: mperez@worchester.edu

Overview

Adult English language learners include immigrants, refugees, and migrants, each having particular experiences, strengths, and needs. Because of changing patterns of immigration, this population is continually changing in terms of country of origin, language background and literacy levels in the native language and in English (TESOL, Adult ESL and literacy instruction, 2000). Teachers of English to speakers of other languages (TESOL), working with adult learners, need knowledge of ESL pedagogy and the opportunity to apply these skills in an adult learning context.

With an increasing need to serve adult learners, the Adult ESL Certificate program at Worcester State University prepares students to work in a variety of program settings like adult education, citizenship education programs, refugee services, and community colleges. Classes are available in the late afternoons and evenings as well as online. Our convenient program is designed for working professionals, with the option to complete the program part-time, or at an accelerated pace.

Students have the option to use these credits to continue studies toward initial ESL teacher licensure (pre-k-grade 6 or grades 5-12). Credits earned through the Adult ESL Certificate program are easily transferred to WSU's Master of Education program upon acceptance to the program.

This 15-credit certificate program is designed to develop the capacity of teachers and others in educational settings to effectively teach adult English Language learners. In all courses students engage in field experiences where they can apply coursework within adult ESOL experiences.

For more information, or to apply, please contact the program coordinator listed above.

Code	Title	Credits
<i>Core Requirements (15 credits)</i>		
ES-924	Linguistics for Teachers of English Language Learners	3
ES-928	Second Language Acquisition	3
ES-914	Methods and Materials for Teaching English Language Skills to the ELL	3
ED-986	Literacy Instruction for the English Language Learner (ELL)	3
ES-932	Teaching Adult ESL and SIFE	3
<i>Electives (Optional)</i>		
ED-955	Assessing English Language Learners	3
ED-978	Contemporary Issues in the Teaching of Bilingual and English Language Learners	3
ES-933	Global Perspectives in Cultural Diversity	3

Post-Master's Certificate in Community and Public Health Nursing

Program Coordinator: Dr. Stephanie Chalupka

Phone: 508-929-8680

Email: schalupka@worchester.edu

Overview

This 15-credit certificate program responds to the rapidly growing need for professional nurses who have specialty education in community and public health nursing. It is intended for nurses who hold a master's degree in nursing, a doctoral degree, or are matriculated in doctoral program.

Admissions Requirements

Students interested in this program should contact the Graduate School at 508-929-8127. The following items are required to apply to the certificate program:

- Graduate application, including career essay, and fee (www.worcester.edu/apply)
- Official undergraduate and graduate transcripts
- Two letters of recommendation
- Copy of current, unencumbered license to practice nursing

Required Courses

Code	Title	Credits
NU-910	Professional Role Development	3
NU-961	Nursing Science I: Community/ Public Health Leadership Theory and Practicum I	6
NU-966	Nursing Science II: Community/Public Health Leadership Theory and Practicum II	6
Total Credits		15

Please note: Students are not able to transfer in courses to complete this certificate.

Post-Master's Certificate in Nursing Education

Program Coordinator: Dr. Melissa Duprey

Phone: 508-929-8419

Email: mduprey1@worchester.edu

Overview

The certificate program responds to the rapidly growing need for professional nurses who have specialty education in teaching methods and curriculum. It is intended for nurses who hold a master's degree in nursing, hold a doctoral degree, or are matriculated in doctoral program. The courses emphasize teaching/learning principles, curriculum and instruction, and evaluation research in higher education.

This 12-credit Post-Master's certificate in nursing education provides MS-prepared nurses with the knowledge and skills necessary to function in the role of the nurse educator. Those who complete the certificate and experiential requirements are eligible to sit for the national certification examination for nurse educators.

Admissions Requirements

Students interested in this program should contact the Graduate School at 508-929-8127. The following items are required to apply to the certificate program:

- Graduate application, including career essay, and fee (www.worchester.edu/apply)
- Official undergraduate and graduate transcripts
- Two letters of recommendation
- Copy of current, unencumbered license to practice nursing

Required Courses

Code	Title	Credits
NU-908	Professional Role Development: Philosophical & Curricular Development In Nursing Education ¹	3
NU-942	Teaching and Learning in the Age of Technology ¹	4
NU-943	Practicum in Teaching & Learning ¹	5
Total Credits		12

¹ Indicates that the course is delivered in the blended-learning format.

Please note: Students are not able to transfer in courses to complete this certificate.

COURSES A-Z

A

- Accounting (p. 110)

B

- Biology (p. 111)
- Business Administration (p. 113)

C

- Chemistry (p. 116)
- College Teaching (p. 117)
- Communication Sciences and Disorders (p. 121)
- Computer Science

E

- Earth Science (p. 123)
- Education (p. 124)
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G

- Geography (p. 140)

H

- Health Care Administration (p. 141)
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M

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N

- Nonprofit Management (p. 146)
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O

- Occupational Therapy (p. 151)

S

- School Psychology (p. 152)
- Spanish (p. 156)

ACCOUNTING-GRADUATE LEVEL (AC)

AC-910 Taxation of Individuals & Proprietors

This course will provide a detailed analysis of federal laws, regulations, and other authorities affecting the taxation of individuals and proprietors. The course will be structured around tax law research with some consideration to forms and computerized tax packages.

3 Credits

AC-911 Taxation of Corporations and Shareholders

This course will focus on analyzing federal and state laws affecting corporations and shareholders, including laws governing corporate formation, liquidating and non-liquidating distributions, reorganizations, taxes on corporation accumulations, tax planning for compliance and minimization.

3 Credits

AC-912 Advanced Accounting Theory

This course will cover advanced topics in reporting for creditors, investors, regulatory agencies and other stakeholders, and the conceptual development and application of reporting alternatives. Specific emphasis will be placed on the application of accounting theory to current topics in financial reporting.

3 Credits

AC-913 Advanced Auditing Theory and Practice

The course will provide students with an in-depth understanding of auditing standards, auditing electronic systems, auditor's reports, and statistical samples in auditing, and SEC regulations. Case studies will be used to allow students to apply their knowledge in actual business situations.

3 Credits

AC-920 Advanced Problems in Accounting

This course will study general and specialized accounting problems based on the subject matter contained in C.P.A. examinations.

3 Credits

AC-921 Advanced Cost Accounting

This course will cover advanced topics in cost and managerial accounting systems including activity based costing and activity based management, capital budgeting, control systems, linear programming techniques, transfer pricing, and cost and variance analysis.

3 Credits

AC-922 International Accounting

The course focuses on the preparation of financial and accounting statements for multinational firms, foreign currency exchange adjustments, comparative accounting principles and disclosures, and audit reports as well as the interpretation of foreign financial statements.

3 Credits

AC-923 Advanced Government & Non-Profit Accounting

This course will address the analysis of measurement and reporting problems unique to nonprofit organizations and federal, state and local governments including the comparison of FASB and GASB standards with reference to other authoritative bodies. The course will provide an overview of fund accounting, budgetary systems, budgetary control and the auditing of government and nonprofit entities.

3 Credits

AC-930 Advanced Financial Theory

This course will allow students to study emerging topics in Finance with an emphasis on derivative instruments, risk management, financial engineering and hedges, issues in capital structure, mergers and acquisitions, real options in capital budgeting, and the impact of corporate governance structure on firm value.

3 Credits

AC-932 International Finance and Economics

This course will cover foreign exchange markets, rates and risks, reasons for international trade, purchasing power parity, interest rate parity, forward and future spot rates, international capital markets, financial instruments of international banking and trade, capital budgeting in the international context, and the impact of political risks.

3 Credits

AC-950 Seminar Topics in Taxation

This is a research based course dealing with contemporary and emerging topics in taxation resulting from changes in tax policies, legislation and regulation.

3 Credits

AC-951 Seminar in Issues in Accounting Ethics

The course is designed to provide students with an opportunity to identify, discuss, and analyze the many ethical issues faced by practicing accountants. Approaches for resolving ethical dilemmas and models for analyzing ethical issues will be discussed to assist students in making well-reasoned ethical decisions in their professional lives.

3 Credits

BIOLOGY (BI)

BI-905 Historical Perspectives in Biology

The nature, processes, and research approaches of the major biological discoveries and emerging new paradigms from the 17th century to present.
3 Credits

BI-910 Public Health Parasitology

Biology, epidemiology, disease processes, control and prevention of human parasites. Concentrates on selected protozoan, helminth and arthropod organisms. Includes three hour laboratory.
4 Credits

BI-915 Topics in Advanced Botany

Explores and reviews specialized topics in the life of plants. Includes three hour laboratory.
4 Credits

BI-920 Population Biology

Analyzes population density, growth, regulation, and energy relationships. Population interactions, organization, and evolution are stressed.
3 Credits

BI-921 Biotechnology and DNA

Applications of recombinant DNA technology, together with business and industry information and government regulations. Includes a three hour laboratory
4 Credits

BI-923 Fermentation Technology

The growth of microorganisms in bioreactors under sterile conditions and the production of useful products.
3 Credits

BI-925 Cell Physiology

Examines the cellular mechanisms involved in maintaining homeostasis in response to changes in the cellular environment. Includes three-hour laboratory.
4 Credits

BI-927 Tissue Culture Techniques

Presents the most important techniques used for mammalian tissue culture by lecture and laboratory demonstration and practice. The course also includes topics in plant tissue culture. (Prereq: BS in biological science)
3 Credits

BI-930 Biological Chemistry

Concerns the physical, chemical, and biological properties and metabolism of carbohydrates, proteins, lipids, DNA and RNA.
3 Credits

BI-935 Biochemical Techniques

Topics include the isolation and characterization of biochemical compounds with emphasis on nucleic acids and proteins. One hour of lecture and a three-hour laboratory per week.
3 Credits

BI-936 Immunology

Recent advances in understanding the immune system will be covered. B.S. in a biological science is required.
3 Credits

BI-937 Molecular Virology

A study of virus families with emphasis on replication and regulation of gene expression. B.S. in biology science required.
3 Credits

BI-938 Toxicology

A theoretical course presenting the principles and mechanisms of toxic damage to cells, organs and organisms.
3 Credits

BI-950 Physiological Ecology

Considers the physiological adjustments which animals make in response to environmental factors; emphasizes the physiological basis of animal evolution and distribution.
3 Credits

BI-960 Biology of Symbiosis

Nutritional, metabolic, and evolutionary mechanisms of partnerships in nature with emphasis on the universality of symbiosis. Includes three hour laboratory.
4 Credits

BI-980 Selected Topics: Advanced Biology

Each topic is a timely and exciting new lecture and/or laboratory course. Topics will be announced in advance and will service needs in growth areas; e.g., biotechnology.

1-4 Credits

BI-981 Independent Study in Biology/ Biotechnology

Independent study or directed study on a topic of interest to both the student(s) and the instructor. 1-6 credits

1-6 Credits

BI-985 Graduate Internship in Biology/ Biotechnology

Requires successful completion of a minimum of twelve graduate credits toward the degree and approval of the Biology faculty. Provides Master of Science candidates the chance to gain practical experience at off-campus agencies where technical and analytical skills can be gained.

3-4 Credits

BI-990 Seminar in Biology/Biotechnology

Study and discussion of current researches, books, and periodicals in the field of biology; includes reports of research in progress. Required of all graduate degree candidates.

3 Credits

BI-995 Research in Biology/Biotechnology

Original research in biology under faculty supervision. Requires an acceptable written thesis or paper in publishable format. Required of all degree candidates. May be repeated.

1-6 Credits

BUSINESS ADMINISTRATION (BA)

BA-910 Information Technology

This course takes a managerial perspective toward the use of information technology (IT) and will analyze how organizations use IT to improve organization efficiency and effectiveness and to achieve a competitive advantage. Case studies may be employed to understand how organizations have implemented IT to integrate processes across multiple business functions and to differentiate their organization from the competition.

3 Credits

BA-911 Accounting for Managerial Decisions

This course focuses on the analysis of financial statements, benchmarking for liquidity, solvency, efficiency, profitability, analysis of risk and leverage, financial planning and control, cost analysis including activity based costing, budgeting systems, and an introduction to capital budgeting.

3 Credits

BA-912 Marketing Management

This course will provide students with an in-depth understanding of consumer and business marketing. Students will develop an understanding of and apply marketing theories, models and techniques through reading and analysis of current journal articles and cases. Particular focus will be placed on developing managerial and decision-making skills.

3 Credits

BA-913 Managerial Economics

This course will present those aspects of economics theory and analysis that are most relevant to students in business administration. The topics covered include demand analysis, estimation and forecasting, production theory, cost analysis and estimation, and pricing theory and application.

3 Credits

BA-914 Organizational Behavior

This course introduces concepts, theories and current research in the effective management of organizations employing the open-systems model and contingency approach as an overall framework. Individual differences, teamwork, organizational structure and processes are all discussed. The role of perception and motivation in the behavior of the individual is addressed. Cases, workshops and readings are integrated within the course.

3 Credits

BA-915 Corporate Finance

This course will review theories and cases in value maximization as the goal of a firm. The specific topics covered include EVA and MVA approaches, corporate governance and agency issues, valuation of corporate securities, cost of capital, and risk analysis and management. Other possible topics may include uses and valuation of derivatives, advanced issues in capital budgeting including embedded options, capital structure, dividend policy, lease analysis, mergers, acquisitions and bankruptcy, and international finance.

3 Credits

BA-916 Quantitative Analysis and Research Methods

This course will explore both quantitative and qualitative research methods. Professional business statistics will be covered including multiple regression, time series analysis, queuing theory, decision theory and advanced data analysis. Fundamental social science research methods such as exploratory, field, experimental, and survey research will be reviewed. Students will be expected to present a research plan including problem definition, research questions, data collection methods and data analysis tools.

3 Credits

BA-920 Global Marketing Management

Building on the core courses in Marketing and International Marketing, students examine the types of decisions that marketing managers make when expanding and developing foreign markets. We will relate the various economic, social, political, and legal dimensions of the world to the marketplace. Using primarily qualitative methodologies, the course assesses the impact and integration of global factors in marketing programs and strategies.

3 Credits

BA-921 Consumer Behavior

The course will focus and further development the of knowledge of consumer behavior in the consumer marketing perspective. We will investigate the inputs of consumer behavior into marketing by relevant analytical methods and research. In this course you will learn about fundamental theories and concepts in consumer psychology and research of how and why people choose, use, and evaluate goods and services.

3 Credits

BA-922 Research Methods for Marketing Decisions

Students will examine the concepts and techniques used in marketing research for problem-solving and decision making in marketing. Problem definition, research design, types of information and measurement scales, and evaluation, and utilization of secondary data with an emphasis on electronic access are discussed. Students are trained in the methods of primary data collection including structured and unstructured interviews, focus groups, and surveys.

3 Credits

BA-923 Integrated Marketing Communications

This course is designed for students who will become decision makers in almost any company concerned with consumer/customer communications including advertising, public relations, promotions, Internet marketing, media and client organizations. The emphasis in this course will be the formulation of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization.

3 Credits

BA-924 Sales Management

This course will examine the elements of an effective sales force as an indispensable component of the organization's marketing effort. Students will understand marketing's reach and potential impact in achieving organizational goals. Students will understand the sales process, the relationship between sales and marketing, sales force structure and customer relationship management (CRM).

3 Credits

BA-960 Leadership Theory and Skills

This course explores the past, present and future of leadership and covers a variety of leadership paradigms and approaches. Attention is focused on cultural dynamics and diversity, including national, global and ethical issues. Emphasis is placed on how leaders emerge, the ever changing nature of a leader's skills portfolio, and how leadership roles are changing. Leadership of individuals, small teams, organizations, as well as leadership in a virtual world are discussed. Assignments include case analyses, individual and group projects and presentations.

3 Credits

BA-961 Organizational Development and Change

This course focuses on improving organizational effectiveness and leading the change processes. It draws upon a variety of behavioral science approaches to planned development and change. Regaining control after unplanned changes are also discussed. Using an experiential approach, Organizational Development is designed to improve individual, team and organizational performance through the design, implementation and evaluation of system-wide changes.

3 Credits

BA-962 Ethics and Social Responsibility of Leadership

This course examines ethical questions in the conduct of leadership. It considers the legal mandates, ethical and social responsibilities of leaders to all stakeholders. The influence of external and internal forces of the organizational environment will be explored.

3 Credits

BA-963 Action Learning Professional Leadership Project

Prerequisites: 2 courses from BA-960 BA-961 BA-962.

This course serves as a capstone in the Leadership concentration. Individuals will select a specific hands-on leadership project within a profit or not-for-profit organization. They will write and orally deliver a proposal to the class and subsequently to the host organization. The project, once implemented and completed, will incorporate skills, theories and concepts learned throughout the program into real-world applications.

3 Credits

BA-970 Seminar in Leadership

This course complements the theoretical components offered through the MS program by providing practical exposure to current management issues. This is accomplished by bringing to class business executives and leaders who discuss their most immediate and longer term management challenges. The course also examines several current issues facing senior executives.

3 Credits

BA-971 Entrepreneurship and Small Business Management

This course explores both entrepreneurial venture and small business start-up processes, plans and strategies. Students will be required to establish a business and develop a start-up proposal and strategic plan for a successful operation. The course is interdisciplinary and relies heavily on experiential exercises and simulation.

3 Credits

BA-972 Motivation and Leadership of Teams

This course is designed to provide a leadership perspective on the management and work effectiveness of teams and groups. Theories of motivation and group dynamics will be discussed in order to develop a greater understanding of the interplay between task, individuals, teams/groups and leadership. Your own personal behavior in teams and your team management skills will also be examined. The course is highly experiential and involves working in class teams on graded and non-graded assignments. These assignments include team presentations and written and oral analysis.

3 Credits

BA-973 Leading in the International Business Environment

This course is an in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations, including foreign profit centers, national and cultural differences, and comparative management systems. These are studied in terms of their influence on all areas of international trade.

3 Credits

BA-974 Negotiations

This course focuses on the essential knowledge and skills that effective negotiators need to deal appropriately with the problems and possibilities of effective negotiations, conflict management, and power and influence at work and other settings. Through active participation in negotiation role-plays, students develop negotiation skills; through the use of self-administered instruments, students learn about their own negotiating styles; and through lectures and readings, students learn about the structures and dynamics of negotiation, conflict, and power in organizations.

3 Credits

BA-975 Leadership Perspectives of Human Resources and the Legal Environment

This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers and reward systems. A case study approach is used.

3 Credits

BA-976 Selected Topics in Leadership

This course is an in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in WebAdvisor.

3 Credits

BA-986 Internship in Management

Prerequisites: Matriculated in MS in Management / Permission of Graduate Coordinator The graduate Internship in Management consists of supervised managerial work in an approved business setting (45 hours per credit or 135 hours for 3 credits).

1-6 Credits

BA-990 Integrated Business Strategy

This course will expose students to the concepts of strategic management and processes and provide them with the opportunity to integrate knowledge and skills developed in previous courses. The principal method for achieving these objectives is the in-depth oral and written analysis of complex, multiple problem cases by both individual students and teams.

3 Credits

CHEMISTRY (CH)

CH-941 Biochemistry of Nucleic Acids

The structure and function of DNA and RNA. Topics include bacterial, viral, and eukaryotic nucleic acids.

3 Credits

CH-942 Structure and Function of Proteins

The biochemistry of proteins. Particular emphasis is given to enzymes and the kinetics of enzyme-catalyzed reactions.

3 Credits

CH-943 Laboratory Techniques in Biochemistry

This course includes the isolation and characterization of biochemical compounds with emphasis on nucleic acids and proteins, including enzymes.

3 Credits

CH-990 Special Problems in Chemistry

A laboratory or library research project conducted in consultation with a faculty member.

3 Credits

CH-991 Directed Study

Designed for the student who wishes to undertake an individualized study in chemistry on a topic mutually agreeable to student and instructor.

1-4 Credits

CH-996 Internship: Chemistry

Research project completed at an institution other than Worcester State University by a student with a non-WSU sponsor and WSU liaison. Requires final written report.

3 Credits

COLLEGE TEACHING (CT)

CT-901 Seminar in College Teaching

The Seminar in College Teaching is designed to acquaint participants with basic principles and theories of education and instructional practices associated with effective college teaching. These concepts apply across numerous disciplines as the emphasis is on pedagogy, not course content. The seminar includes readings, lectures, discussions, and individual and group activities. Upon successful completion of this course, participants will have prepared a Portfolio demonstrating mastery of the following course objectives: 1.) Articulate a philosophy of teaching and explain how it will be put into practice; 2.) Develop performance based objectives and a course syllabus with required components; 3.) Develop assessment and evaluation techniques based on sound pedagogical principles; 4.) Demonstrate ability to design and deliver an effective lecture presentation; 5.) Articulate and develop varied active learning methods; 6.) Integrate Web-based tools into instructional activities; 7.) Articulate roles and responsibilities of college faculty. The Portfolio, which documents a course of the participant's design, is revised and expanded in subsequent Certificate courses. This course is also available online during some semesters.

2 Credits

CT-902 Practicum in College Teaching

Completion of five certificate credits is encouraged prior to taking this course, however, exceptions may be made. The Practicum in College Teaching serves as a capstone experience for the Certificate in College Teaching. Participants enrolled in the Practicum engage in a mentored teaching experience and document the teaching experience by preparing a course portfolio. Each student is assigned a pedagogical mentor (the Practicum instructor) and, as appropriate and possible, a content mentor (a faculty member in the discipline). The goal of the Practicum is to provide students with peer and pedagogical mentorship through a teaching and/or course development experience. The Practicum "product" is a polished teaching portfolio (built on the Portfolio that was begun in CT 901 Seminar in College Teaching) for use in a job search.

1 Credit

CT-911 Teaching With Discussion

This course explores what makes discussion-based teaching a valid and valuable teaching method. Skills that make discussion-based teaching both valuable and enjoyable for student and teacher alike will be explored. These skills include: Writing learning objectives which can be achieved through discussion Techniques for engaging students in discussion Framing questions to promote meaningful discussion Facilitating effective discussions Evaluating student participation and achievement As part of the course work, participants will practice these skills by develop framing questions, facilitating a class discussion, and evaluating their peers as both teacher and learner.

1 Credit

CT-912 Legal Issues in College Teaching

Faculty need to be cognizant of legal issues that may arise both in the classroom and during interactions with students outside of the classroom. This course focuses on legal principles in the context of situations typically confronted by faculty. Course activities include discussion of statutory and case law, lectures, examination of sample college policies and procedures, and analysis of hypothetical problems. Course content addresses confidentiality of student records, academic honesty, students with learning and psychological disabilities, use of copyrighted materials in teaching, sexual harassment, academic freedom and grading. Nothing in this course is offered as or should be construed as specific legal advice. Any student in the course who is involved in an actual or potential legal dispute should seek the assistance of counsel.

1 Credit

CT-913 Teaching With Technology

With a focus on the instructor as the primary user of technology in the classroom, this course offers participants an opportunity to deepen their thinking about effective teaching with technology and challenges them to make on-going improvements to their teaching practice. The course supports participants in creating an on-line portfolio featuring lessons or projects that exemplify effective instructor use of technology to promote student learning and demonstrated proficiencies. Teaching technologies include (but are not limited to) the following: Web pages, multimedia presentations, spreadsheet activities, desktop publishing, interactive quizzes, and learning management systems. The central focus of the course is for participants to understand a variety of roles that technology can play in supporting teaching and learning; be comfortable discussing various teaching technologies and how they apply to classroom teaching; share strategies and resources with other educators within their community of practice; and develop an on-line portfolio which demonstrates proficiency in selected teaching technologies.

1 Credit

CT-914 Learner Centered Assessment

This course will focus on fundamental elements of learner-centered assessment in higher education, contrasting the traditional teacher-centered paradigm (which focuses on what is taught) and a learner-centered paradigm (which focuses on what students learn). The assessment process plays a key role in shifting to a learner-centered approach by asking such questions as "What have our students learned and how well have they learned it?" Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their educational experiences. The assessment process culminates when results are used to improve subsequent learning. Students in the course will develop learner-centered intended learning outcomes, devise appropriate classroom assessment techniques, incorporate course assignments/activities that address intended learning outcomes and construct grading rubrics designed to focus on and promote student learning. The course will include readings, lectures, discussions and individual and group activities. The course will help participants refine course designs documented in the Portfolio project in CT 901: Seminar in College Teaching.

1 Credit

CT-915 Designing Assignments & Activities to Promote Learning

The goal of this course is to provide participants with models, strategies and tools to aid in creating and assessing learning activities consistent with course objectives. In addition to exploring specific types of learning activities (e.g. problem sets, films, observations, simulations, games, case studies, journals, model building, observation, peer tutoring, fieldwork, problem posing, group tests, oral reports, research papers, lab investigation and data collection, in-class exercises), the course focuses on the challenges and opportunities related to conducting these assignments in various course environments (traditional, hybrid, or online) and with either individual or group tasks. This course, which includes readings, discussions, and individual and group activities, provides participants with hands-on workshop sessions with an opportunity to critique provided assignments and to present their own course assignments. The course will help participants refine course designs documented in the Portfolio project in CT 901: Seminar in College Teaching.

1 Credit

CT-916 Applying the Scholarship of Teaching And Learning to Enhance Classroom Effectiveness

This course explores best practices associated with effective teaching and learning in face-to-face, hybrid and online courses. The course will examine research in the scholarship of teaching and learning (SoTL) applied to our classrooms to improve our teaching and student learning. Participants will examine Chickering and Gamson's "Seven Principles for Good Practice in Undergraduate Education," which focuses on critical variables which positively impact student learning outcomes (i.e., developing reciprocity and cooperation among students, communicating high expectations, delivering prompt feedback and respecting diverse talents and ways of learning). Such best practices are applicable to courses in any discipline and for students at any level; the goal of the course is to provide participants the opportunity to apply specific teaching and learning strategies to courses that they currently teach (or might teach in the future). The emphasis of this course is distinctly practical, as readings and discussions will focus on how we might adopt (or adapt) best practices strategies into our courses. This course is offered completely online, with ample opportunity for discussion, collaboration and exchange of ideas. Minimum technology prerequisites: the ability to send and receive email, and the ability to navigate to websites.

1 Credit

CT-917 Teaching With Writing

Examining the "writing across the curriculum" movement, we consider how writing can be used to promote learning in all subject areas. Through reading, case study and in-class demonstrations, we examine the features of effective writing assignments and a variety of classroom activities to guide students through planning, drafting and revising. We examine a range of student papers to consider the most effective ways to respond to and evaluate student writing.

1 Credit

CT-918 Developing and Teaching an Online Course

This course will provide an introduction to the theory and practice of online course design and pedagogical practices. Participants will learn how to: develop content for online presentation; establish dynamic online collaborative student communities; assess and test student performance in online learning environments; and leverage the functionality common learning management systems (e.g., Blackboard) and content management systems (e.g., Microsoft's SharePoint) to achieve a rich and interactive online course experience. This course is appropriate for any faculty member interested in teaching a course completely online or who may want to significantly augment a traditional face-to-face course with online interaction. Participants will be expected to be able to send and receive email messages and attachments, browse websites, and have consistent access to a reliable internet connection. All course material will be presented online in an asynchronous fashion, with the exception of a single synchronous exercise. Participants should assume that they will need to allocate approximately 2-3 hours per week for the duration of this course.

1 Credit

CT-919 Teaching & Learning in the Diverse Classroom

As higher education continues to become increasingly diverse, faculty members will be faced with the challenge of preparing and delivering instruction to students with widely divergent cultural, economic, social, and linguistic backgrounds. In this course, we will look at theoretical and practical ways to prepare ourselves to teach (and learn from) students in ways that reflect culturally relevant pedagogy. Students in the class will analyze and discuss individual and social differences as they manifest themselves inside and outside the classroom, and will have opportunities to design practices that can be applied in their own teaching.

1 Credit

CT-920 Teaching With Cases

The use of cases can create a lively and engaging student experience across a range of academic and professional disciplines. Cases promote problem-centered teaching and participant-based learning. This course will show how cases can convey knowledge, develop skills, educate for judgment, and assist with assessment. Course participants will: learn about case resources within their specialty areas; distinguish and be able to use different types of cases (mini, text, multi-media, "live"); explore multiple methods of using cases to achieve learning objectives; become skilled in helping students learn from cases; integrate cases into an existing course design; and determine when cases are not appropriate. Because the course pedagogy will rely upon the case method, we will directly experience both the challenges and rewards of teaching with cases. The course is appropriate for graduate students as well as for faculty who are interested in adding a powerful tool to their teaching repertoire.

1 Credit

CT-921 Mentoring Undergraduate Research

This course introduces participants to the concepts and practices associated with mentoring undergraduate research, so that current/prospective university faculty can serve as effective research mentors for their undergraduate students. The focus of the course is on participants designing an undergraduate research program at their institution. At the successful completion of this course, participants will have prepared a personal statement articulating their philosophy concerning the role and structure of an undergraduate research program, suitable for inclusion in a teaching portfolio or job application. Students will articulate a brief, overarching philosophy of mentoring undergraduate research; the fundamental elements of scholarship within their discipline, and which of the elements undergraduate students can engage effectively; one potential project that undergraduate students could engage effectively; performance-based objectives for evaluating the success of an undergraduate research program; a plan for recruiting and supporting undergraduate researchers; and the roles and responsibilities of students, faculty and administrators in the execution and promotion of the chosen undergraduate research program.

1 Credit

CT-931 Teaching Engineering

Teaching engineering requires the general skills of teaching (e.g. structure, guidance, practice, enthusiasm) as well as special skills (e.g. problem solving, use of visual organization and heuristics, and familiarity with technology). This course addresses participants' needs to develop both pedagogical skills and engineering skills. If engineering is defined as problem solving through technology, faculty must possess skills in problem solving (heuristics, visualization, and an intuitive approach) and be able to guide development of these skills in students. Participants will present lectures, lead discussions, perform evaluations, and participate in discussions. Participants will produce a portfolio including a design for an engineering course, course objectives, textbook selection, lecture topics, a sample lecture with visuals, a sample homework assignment and test, lab topics, and a sample lab. The course will help participants refine course designs documented in the Portfolio project in CT 901: Seminar in College Teaching.

1 Credit

CT-932 Teaching Humanities

This course is designed for participants to critically examine sound pedagogical practices while exploring how they can be applied to teaching in the humanities. Many hallmarks of good teaching are transferable among disciplines, but certain approaches make particular sense in teaching the humanities. The course will allow participants to examine their own classroom experiences in order to analyze strategies for preparing classes, developing assignments, managing discussions, lectures and other classroom activities, and evaluating student work. The course involves an examination of the main components of humanities classes, teaching strategies, course creation strategies, and classroom strategies focused on improving student learning.

1 Credit

CT-933 Teaching Foreign Languages: Methodology in Practice

This course is designed to familiarize participants with theoretical and practical considerations associated with teaching foreign languages. Participants will explore methodology trends from the early 20th century to current communicative approaches, as well as from a broad range of alternative methods (e.g. total physical response, suggestopedia, community language learning, multiple intelligences, competency-based language teaching). The course investigates ways in which different approaches and methods can be utilized in the foreign language lesson to afford a rich learning environment. Participants are required to give practical presentations demonstrating a range of teaching methods by staging short teaching sequences. The course also takes a critical look at traditional dichotomies: explicit versus implicit language instruction, grammar versus communication, foreign language versus mother tongue. The concepts of language awareness, language learning reflection, and learner autonomy will be examined as indicators of a shift in language teaching towards learner-centered approaches. The course is designed for graduate students and faculty intending to teach Modern Foreign Languages or English as a Second Language in institutions of secondary and/or higher education.

1 Credit

CT-934 Teaching in the Sciences

This course is designed to introduce present and future faculty to innovative practices in teaching the sciences. From a pedagogical perspective, we will address two pressing issues associated with college-level science: first, a large percentage of college students that begin as science majors often leave the sciences for other majors, and, second, public understanding of science is at an all time low. Throughout this course, we will discuss new ways to help students get interested in and learn science, and students will work together to implement active learning and inquiry-based instruction into existing or newly designed science courses. This course is taught entirely online using Clark University's Blackboard course management system. All discussions take place asynchronously using discussion boards. Students are required to respond to each other's postings to build a 'virtual' classroom community.

1 Credit

CT-935 Universal Design for Learning

Universal Design for Learning (UDL) is a framework that can help with the challenges created by high standards, the necessity of 21st century skills, and increased learner diversity. Designing curriculum and instruction using the UDL framework allows all students to actively engage in meaningful learning experiences that require high cognitive demand.

1 Credit

CT-936 The Learner's Perspective: Engaging Students in Their Own Learning

This course is designed to acquaint graduate students and faculty with theory and best practice in engaging students in their own learning. It is also designed as a point on the journey of development in the profession of teaching. The emphasis is on pedagogy/andragogy, rather than course/discipline content. The participant will engage in reading, lecture, discussion and individual and team activities to develop a more thorough understanding of students' perspectives on their own learning. This enhanced understanding will be demonstrated through the development of learner-centered strategies in the participant's discipline.

1 Credit

COMMUNICATION SCIENCES AND DISORDERS (CD)

CD-901 Intro to Graduate and Clinical Skills

Students gain foundation skills to engage in graduate level academic and clinical studies. These skills include study behavior, observation, technical and clinical writing, and ethical behavior.

Every year. 2 Credits

CD-910 Speech/Language Development, Differences and Diversity

Students gain an in-depth understanding of speech/language development, knowledge of cultural differences and the disorders of speech/language.

Spring only and every year. 3 Credits

CD-920 Articulation and Phonological Disorders

Review of the anatomy/physiology of the articulatory mechanism. Study of etiology, diagnosis and treatment of developmental and organic disorders.

Fall only and every year. 3 Credits

CD-921 Language Disorders in Children

Prevention, etiology, characteristics, evaluation, intervention in children's language differences and disorders. Emphasis on spoken language with introduction to written language.

Fall only and every year. 3 Credits

CD-922 Language Disorders in Adults

Study of the neurological basis, etiology, characteristics, prevention, evaluation and intervention of acquired language disorders in adults.

Spring only and every year. 3 Credits

CD-923 Fluency Disorders

Etiology and characteristics of fluency disorders. In addition, the prevention, evaluation and intervention for people who have fluency disorders.

Fall only and every year. 3 Credits

CD-924 Voice Disorders

Study of etiology, characteristics, prevention, evaluation, and intervention of voice and resonance disorders in children and adults.

Every year. 3 Credits

CD-925 Motor Speech Disorders

Study of the neurological basis, etiology, characteristics, prevention, evaluation, and intervention of motor speech disorders in children and adults.

Fall only and every year. 3 Credits

CD-926 Reading and Writing Disabilities

Reading and writing development/disorders across the lifespan. Topics: Integration of theories, research, practice, etiology, characteristics, prevention, assessment, and intervention.

Every year. 2 Credits

CD-927 Audiology

A speech-language pathology focused course about prevention, etiology, characteristics, evaluation/interpretation, and social aspects of hearing loss across diverse populations.

Fall only and every year. 3 Credits

CD-928 Aural Rehabilitation

Prerequisites: CD-927.

Evaluation and management of hearing related communication difficulties across the lifespan, including amplification, speech perception and communication training, speech-language therapy, and counseling.

Spring only and every year. 3 Credits

CD-929 Dysphagia

Study of the anatomy/physiology of the swallowing mechanism, the etiology of its disorders, and the assessment and management of patients with various diseases/injuries causing these disorders.

Spring only and every year. 3 Credits

CD-940 Evaluation and Diagnosis in Speech-Language Pathology

Intensive study of theory, psychometrics, concepts of assessment, and diagnosis. Focuses on scientific method. Includes planning, interpretation, report writing, recommendations.

Spring only and every year. 3 Credits

CD-946 Organization of Speech Language Programs In Schools

Issues related to SLP's in schools. Includes state and federal regulations, case selection, referral process, scheduling, collaboration, inclusion, support personnel.

Every year. 1 Credit

CD-947 Augmentative/Alternative Communication

Principles of augmentative and alternative communication, evaluation, and intervention across diverse populations.

Every year. 1 Credit

CD-950 Cognitive Aspects of Communication

Etiology, characteristics, prevention, evaluation, intervention of developmental and acquired cognitive disorders related to communication sciences and disorders across the lifespan.

Every year. 2 Credits

CD-970 Independent Study in Communication Sciences and Disorders

Students may elect to take an independent study in course content, practicum experience, or independent research.

Other or on demand. 1-3 Credits

CD-980 Research in Communication Sciences and Disorders

Prerequisites: Completion of a minimum of 18 graduate credits in speech-language pathology.

Principals of research in communication sciences and disorders including ethics, methodology, design, statistics, evaluation and research writing.

Spring only and every year. 3 Credits

CD-987 Special Topics in Communication Sciences And Disorders

In-depth studies of contemporary issues in human communication disorders.

Every year. 1-3 Credits

CD-990 Speech-Language-Hearing Practicum: On-Campus Clinic

Experience in screening, evaluation, and intervention of speech, language and hearing disorders in the on campus clinic with direct supervision.

Every year. 3 Credits

CD-991 Speech-Language-Hearing Practicum: Externships

Prerequisites: CD-920 CD-921 CD-922 CD-927 CD-940 CD-946 CD-990

Experience in screening, evaluation, and intervention of speech, language, and hearing disorders in externships with direct supervision.

Every year. 3 Credits

CD-997 Thesis Research in Communication Disorders

Original research in Communication Disorders under the supervision of a member of the faculty, and an acceptable thesis. Three credits per semester for two semesters.

Every year. 3 Credits

EARTH SCIENCE (GS)

GS-999 Independent Study in Earth Science

Individualized course of research or study undertaken in consultation with a faculty member.

3 Credits

EDUCATION (ED)

EA-912 Introduction to Educational Leadership

This course will introduce students to the MA standards for school administrators, the requirements of the WSU program; and the theoretical underpinnings of educational leadership/administration. Portfolio requirements will be outlined.

2 Credits

EA-913 Action Research for School Administrators

The course will focus on qualitative/quantitative research whereby the students will learn to carry out action research in their own school settings. Students will be conducting research as part of their course/practicum requirements relative to: Standard 1-Instructional leadership; Standard 2 - Management and Operations; Standard 3-Family and Community engagement; and, Standard 4- Professional Culture throughout the program. How to write real case studies will also be addressed as a way to do research.

2 Credits

EA-915 Economic and Operational Dimensions of Education

This course focuses on blending the skills required for effective resource allocation coupled with the need to make practical and strategic decisions that promote student achievement in a safe/orderly learning environment.

3 Credits

EA-918 Family and Community Engagement

Focus will be on ways to build strong working relationships and connections between families, community providers, and schools. How to effectively communicate and learn from families from diverse backgrounds and community members in order to promote student learning is emphasized

3 Credits

EA-923 Governance, Ethics, & Law in Education

This course focuses on the myriad of legal, ethical, and mandated regulations that must be considered in creating and operating a school system.

3 Credits

EA-924 Curriculum, Instruction, & Assessment for Aspiring Leaders

This course seeks to engage aspiring leaders through a constructivist approach to teaching and learning with a focus on curriculum, instruction and assessment (CIA) that can positively impact the achievement of all students. CIA will be examined from a theoretical and practical perspective with a focus on the administrator's role in driving change that is grounded in research, data and equity for all.

3 Credits

EA-929 Educational Leadership Capstone Assessment/Evaluation

This capstone assessment will be used to assess the students overall ability to meet the 4 MA standards for school administrators and their ability to put these into practice in their school setting. Submission of portfolio and presentation demonstrating action research undertaken during the program will be part of the capstone assessment process.

1 Credit

EA-931 Administration of Programs for Children with Special Needs

Prerequisites: EA-912

The implications of legislation for administrators who are responsible for implementing these programs.

3 Credits

EA-939 Action Research Project I

A two semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects. [Continues as EA940.]

3 Credits

EA-940 Action Research Project II

A two semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects. [Continuation of EA939.]

3 Credits

EA-941 Educational Lead Research Forum

2 Credits

EA-950 Family and Community Practicum- Elementary

The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum. Portfolio assessment #1 submitted for evaluation.

Fall and Spring. 1 Credit

EA-951 Family and Community Practicum- Middle School

The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum. Portfolio assessment #1 submitted for evaluation.

1 Credit

EA-952 Family and Community Practicum- Secondary School

The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum. Portfolio assessment #1 submitted for evaluation.

1 Credit

EA-953 Family and Community Practicum- Supervisor/Director

The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum. Portfolio assessment #1 submitted for evaluation.

1 Credit

EA-954 Professional Culture Practicum- Elementary Standard 4

Practicum description: The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment #2 submitted for evaluation.

1 Credit

EA-955 Professional Culture Practicum Middle School Standard 4

The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment #2 submitted for evaluation.

1 Credit

EA-956 Professional Culture Practicum Secondary School Standard 4

Practicum description: The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment #2 submitted for evaluation.

1 Credit

EA-957 Professional Culture Practicum Supervisor/Director Standard 4

Practicum description: The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment #2 submitted for evaluation.

1 Credit

EA-958 Instructional Leadership Practicum Elementary Standard I

The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment #3 submitted for evaluation.

1 Credit

EA-959 Instructional Leadership Practicum Middle School Standard I

The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment #3 submitted for evaluation.

1 Credit

EA-960 Instructional Leadership Practicum High School Standard I

The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment #3 submitted for evaluation.

1 Credit

EA-961 Instructional Leadership Practicum -Supervisor/Director Standard I

The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment #3 submitted for evaluation.

1 Credit

EA-962 Management and Operations Practicum Elementary Standard 2

This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe, ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and local community. An action research component is part of the practicum. Portfolio assessment #4 submitted for evaluation.

1 Credit

EA-963 Management and Operations Practicum Middle School Standard 2

This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe, ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and local community. An action research component is part of the practicum. Portfolio assessment #4 submitted for evaluation.

1 Credit

EA-964 Management and Operations Practicum Secondary School Standard 2

This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe, ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and local community. An action research component is part of the practicum. Portfolio assessment #4 submitted for evaluation.

1 Credit

EA-965 Management and Operations Practicum Supervisor/Director Standard 2

This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe, ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and local community. An action research component is part of the practicum. Portfolio assessment #4 submitted for evaluation.

1 Credit

EA-966 Educational Leadership Capstone Practicum & Seminar Elementary School

This capstone practicum of 200 clock hours will focus on strategies for overall school improvement in the student's educational community, and will build off of action research conducted in the course work/practicum completed for the four MA standards. The three seminars attached to the practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor. Action research activities that tie earlier research together are required. Please Note: Students following the Supervisor/Director track may replace EA969 with a 3-credit elective, with coordinator approval.

3 Credits

EA-967 Educational Leadership Capstone Practicum and Culminating Seminar Middle School

This capstone practicum of 200 clock hours will focus on strategies for overall school improvement in the student's educational community, and will build off of action research conducted in the course work/practicum completed for the four MA standards. The three seminars attached to the practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor. Action research activities that tie earlier research together are required. Please Note: Students following the Supervisor/Director track may replace EA969 with a 3-credit elective, with coordinator approval.

3 Credits

EA-968 Educational Leadership Capstone Practicum & Seminar High School

This capstone practicum of 200 clock hours will focus on strategies for overall school improvement in the student's educational community, and will build off of action research conducted in the course work/practicum completed for the four MA standards. The three seminars attached to the practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor. Action research activities that tie earlier research together are required. Please Note: Students following the Supervisor/Director track may replace EA969 with a 3-credit elective, with coordinator approval.

3 Credits

EA-969 Educational Leadership Capstone Practicum Supervisor/Director

This capstone practicum of 200 clock hours will focus on strategies for overall school improvement in the student's educational community, and will build off of action research conducted in the course work/practicum completed for the four MA standards. The three seminars attached to the practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor. Action research activities that tie earlier research together are required. Please Note: Students following the Supervisor/Director track may replace EA969 with a 3-credit elective, with coordinator approval.

3 Credits

EA-970 Professional Culture

This course focuses on ways to promote success of all students by examining, nurturing, and sustaining a school culture of reflective practice, high expectations, and ethical behavior. The importance of developing a shared vision, strong interpersonal skills, and effective written and oral communication in diverse environments are highlighted.

3 Credits

EA-972 Enhancing Teacher and Student Performance

The major focus will be on supervision and evaluation practices that promote high standards, reflection, and increasing student achievement. The course will provide the participants with the necessary skills to hire and evaluate staff, promote improvement, and dismiss educators when needed.

3 Credits

EA-973 Building the Capacity for Educational Change

Participants will examine the many variables that contribute towards realizing a school's vision and influencing student learning. The student will identify and analyze these variables using school, family, and community data. Planning for implementing change is part of the focus.

3 Credits

ED-901 Technology in Education

Today's students are adept at using the technologies as integral living tools. This course will examine the variety of techniques - including, the computer, web and software, film, TV, and other mass communications - and their applications in the classroom as learning tools. Discussions will center on the genres of technology appropriate for participants' grade levels, subject areas, and student population. Students will study computer capabilities, web research, electronic presentations, and explore software options and lesson planning. Visual literacy topics from moving and still images will be investigated as key teaching tools. Adaptive technologies will be profiled.

3 Credits

ED-909 RETELL: Best Practices for English Language Learners

The course addresses research based institutional and assessment strategies for English language learners. Working with culturally diverse learners 25 hours of pre-practicum experience required.

3 Credits

ED-910 The Child, Family, Community, and Diversity in Education

The course addresses advanced study of how differences in home experience, background knowledge and language proficiency impact school experience. Considers services provided by state and local agencies.

Fall and Spring and other or on demand. 3 Credits

ED-911 Advanced Foundations of Literacy

The course presents current approaches to teaching reading and comprehension with an emphasis on classroom evaluation and instructional decisions, research, and application strategies.

3 Credits

ED-913 Differentiated Reading Instruction

The course provides an understanding of the psychological bases of the reading process; applies the theories of the psychologist to classroom situations.

3 Credits

ED-914 Teaching and Learning Literacy Across Multiple Disciplines

The course presents meaningful theory and related teaching strategies to aid pupils in reading and learning from their content area textbooks.

3 Credits

ED-915 Leadership in Literacy: Consultation, Administration and Supervision

Prerequisites: ED-914 and ED-918 and either ED-911 or EE-911

The course addresses the implementation, evaluation and design of reading programs, legislation affecting reading programs, and staff development for the Teacher of Reading.

3 Credits

ED-916 Literature in the Classroom

The course introduces a balanced selection of literature and broadens the student's acquaintance with the exciting world of books from kindergarten through high school.

3 Credits

ED-917 Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades

Prerequisites: ED-911, ED-914 and EL-907

The course focuses on causes and symptoms of reading difficulties and intervention strategies for 4-12 students in remedial situations; case study required.

3 Credits

ED-918 Reading As Language: Teaching Literacy to English Language Learners

The course explores knowledge, perspectives, and procedures for teaching literacy to English language learners, and focuses on the interrelationship acquisition of reading.

3 Credits

ED-919 Reading Practicum/Internship

Prerequisite: approval of Program Coordinator, passing score on Reading Specialist MTEL Candidate plans and implements the responsibilities of a Teacher of Reading in a field-based supervised setting.

3 Credits

ED-920 Cogn/Afftv Lrng-Typ&Atyp Chldr

Prerequisites: ED-981

Investigates cognitive/affective learning in typically developing children and children with special needs. Explores alternative instructional strategies for inclusion and IEP (Individual Educational Plan) and IFSP (Individual Family Service Plan) implementation.

Fall and Spring and every year. 3 Credits

ED-921 Developmental Patterns of Children With Special Needs

The course focuses on the study of the child/adolescent with special needs including characteristics, psychological, educational, and sociological impact of developmental differences. Includes educational terminology for students with mild/moderate disabilities.

3 Credits

ED-922 Analysis and Interpretation of the Behavior and Learning Environment of Children

Prerequisites: ED-921

The course addresses evaluation procedures used to assess academic, cognitive, affective, and behavioral functioning of the child and adolescent. Formal and informal techniques for evaluating the effectiveness of instruction are examined. Behavior management plans and assistive technologies are included. Pre-practicum. Pre-practicum hours required.

3 Credits

ED-923 Development and Implementation of an Individualized Education Plan

Prerequisites: ED-921

The course considers federal and state laws regulating the development and implementation of individualized educational programs: Prereferral, assessment, eligibility, developing goals and objectives, program delivery and measuring progress. Pre-practicum required.

3 Credits

ED-924 Strategies for Teaching and Assessing Students With Moderate Special Needs

Prerequisites: ED-921

The course focuses on the Massachusetts curriculum frameworks, reading, writing, and mathematics, strategies for students with disabilities to access the general curriculum and alternate assessment procedures. Pre-practicum required.

3 Credits

ED-925 Communication and Interpersonal Skills

Focuses on the theories and techniques of consultation.

3 Credits

ED-926 Seminars Curriculum Development and Instructional Techniques

Prerequisites: ED-921 ED-922 ED-923 ED-924

Corequisites: ED-928

The course addresses principles of curriculum development and the use of instructional techniques for special needs students.

3 Credits

ED-927 Inclusive Settings: Learning Strategies and Management Techniques (1-6)

This course addresses the learning and behavior needs of special learners and helps teachers to develop strategies and techniques that can be used to improve knowledge and skills of all students in inclusion settings. Managing classroom behavior to enhance teaching and learning will be a focus in this course.

3 Credits

ED-928 Practicum for the Moderate Special Needs Teacher

Prerequisites: ED-921 ED-922 ED-923 ED-924

Prerequisites or Corequisite: ED-926

A practicum in which the student demonstrates competencies in the delivery of direct services: assessment procedures, educational planning, classroom management, curriculum development, and in-service education.

3 Credits

ED-929 Mathematics Assessment and Instruction For Diverse Learners

This course presents mathematical concepts, methods and materials to facilitate learning. Emphasis is also placed on supporting students with mild to moderate disabilities learn and understand mathematic contents.

Fall and Spring and every year. 3 Credits

ED-949 American Education: Contexts and Influences

The course examines the social and historical contexts of American schools, noting appropriate psychological principles, learning theories, philosophies, political and demographic trends, and their influences on educational policies and classroom practices.

Other or on demand. 3-4 Credits

ED-950 Integrating Science and Social Studies in the Elementary/Middle Schools

The course emphasizes curriculum development with a focus on creation of thematic units integrating science and social studies using cooperative learning models.

Other or on demand. 3 Credits

ED-951 Integrating Language Arts and Social Studies in the Elementary/Middle Schools

The course addresses curriculum development with a focus on integrating Language Arts and Social Studies utilizing children's literature, reading, and writing skills.

Other or on demand. 3 Credits

ED-952 Language Science

The course is an introduction to linguistic knowledge and structure including theoretical aspects of pragmatics, semantics, syntax, morphology, and phonology, in a multicultural perspective.

3 Credits

ED-953 Integrating Science and Mathematics in the Elementary/Middle Schools

The course addresses curriculum development with a focus on the creation of thematic units integrating science and mathematics using cooperative learning models.

Fall and Spring. 3 Credits

ED-955 Assessing English Language Learners

The course focuses on second language acquisition and linguistic principles guide the review of standardized instruments, dynamic assessment strategies, standards-referenced assessment and teacher design approaches.

3 Credits

ED-957 Instructional Design and Evaluation for Middle School Grades

Prerequisites: ED-949

The course reviews relevant models of instruction and their application in middle school grades. Examines appropriate evaluation strategies and approaches designed to give students the ability to plan and implement overall assessment strategies, including alternative assessment and the use of technology in instruction and evaluation. Includes 25 pre-practicum hours.

Fall and Spring. 3 Credits

ED-958 Middle School Curriculum and Instruction : Strategies and Modification

The course is designed to give students the ability to design and present instruction in ways that are commensurate with the developmental needs and readiness of early adolescent learners. The issues of inclusion, cooperative learning, block scheduling, thematic, and integrated curriculum and interdisciplinary curriculum are examined.

3 Credits

ED-959 Assessment, Differentiation and Data Analysis in Middle School

Designed to give students the ability to plan and implement overall assessment strategies appropriate for middle school grades including formative, summative, differentiated, performance based, and self assessment strategies. Analysis of assessment data will inform adjustments to practice.

Every year. 3 Credits

ED-960 Educational Law

The course focuses on an in-depth investigation of specific school laws and how they relate to the role of the teacher and administrator.

3 Credits

ED-961 Educational Supervision and Evaluation

The course is designed to develop competency in the supervision and evaluation of teachers.

3 Credits

ED-963 The Understanding and Teaching of Culture

The course focuses on approaches to cultural analysis and survey of techniques used to teach culture in the classroom.

3 Credits

ED-964 Current Issues in Education

The course emphasizes problem solving and case study approaches.

3 Credits

ED-965 Principles of Curriculum Development

The course focuses on aspects of curriculum development, society, culture, learning theories, taxonomies of educational objectives, structure, hierarchy, balance, politics, strategy for change.

3 Credits

ED-966 Analysis of Curr Programs

The course focuses on current curriculum programs in grades nursery through 12; an analysis of objectives, descriptive characteristics, and theoretical foundations. Student-devised criteria used to assess curriculum programs.

3 Credits

ED-967 Theories of Instruction

The course focuses on historical, philosophical, and psychological foundations of various theories of instruction.

3 Credits

ED-968 Seminar in Curriculum and Instruction

The course emphasizes discussion and evaluation of curriculum and instruction as applied to a real or theoretical construct.

3 Credits

ED-969 Teaching to Diversity: Methods and Materials (middle School)

The course explores appropriate instructional strategies and school practices which promote equity pedagogy in middle school classes. Identifies basic manifestations of diversity in our society and classroom, and explores ways of building bridges between the learner and the curriculum through instructional adaptations. Pre-requisite: Completion of all core courses.

Fall and Spring and other or on demand. 3-4 Credits

ED-970 Workshop for Educators

The course offers specialized workshop experiences structured to enhance teacher abilities to implement new educational practices.

3 Credits

ED-971 Spec Topics in Education

This special topic course focuses on in-depth exploration of contemporary educational topics or issues.

3 Credits

ED-972 The Adolescent Learner: Needs and Characteristics

The course examines the needs and characteristics of the adolescent learner and the corresponding implications for curriculum, instruction, classroom management and school organization.

3 Credits

ED-973 Instructional Design and Evaluation for Secondary School Grades

Prerequisites: ED-949

The course reviews relevant models of instruction and their application in secondary school grades, examines appropriate evaluation strategies and approaches designed to give students the ability to plan and implement overall assessment strategies, including alternative assessment, and the use of technology in instruction and evaluation. Includes 25 pre-practicum hours

Fall and Spring and other or on demand. 3 Credits

ED-974 Curriculum Development and Innovations (Secondary School)

The course draws upon extensive review of the literature on curriculum theory and models of instruction to examine relevant innovations in curriculum development and instructional delivery; noting their practical applications in Secondary Schools.

Fall and Spring and other or on demand. 3 Credits

ED-975 Assessment, Differentiation and Data Analysis in Secondary Schools

This course is designed to give high school teachers the ability to plan and implement overall assessment strategies appropriate for secondary school grades including formative, summative, performance based, differentiated and self assessment strategies. Analysis of assessment data will inform adjustments to practice.

Other or on demand and every year. 3 Credits

ED-976 Teaching to Diversity: Methods and Materials Secondary School

The course explores appropriate instructional strategies and school practices which promote equity pedagogy in Secondary School classes, identifies basic manifestations of diversity in our society and classrooms and explores ways of building bridges between the learner and the curriculum through instructional adaptation.

3 Credits

ED-977 Seminar in Contemporary Trends and Issues in Middle and Secondary Schools

The course examines contemporary issues and trends in middle and secondary school curriculum, instructional delivery, assessment, classroom management, and the use of technology.

3 Credits

ED-978 Contemporary Issues in the Teaching of Bilingual and English Language Learners

The course focuses on language policies for educating ELLs, including bilingual, national language models, heritage languages and multicultural education as managed in multilingual nations.

3 Credits

ED-979 Technology and Literacy in the Classroom

The course examines the key components of balanced literacy in the K-8 school classrooms with a focus on the integration of educational technology as a tool for instruction, student centered learning, assessment, as well as family-school engagement.

3 Credits

ED-980 Ind Study in Education

An opportunity for further study in a special field of interest under faculty supervision.

3 Credits

ED-981 Advanced Foundations of Education

The course explores historical, philosophical, psychological, legal, and cultural foundations for education and school practices.

Fall and Spring and every year. 3 Credits

ED-982 Research in Education

The course examines different research methods and designs, including writing hypothesis, reviewing literature, gathering data and preparing research proposals.

Fall and Spring. 3 Credits

ED-983 Theory and Research in Reading

The course investigates theories and research regarding current trends in reading instruction and provides for completing a research project.

3 Credits

ED-984 Reading Portfolio

Prerequisites: Completion of all reading core courses. Approval of Program Coordinator.

This course is a capstone experience for Teacher of Reading Candidates to document accomplishment of state certification competencies and program requirements.

1 Credit

ED-985 Clinical in Reading

Clinical experience of students completing standard stage certification as a Teacher of Reading:400 hrs.

5 Credits

ED-986 Literacy Instruction for the English Language Learner (ELL)

The course focuses on current approaches and theories of second language literacy and integrates reading and writing in classroom environments

3 Credits

ED-987 Social, Political, and Cultural Issues In Education

Examines the social, cultural, and political forces that shape schools, and provide the context for teaching and learning. Additionally, the types of existing and desired relationships among schools, families and communities will be discussed.

3 Credits

ED-988 Brain Based Learning

This course has been designed to strengthen teachers' own knowledge of the latest findings in neuroscience as they relate to the field of education.

Topics span a wide range of neuroscience research including biological basis of learning and memory, brain mechanisms underlying language acquisition, gender differences, and disorders of thought. Special emphasis is given to the limitations and misuse of research by some, and the need for skepticism and replication when evaluating "brain-based" claims of service providers. Participants in this course will be active learners, analyzing current research articles, and reflecting on their own experiences as both learners and educators in the context of neuro-education.

3 Credits

ED-989 Technology and Educational Leadership

The course explores the role of the educational leader in the choice, acquisition, and use of technology for management and learning.

3 Credits

ED-990 Independent Research in Education

For students wishing to pursue an independent research study in a specialized area of education

1-3 Credits

ED-992 Portfolio Evaluation

Prerequisites: ED-981 ED-982

The course documents the student's learning and provides a basis for evaluation of student's performance and mastery of the certification standards. (All required certification courses must be completed.)

Fall and Spring. 1 Credit

ED-993 Seminar: Research in Content Concentration

Prerequisite: Completion of 24 graduate credits in Master's Program and completion of a minimum of 18 credits in the content area of concentration.

The course focuses on educational issues. Students will conduct a formal study that seeks to investigate teaching and learning in the student's content strand of concentration.

3 Credits

ED-994 Thesis Seminar

Prerequisite: Completion of all core and required courses. Students work with faculty advisor(s) to design, implement, and evaluate a formal study that seeks to investigate a significant issue, professional and content related in secondary school education. The focus is on the application of research skills and the presentation of research reports.

3 Credits

ED-995 Elementary Education Clinical Experience :Grades 1-6

Teaching experience, grades 1 through 6. Involves planning, implementing, and evaluating learning in a setting with typical and atypical students.

Fall and Spring. 5 Credits

ED-996 Research and Evaluation

The course focuses on research and evaluation methods and designs; includes gathering and analyzing data, writing research, and making evaluation reports.

3 Credits

ED-997 Advanced Philosophical Foundations of Education

The course examines the basic principles of some major philosophers and demonstrates their effect on contemporary educational theories in the western tradition.

3 Credits

ED-998 Advanced Psychological Foundations of Education

The course analyzes major schools of psychology with attention to contemporary issues, role of the educator in the learning process and application of psychological principles to specific classroom situations.

3 Credits

ED-999 Internship in Education

A 400-hour internship in an area of professional education.

3-12 Credits

EE-900 Literature for Young Children

The course surveys quality literature appropriate for early childhood, development of programs in literature and effective storytelling procedures.

3 Credits

EE-901 ECE: Curriculum & Evaluation

The course addresses design, implementation and evaluation of integrated, developmentally appropriate programs; evaluation of children's development and learning; curriculum content; play and learning.

3 Credits

EE-902 Methods and Materials in Early Childhood Education

The course focuses on activities designed to enable young children to use their abilities to the fullest.

3 Credits

EE-903 The Language Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials

The course explores topics from MA English Language Arts Curriculum Frameworks. Addresses design, implementation, assessment of integrated, developmentally appropriate Language Arts programs.

3 Credits

EE-904 Exploring Science in Early Childhood Education

The course uses MA Frameworks to develop and assess activities that foster learning and discovery, connect science with literacy, mathematics, and social studies.

3 Credits

EE-905 Evaluation and Remediation Techniques of Young Children with Special Needs

The course focuses on a multi-disciplinary approach to the evaluation of children with special needs.

3 Credits

EE-907 Intellectual Development in Early Childhood Education

The course examines the intellectual levels of children based on current research including Piaget and others.

3 Credits

EE-908 Evaluation of the Young Child

The course focuses on understanding and interpreting the results of psychological and educational tests of preschool age children.

3 Credits

EE-909 Supervision and Administration in Early Childhood Education

The course outlines steps for the organization and administration of day care centers, nursery schools, and other programs for young children.

3 Credits

EE-910 The Preschool Child With Special Needs

The course focuses on detection, evaluation, and remediation of learning disabilities in young children from three years.

3 Credits

EE-911 Early Literacy for Young Children

This course focuses on the skills and techniques for presenting readiness skills and teaching beginning reading to children.

3 Credits

EE-912 Young Children and Integrated Early Childhood Education Practices

The course adapts programs, material, practices, environments for individuals. Implements theories integrating special needs children into regular classroom and early intervention strategies.

Fall and Spring. 3 Credits

EE-913 Social Studies in Early Childhood: Content Curriculum, Evaluation, Methods And Materials

The course explores topics from MA History and Social Studies Curriculum Frameworks. Addresses design, implementation, assessment of integrated, developmentally appropriate Social studies programs.

3 Credits

EE-915 Detection and Remediation of Early Reading Difficulties

The course addresses beginning reading difficulties, identification techniques, including observational surveys and running records, causes and prevention strategies, remedial material/techniques, national reading programs.

3 Credits

EE-916 Mathematics in Early Childhood Education: Content, Curriculum, Evaluation, Methods and Materials

The course addresses design, implementation and evaluation of successful, integrated, developmentally appropriate mathematics programs, and explores topics from MA Curriculum Frameworks.

3 Credits

EE-917 The Fine Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials

The course uses MA Frameworks to develop and assess activities fostering learning and creativity. Connects the arts with literacy and social studies.

3 Credits

EE-919 Seminar in Early Childhood Education

Current issues and problems in the field of early childhood education.

3 Credits

EE-920 Independent Research in Early Childhood Education

For students wishing to pursue independent study in a specialized area of early childhood education.

3 Credits

EE-930 Environments and Programs for Infants and Toddlers

The course focuses on designing developmentally appropriate programs for infants and toddlers, includes environment, play, curriculum, materials, identification, intervention strategies for at risk infants/toddlers.

3 Credits

EE-931 Infant and Toddler Development and Care

The course emphasizes theory and research regarding typically developing and at risk infants/toddlers. Caregiving procedures are addressed.

3 Credits

EE-950 Clinical Experience in Early Childhood Education: N (infant, Toddler, Preschool) Level

Prerequisite: Permission of the Department Supervised teaching experience at infant, toddler, preschool level. The course involves planning, implementing, evaluating learning. Minimum 200 hours over a minimum 8 week period - 3 credits; 400 hours (entire semester) - 6 credits.

Fall and Spring. 5 Credits

EE-952 Special Topics in Early Childhood Education

The course emphasizes in-depth exploration of contemporary issues and topics in early childhood education.

Fall and Spring. 3 Credits

EL-908 Social Studies Content, Curriculum Assessment, & Instruction

This course gives current teachers the opportunity to reflect on the rewards and challenges of teaching social studies in elementary/early childhood classrooms.

3 Credits

EL-909 Science Content, Curriculum, Assessment And Instruction

This course gives current teachers the opportunity to reflect on the rewards and challenges of teaching science in elementary and early childhood classrooms.

3 Credits

ER-903 Teaching Writing to Striving Readers

The course provide the theoretical and evidence-based foundations of writing processes and instruction and its connection to reading. Students will use a variety of assessment tools and practices to plan and evaluate effective writing instruction, especially for striving readers/writers.

3 Credits

ER-925 Reading and Research Forum (Capstone Experience)

Prerequisite: Approval of Program Coordinator and completion of all required courses

2 Credits

ES-900 Instructional Leadership in the Middle and Secondary School

The course focuses on the role of the principal and assistant principal in the administration of the secondary school.

3 Credits

ES-901 Language and Language Teaching

The course surveys linguistic theories and derived methodologies relevant to teaching a foreign language. 20 hour field experience included.

3 Credits

ES-902 Learning Skills for Adolescents

The course focuses on reading, study and communication skill instruction, appropriate for content instruction in middle and high schools. 15 hour field experience.

3 Credits

ES-903 The Art of Teaching Adolescents

The course emphasizes underlying reasons and means for pursuing excellence in teaching middle and high school students: implications for discipline and leadership.

3 Credits

ES-904 Curriculum and Instruction for Adolescents

The course focuses on developing and matching curriculum to high school students' personal and social needs. 15 hour field experience.
3 Credits

ES-905 Methods and Materials for Teaching Humanities

Prerequisites: ED-973 and ED-949

The course focuses on teaching methods and advanced curriculum course for humanities fields including English, World Language, and History/ Political Science. Taken concurrently with pre-practicum.
3 Credits

ES-906 Methods and Materials for Teaching Science and Math

Prerequisites: ED-973 and ED-949

The course focuses on teaching methods and advanced curriculum course for science and mathematics fields, including Biology, Chemistry, Environmental Science and health. Candidates will develop skills in assessment, data collection, and adjustment to practice based on evidence and will apply these skills in the pre-practicum classroom. Taken concurrently with pre-practicum.
3 Credits

ES-907 Individualizing Instruction in the Middle and Secondary School

The course examines ways in which teachers may individualize instruction in middle and secondary schools.
3 Credits

ES-908 Teaching Practicum Seminar (Middle and Secondary Grades)

Prerequisite: Completion of all pre-practicum courses and enrollment in the teaching practicum course The course involves guided analysis of principles of teaching and classroom procedures in terms of how theories relate to actual practices.
3 Credits

ES-909 Clinical Thesis Seminar

Prerequisite: Completion of all core, required, and elective courses Students work with faculty advisor(s) to design, implement, and evaluate a formal study that seeks to investigate a significant issue, professional and content-related middle school education. The focus is on the application of research skills and the presentation of research products. Provide opportunities to exchange reflective clinical experience.
3 Credits

ES-910 Evaluation of Classroom Learning in Middle and Secondary Schools

The course focuses on rationale and means for formative and summative evaluation, mastery learning, assessing higher order thinking, and improving learning attitudes and performance.
3 Credits

ES-911 Teaching Practicum

Student teaching for Massachusetts certification in Middle or High School. Seminar or other approved means for reflection on experience.
5 Credits

ES-912 Curriculum and Instruction in the Middle School

The course addresses the unique nature of the middle school curriculum; with a focus on learning centers, mastery learning, and learning activity packets.
Fall and Spring. 3 Credits

ES-913 Methods and Materials for Teaching in the Middle School

The course focuses on the interdisciplinary nature of instruction in the middle school with particular emphasis placed on the role of team teaching.
Fall and Spring. 3 Credits

ES-914 Methods and Materials for Teaching English Language Skills to the ELL

The course analyzes language learning processes for English language Learners and appropriate methods for teaching English language skills.
3 Credits

ES-915 Secondary School Curriculum Development: Theory and Practice

The course examines relevant theoretical framework for instructional design and implementation, noting individual differences and societal factors in curriculum adaptations and evaluation.
Fall and Spring. 4 Credits

ES-916 Approaches to Teaching in the Middle School: Theory and Practice

The course examines teaching strategies appropriate to the middle school with an emphasis on team teaching and an integrated curriculum.
Fall and Spring. 3 Credits

ES-917 Approaches to Teaching in the Secondary Schools: Theory and Practice

The course examines advanced pedagogy and develops and implements teaching strategies which promote meaningful learning for all students at the high school level.
Fall and Spring. 3 Credits

ES-918 Assessing Teaching and Learning At the Middle School: Theory and Practice

The course emphasizes concepts to be taught will include writing instructional objectives, constructing various types of instruments to assess student learning in middle grades including alternative assessment, grading, standardized testing.

Fall and Spring. 3 Credits

ES-919 Assessing Teaching and Learning in Secondary Schools: Theory and Practice

The course focuses on writing instructional objectives, constructing various types of instruments to assess student learning in the high school, to include alternative assessments, grading, and standardized testing.

Fall and Spring. 3 Credits

ES-920 Clinical Experience in the Middle Grades (5-8)

Corequisites: Corequisite: ES-905 or ES-906

Pre-practicum experience in the subject area and at the level of the license which the candidate is pursuing. Involves planning, implementing, and evaluating learning for every student.

Fall and Spring. 1 Credit

ES-921 Clinical Experience in Secondary Grades (8-12)

Corequisites: Corequisite: ES-905 or ES-906

Pre-practicum experience in the subject area and at the level of the license which the candidate is pursuing. Involves planning, implementing, and evaluating learning for every student.

Fall and Spring. 1 Credit

ES-922 Middle School Curriculum Development: Theory and Practice

The course examines relevant theoretical frameworks for instructional design and implementation at the middle school in keeping with national reports.

Fall and Spring. 3 Credits

ES-923 Mathematics Assessment and Instruction For the Diverse Learner

The course focuses on formal and informal means of assessing students mathematical performance. strategies to increase mathematics performance for students with disabilities.

3 Credits

ES-924 Linguistics for Teachers of English Language Learners

The course focuses on scientific study of English using current theory, research and practice for the understanding and teaching of English Language Learners.

3 Credits

ES-925 Inclusive Settings: Learning Strategies and management Techniques (5-12)

The course focuses on learning and behavior needs of children with disabilities. Developing strategies to improve teaching and learning for all students in inclusive grade 5-12 classrooms. The course does not meet competencies for license in Moderate Disabilities.

3 Credits

ES-926 Portfolio Evaluation (Middle/Secondary)

1 Credit

ES-928 Second Language Acquisition

The course surveys the complex variables underlying second language acquisition (SLA) and the various perspectives that inform second language acquisition theories.

3 Credits

ES-929 Assessing and Teaching English Language Learners With Disabilities

The course considers differences between typical & atypical second language acquisition

3 Credits

ES-930 Sheltered Instruction and Assessment in the Immersion Classroom

The course examines theories, principles and practices that assist English language learners in achieving academic proficiency while developing English skills

3 Credits

ES-931 Leading an Effective English Learner Education Program

The course considers the expectations for program implementation, evaluation, instruction, and best practice for English learners in sheltered and bilingual educational programs. **Approved course as part of ELL program (This may be substituted for another course with approval of coordinator if material covered in district requirement.)

3 Credits

ES-932 Teaching Adult ESL and SIFE

The course is designed to enhance teacher effectiveness in the adult ESL classroom taking into consideration their unique circumstances

3 Credits

ES-933 Global Perspectives in Cultural Diversity

This course provides appreciation of increasing diversity in schools and examines how language is used to regulate power relations among social groups.

3 Credits

ES-934 Esl Sem:Research in Language & Education

The course emphasizes using research of ESL pedagogies, studies of linguistically and culturally diverse learners, students evaluate, design and carry out action research.

3 Credits

ES-935 ESL Portfolio Evaluation

Completion of courses in ESL licensure and those required for the Master of Education.

1 Credit

ES-940 Practicum and Seminar in the Teaching of English as a Second Language (ESL) in Grades Pre-K-6

150 hour teaching experience with weekly seminar on effective teaching for limited English speaking students at the grades pre-K-6

5 Credits

ES-943 Foundations in International and Comparative Education

This foundations course explores international education through a variety of lenses and theoretical perspectives in both formal and non-formal education, at a variety of levels, and in selected regional contexts throughout the world. Students will become familiar with a number of the current issues in the field such as globalization, educational equity, and diversity as well as their impact on international education. The course will include global education and internationalizing the US curriculum.

3 Credits

ES-945 Practicum & Seminar in Teaching English as a Second Language (ESL) in Grades 5-12

150 hour teaching experience with weekly seminar on effective teaching for limited English speaking students at the grades 5-12.

5 Credits

ES-950 Disciplinary, Multimodal and Critical Literacies Across the Content Area

This course examines the language, literacy, and technology demands in history, math, the sciences, English language arts, Spanish and other academic disciplines and guides teachers to develop effective strategies to meet those demands. It focuses on the literacy and technology skills that students in all subjects need to be college, career, and world ready and strategies for effective differentiation and adaptation for English Language Learners and students with learning disabilities.

3 Credits

ES-955 Assessing ELLs

3 Credits

ENGLISH (EN)

EN-900 History and Structure of the English Language

The phonology, syntax, and lexicon of English from its proto-Indo-European origins to its contemporary dialects.

3 Credits

EN-901 Methods of Graduate Research

An introduction to graduate-level research and writing.

3 Credits

EN-903 Theory and Teaching of Writing

Current writing theory and pedagogy with emphasis on the college, high school, or middle school classroom.

3 Credits

EN-905 Modern Rhetorical Theory

Examines history of and recent developments in modern rhetorical theory and composition studies.

3 Credits

EN-906 Donne, Herbert, and Seventeenth-Century British Poetry

Analysis of the work and influence of John Donne, Ben Jonson, George Herbert and other metaphysical and religious poets.

3 Credits

EN-907 Pastoral Literature

This course explores pastoral's emergence as a major genre of sixteenth- and seventeenth-century literature.

3 Credits

EN-908 Milton

Analysis of Milton's prose and poetry, emphasizing "L'Allegro," "Il Penseroso," "Comus," "Lycidas," "Paradise Lost," "Paradise Regained," "Samson Agonistes," and "Areopagitica."

3 Credits

EN-909 Critical Approaches to Literature

An in-depth examination and interpretive application of the works of a critical theorist or a critical perspective, to be chosen by the instructor.

Every year. 3 Credits

EN-910 Literature of the English Renaissance

Advanced examination of Tudor and Jacobean literature emphasizing More, Wyatt, Surrey, Sidney, Spenser, Marlowe, Nashe, Shakespeare, Donne, and Jonson.

3 Credits

EN-911 Young Adult Literature

Examination of a range of texts, classical and modern, that address both middle-school and high-school (and older) readers.

3 Credits

EN-912 Shakespeare

This course will examine various aspects of Shakespeare's plays and poems.

3 Credits

EN-915 Community Writing

An advanced introduction to writing about, for, and with communities. Generally, students learn to consider the rhetorical, relationship building power of documents, and they specifically apply this understanding by working with an organization to complete a community writing project. For students, a foundation in community writing scholarship, increased genre knowledge, and practical consulting experience are outcomes.

Every year. 3 Credits

EN-921 Antislavery Literature in the Atlantic World

This course traces the literary history of the antislavery movement in the Atlantic World: writing in a range of genres (journalism, history, fiction, poetry, drama, slave narratives), antislavery writers made a significant contribution to the campaigns to end the slave trade and slavery. While the Atlantic system of legal slavery ended in the nineteenth century, an even larger system of illegal slavery still exists, and so the course concludes by considering the work of twenty-first century antislavery writers and what they might learn from their predecessors. In other words, can we use literary history to make slavery history?

Fall only and every 2-3 years. 3 Credits

EN-925 Eighteenth-Century Novel

Explores the origins of the novel genre.

3 Credits

EN-931 Nineteenth-Century Novel

Explores British prose fiction of the nineteenth century.

3 Credits

EN-932 English Theatre: 1660-1780

3 Credits

EN-933 Romantic and Victorian Gothic

Romantic and Victorian Gothic is a subversive arena where major authors explore the issues bedeviling their eras.

3 Credits

EN-934 The Romantics and the Victorians 1798-1901

An historical and critical survey of the prose and poetry of the nineteenth century including Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Arnold and Browning.

3 Credits

EN-935 Modern Drama

A survey of British, American, Irish, and continental drama from Ibsen through O'Neill.

3 Credits

EN-938 The World of Dickens

Major aspects of the life and art of Dickens will be examined in a variety of contexts.

3 Credits

EN-941 Modern Poetry

A study of the major figures who shaped American and British poetry between 1920 and 1950.

3 Credits

EN-942 Three Modern Poets

Illustrates how modern poetry differs from that of earlier periods through study of W.B. Yeats, Wallace Stevens, and T.S. Eliot.

3 Credits

EN-943 Medieval Literature

This course covers the major genres of English medieval literature, such as drama, poetry, debate, prose, and riddles. The major works in medieval literature will be covered including Beowulf, Sir Gawain and the Green Knight, and the Corpus Christi plays. The themes of religion, courtly love, chivalry, women's roles, and class will be considered.

Other or on demand and other or on demand. 3 Credits

EN-945 Contemporary Poetry

Concentrates on poets whose major work was written after World War II.

3 Credits

EN-950 The Romantic Flowering in American Literature

The development of Romantic idealism in the origins of American fiction and poetry.

3 Credits

EN-952 Realism and Naturalism

Realism as practiced by Twain and clarified by Howells, following the transition of realism to naturalism under Norris and Dreiser.

3 Credits

EN-953 The Short Story

The Short Story examines in depth the origin and evolution of the genre of short fiction. Nineteenth and early twentieth century American, British, and Continental European stories are studied to provide artistic, theoretical, and cultural contexts for the development of the genre. By the end of the course, representative modern short fiction from various nations is explored in an effort to situate the genre within emerging philosophies of form and narration.

3 Credits

EN-955 American Novel I

The development of the American novel from Charles Brockden Brown through Melville and Hawthorn.

Fall and Spring and other or on demand. 3 Credits

EN-956 Classical Mythology

Study of myths of ancient Greece and Rome through examination of major primary texts and secondary interpretative texts.

3 Credits

EN-957 American Novel II

The development of the American novel from naturalism and realism to the latest fiction of the twentieth century.

Fall and Spring and other or on demand. 3 Credits

EN-958 Women in American Literature

An advanced study of works by and about women in American literature, including Rowson, Foster, and Brown.

3 Credits

EN-961 Film and Literature: Page and Screen

This class explores film's artistic and cultural descent from literature.

3 Credits

EN-995 Seminar

An exploration of the works of one or two major authors in depth.
Fall and Spring and other or on demand. 3 Credits

EN-997 Graduate Independent Study

Guided exploration of a topic of interest to the student and a member of the English faculty.
Fall and Spring and every year. 3 Credits

EN-998 Special Topics

An exploration and consideration of a theme or topic of mutual interest to instructor and students.
Fall and Spring and other or on demand. 3 Credits

EN-999 Thesis Research & Writing

Guided work relating to the student's thesis.
3 Credits

GEOGRAPHY (GE)

GE-999 Independent Study in Human Geography

Individualized course of research or study undertaken in consultation with a faculty member.

3 Credits

HEALTH CARE ADMINISTRATION (HC)

HC-900 Health Care Systems

Historical development of the health care system and recent trends in organization, administration and legislation.

3 Credits

HC-901 Management and Organizational Behavior For Health Care Professionals

Management and organizational theory applied to the health care organization. Motivation and leadership, work group dynamics, communications and negotiations. Organizational design, change, and motivation.

3 Credits

HC-902 Statistical Methods and Inference for Health Care Organizations

Prerequisites: HC-900 or NU-930 and HC-901

Frequency distributions, measures of central tendency and variability, hypothesis testing, probability, correlation, regression, analysis of variance applied to typical problems encountered in a health care setting.

3 Credits

HC-903 Accounting and Budgeting for Health Care Professionals

Prerequisites: HC-900 or NU-930 and HC-901

The accounting cycle, cost analysis, cost-volume relationships, typical budgeting systems, responsibility accounting and variance analysis, cash budgeting systems, cash-flow planning and the evaluation of capital projects, interpretation of financial statements.

3 Credits

HC-904 Financial Management in the Health Care Organization

Prerequisites: HC-900 or NU-930 and HC-901 HC-903

The role of finance in strategic planning for the health care organization, theory of value with special consideration for non-profits, capital budgeting and planning, working capital and liquidity management with emphasis on reimbursement structures, pricing and other problems unique to the health-care organization.

3 Credits

HC-905 Marketing the Health Care Organization

Prerequisites: HC-900 or NU-930 and HC-901

Application of marketing tools and concepts to health care organizations. Market research and project development, pricing, publicity, and delivery systems.

3 Credits

HC-906 Health Care Management Information Systems

Prerequisites: HC-900

Analysis of information needs and flows in the health care organization. Design and implementation of information systems to support efficient operations as well as managerial planning, control and decision making.

3 Credits

HC-907 Operations and Quality Management in the Health Care Organization

Prerequisites: HC-900 or NU-930 and HC-902

Analysis of operations in the health care organization from the perspective of continuously improving efficiency and quality. Data based decision making, quantitative models and several approaches to quality management (TQM, CQI) are examined.

3 Credits

HC-908 Legal, Regulatory and Ethical Issues In Health Care

Prerequisites: HC-900 or NU-930

An overview of the legal and regulatory framework governing health care from both the manager and the client's point of view. Legal rights and duties of patients and health-care providers, hospital liability, hospital-physician relationships, patient rights, informed consent, privacy and confidentiality, negligence and malpractice.

3 Credits

HC-926 Human Resources Management in the Health Care Organization

Prerequisites: HC-900 or NU-930

Topics discussed include employee relations, employee benefits, employment discrimination, affirmative action, training and career development, assessment, liability and risk management, unions, collective bargaining and contract administration, recruitment, turnover and layoffs, diversity issues, compensation and employee benefit plans.

3 Credits

HC-936 Economics of Health Care

Prerequisites: HC-900 or NU-930

Study of the economics of the health care industry in the United States; pricing of health care, alternative delivery systems human resources availability, third party payments, the role of government in planning, regulating, and financing health care.

3 Credits

HC-946 Epidemiology

Classic epidemics, evaluation of epidemiological principles and techniques of investigation and epidemiological analysis of selected diseases.
3 Credits

HC-956 Politics and Policies in Health Care

Prerequisites: HC-900 or NU-930

Health care regulation and cost control by government, state vs. private regulatory systems, the nature of political power and its influence on the delivery of health services through for profit, and both public and private non-profit agencies.

3 Credits

HC-976 Seminar: Current Issues in Health Care

A rotating series of seminars involving topics of current interest or in which a number of students have expressed interest. These might include Managed Care, Management of Gerontological Problems, Group Practice Management, Long-Term Care Organizations, and the like. These seminars will normally draw on the rich resources of the Worcester area for guest and visiting lecturers. Prerequisites: Completion of all required Core courses or permission of coordinator.

3 Credits

HC-986 Internship in Health Care

The internship in health care administration consists of at least 135 hours (3 hours of academic credit) of supervised managerial work in an approved health care setting. The internship is suggested for students who do not have significant employment experience in the field. Prerequisites: Completion of all required Core courses.

3 Credits

HC-996 Health Care Action Research Project

Students design and implement an Action Research paper. Students will be encouraged and expected to produce publishable quality research papers. Designed to provide students with the writing, analytic, and research tools required by professional public, healthcare, and not-for-profit managers. Emphasis given to the methods of problem identification; developing a research strategy and formal research proposal; identification of secondary sources essential to public policy and management research; review of existing literature and documents; overview of social science research methods; and, a special emphasis on improving the student's ability to write concisely, knowledgeably, and in a persuasive style. Prerequisites: Completion of all required Core courses.

3 Credits

HISTORY (HI)

HI-910 Study and Writing of History

Historical methodology, modern historiographical views, and the emergence of the New History; i.e., psychohistory, family history, and quantitative history.

3 Credits

HI-912 Industrial Revolution: Past, Present, Future

A comparison of the European and American industrial revolutions and their consequences from the eighteenth through the twentieth centuries. Field trips are planned to mill towns and industrial cities.

3 Credits

HI-914 The Gilded Age: 1865-1900

A depiction of the period when America went through a rapid socio-economic transformation in the areas of industrialization, urbanization, and immigration.

3 Credits

HI-915 Populism, Progressivism and Socialism In the Us

Analysis of three reform movements that were an ideological response to the Gilded Age's excesses and an attempt to humanize America's economic transformation.

3 Credits

HI-916 Revolution in the 20th Century

After examining a number of theories regarding revolutionary developments this course will focus upon the major revolutions of the present century; i.e., Russian, Chinese, Nazi, Cuban and Mexican.

3 Credits

HI-918 The US and the Middle East

Discusses growth of United States economic, cultural, political, and strategic interests in Middle East; emphasis on post-World War II period.

3 Credits

HI-920 Japan in the Twentieth Century

An evaluation of the role of Japan as an emerging world power and economic giant during the present century.

3 Credits

HI-924 Selected Topics in Us-East Asian Relations

An examination of major problems affecting American foreign policy in East Asia since World War II; i.e., the origins of the cold war in Asia, America's entry into the Korean War, the Offshore Islands issue, America's involvement in the Vietnam conflict, and United States-Chinese relations.

3 Credits

HI-934 Women's Rights: 18th Cent-Pres

Study of the major principles underlying the women's rights movement. It will start by examining the claims made by individuals during the early modern period in Europe and end by analyzing women's rights documents of international organizations of the twentieth century. A research paper will be required.

3 Credits

HI-936 History of the American South

A survey from the colonial era to the present, with a particular focus upon slavery and race relations.

3 Credits

HI-937 American Revolutionary Period

The political, military, economic, and social history of America from 1763 to 1787.

3 Credits

HI-938 The American Civil War

The political, military, economic, and social history of America from 1850 to 1877.

3 Credits

HI-939 American History At the Movies

A variety of movies are used as launching pads to explore American history and the relationship of film to history.

3 Credits

HI-940 Teaching History With Film

A study of history through film and media.

3 Credits

HI-941 Medieval History

Hundred Years War and the War of the Roses (1327-1485)

3 Credits

HI-942 Tudor-Stuart England

The political, cultural and social development of England, 1485-1688
3 Credits

HI-943 World War I

The period 1870-1918, focusing upon the origins
3 Credits

HI-944 World War II

A survey of the mass industrial global conflict between 1939-1945.
3 Credits

HI-945 The Rise of Islam

Course focuses on the rise of Islam, the Arab Empire, and the impact of the Arab/Islamic Civilization on Europe.
3 Credits

HI-946 Eur Intell Hist Enlighten-Pres

The major ideas of the era; utilitarian, nationalist, and socialist schools; fascism, communism and liberalism.
Fall and Spring and every year. 3 Credits

HI-970 China in the Twentieth Century

A consideration of the major political, diplomatic, and intellectual developments in China since 1949.
3 Credits

HI-990 Special Topics in History

An investigation of an historical issue, event or personality of mutual interest to the instructor and students.
Fall and Spring and other or on demand. 3 Credits

HI-992 Sem: American Const History

Varied topics to meet the student's needs; e.g., the Marshall Court, Taney Court, Warren and Burger Courts, and so forth.
3 Credits

HI-995 Thesis Option (research)

Research of thesis.
3 Credits

HI-996 Thesis Option (writing)

Writing of thesis.
3 Credits

HI-999 Graduate Independent Study in History

1-3 Credits

MATHEMATICS FOR TEACHERS (MA)

MT-910 Understanding K-8 Mathematics: Numbers And Operations

Develops and strengthens teachers' knowledge and understanding of the number sense and operations strand of middle school mathematics
3 Credits

MT-911 Understanding K-8 Mathematics: Probability and Statistics

Teachers will develop and strengthen their knowledge of statistical and probabilistic concepts. Presentations will include investigations appropriate to middle school classrooms.
3 Credits

MT-912 Understanding K-8 Mathematics: Patterns, Functions, and Algebra

Develops and strengthens teachers' knowledge and understanding of the patterns, functions and algebra strand of elementary and middle school mathematics.
3 Credits

MT-913 Understanding K-8 Mathematics: Geometry And Measurement

Teachers will develop and strengthen their knowledge of the geometry and measurement strand of elementary and middle school mathematics.
3 Credits

MT-920 Probability and Statistics for Middle And High School Teachers

Teachers will strengthen their knowledge of probability, descriptive, and inferential statistics.
Every 2-3 years. 3 Credits

MT-923 Algebra and Trigonometry for Middle and High School Teachers

Teachers will develop and strengthen their knowledge of algebra and trigonometry.
Every 2-3 years. 3 Credits

MT-930 Mathematical Modeling for Middle and High School Teachers

This course focuses on mathematical modeling techniques for Middle and High School teachers. Students will strengthen and expand their knowledge of algebra and its applications to a variety of situations and models.
Other or on demand and every 2-3 years. 3 Credits

MT-932 Number Theory for Mid. and Hs Teachers

Students will enhance their knowledge of number theory and abstract algebra topics.
Other or on demand and every 2-3 years. 3 Credits

MT-933 Middle and High School Geometry for Teachers

Teachers will develop and strengthen their knowledge of Euclidean, Non-Euclidean, and transformational Geometry.
Every 2-3 years. 3 Credits

MT-935 Discrete Math for Middle and High School Teachers

Teachers will develop and strengthen their knowledge of discrete mathematics. The course will emphasize connections to middle and high school mathematics curriculum.
Every 2-3 years. 3 Credits

MT-940 Calculus for Middle and High School Math Teachers

Teachers will develop and strengthen their knowledge of derivatives, integrals, and applications of calculus.
Every 2-3 years. 3 Credits

MT-971 Special Topics

Special topics in elementary, middle and/or school mathematics.
3 Credits

NONPROFIT MANAGEMENT (NM)

NM-901 The Nonprofit World: NGOs, the State & Civil Society

This course will examine nonprofit organizations and international nongovernmental organizations at a macro level, that is, the civil society. Current trends in the nonprofit sector such as funding, increased pressure to perform, increased government and private citizen scrutiny of nonprofits, and increased demand for nonprofit services will be explored within the framework of outer environments including the global and technological environment; the social-cultural environment; the political environment; and the economic environment. Students will keep abreast of the nonprofit sector while developing an appreciation of the outer forces that impact it, the collective power of civil society, and the vulnerabilities of the sector. Close attention will be paid to the relationship between the state and the nonprofit sector.

3 Credits

NM-902 Internship

With the help of an internship coordinator, local students who do not have nonprofit experience and all international students will identify suitable nonprofit organizations in which to do an internship. The internship must provide valuable, career-related experience and learning goals. The goals of the internship will be established in conjunction with the coordinator and the host organization. These goals should take into account the student's career interest, for example, development, fundraising and grant-writing, human resources management, financial management etc. Students must complete a minimum of 100 hours in the organization and write a summary of the internship experience.

3 Credits

NM-905 Marketing the Health Care Organization

Application of marketing tools and concepts to health care organizations. Market research and project development, pricing, publicity, and delivery systems.

3 Credits

NM-908 Legal, Regulatory and Ethical Issues In Health Care

An overview of the legal and regulatory framework governing health care from both the manager and the client's point of view. Legal rights and duties of patients and health-care providers, hospital liability, hospital-physician relationships, patient's rights, informed consent, privacy and confidentiality, negligence and malpractice.

3 Credits

NM-911 Global Health Issues and Human Rights

Understanding health and human right issues from a global perspective of the economic political, social and cultural forces which impact on health and health services.

3 Credits

NM-932 Practices in Community Organization

Studies the principles and methods of effective community organization as a process of helping people and communities to help themselves. Range of theoretical and pragmatic approaches considered.

3 Credits

NM-934 Ethics and Management of Human Resources

Leaders and managers of nonprofit and public organizations face moral and ethical dilemmas in dealing with their publics (clients, staff, volunteers, donors, government agencies, board of directors, collaborating partners, the community, etc.). These dilemmas are particularly pronounced in those organizations because the organizations operate under strict ethical guidelines, are accountable to the general public, and have to deal with many different publics. This course will explore the ways in which leaders resolve these ethical dilemmas while sustaining their organizations. Additionally, this course will explore the human resources management functions including planning, recruitment & selection, motivation, compensation & employee services, development, labor relations, evaluation, and separation, as well as compliance with state and federal government regulations.

3 Credits

NM-940 Leadership Skills and Group Dynamics

Explores the nature and principles of effective group and organizational leadership. Students participate in a group which studies its own leadership process. Examples will be taken from therapy groups, business/organizational situations, classrooms and other case studies. Emphasis upon the components of effective leadership and fellowship in small groups and organizations. Group formation, group roles, group stages, and group conflicts are studied.

3 Credits

NM-942 Organizational Theory

Organizational theory and development strategies considered. Formal and informal aspects organizations, authority structures, specialization and integration of functions, and the role of professional managers.

3 Credits

NM-944 Politics and Public Policy

An explication of the nature of political power and the influence of power upon the delivery of various types of nonprofit, public, health care and human services.

Every year. 3 Credits

NM-945 Financial Management for Non-Profit Organizations

Theoretical and practical approaches to the allocation and control of financial resources in non-profit settings. Conventional and nonconventional budgeting techniques, cost/benefit analysis and preparation of financial statements.

Fall and Spring. 3 Credits

NM-946 Seminar in Program Analysis and Evaluation

Explores philosophical issues, politics, and specific evaluation instruments involved in effective program analysis upon utilization of computer systems.

3 Credits

NM-949 Strategic Leadership and Planning

This course will critically examine the revolutionary changes emerging in the globalized economy through the exploration of the strategic planning process, and discuss the various strategic decisions and the leadership skills necessary to formulate and implement the strategic plan successfully.

Fall and Spring. 3 Credits

NM-951 Grant Writing

This "how to" course will a hands-on experience that will cover the skills and strategies essential to the full range of the grant writing process, from needs assessment and identification of potential funding sources through proposal writing and submittal, to planning for evaluation and continuation.

4 Credits

NM-955 Board Relationships and Volunteer Management

An informative and critical look at the role of support volunteers as well as the role of volunteer boards of directors in the governance of nonprofit organizations. Relationships between the board and professional managers and program staff are analyzed as are the relationships between paid staff and volunteer members. Methods of recruiting, developing, motivating, and training, volunteers for all roles are explored.

3 Credits

NM-960 Seminar in Critical Issues for Health Care Management

This seminar examines important topical issues in health services management and policy. It surveys selected current issues in health care management and policy at the local, regional, national, and international levels. Selected topics may include: physician payment reform, uncompensated medical care, quality of medical care, confidentiality and legal implications. Topics will change to remain timely and relevant.

3 Credits

NM-961 Health Care Law

Exploration of the relationship between law and health care. Legal rights and duties of patients and providers of health services are discussed. Topics include: hospital liability, hospital-physician relationships, patient rights and informed consent, privacy and confidentiality, negligence, and malpractice.

3 Credits

NM-962 Management of Gerontological Programs

Emphasizes administration of health care services for the aged, along with the issues that affect these services. Examines the structure and functions of publicly and privately funded programs and organizations providing health services to the aged. Acquaints students with the planning process and resources available for meeting the needs of the elderly. Provides broad knowledge of health care services for the aged and their implementation.

3 Credits

NM-970 Issues in Clinical Case Management

Introduction to managerial, clinical and ethical issues in effective case management in the human services. Various models of case management thoroughly explored.

3 Credits

NM-971 Issues in Residential and Long Term Care

Theory, philosophy and behavioral aspects of administration and management of residential and long-term care facilities. Role of administrators relative to management, community activities, public relations, ethical practices, licensure, as well as state and federal requirements.

3 Credits

NM-972 Special Topics in Non-Profit Management

In depth exploration of contemporary topics or issues in the field of Non-Profit Management

1-6 Credits

NM-980 Thesis I

Prerequisites or Corequisite: NM-990

This course is offered every fall term and takes a practical approach, providing students with the opportunity, through individual consultation with the instructor, to design their individual research projects based on sound research principles as explored in NM 990. Students will also prepare their applications to the WSU Human Subjects Review Board (H.S.R.B.).

1 Credit

NM-981 Thesis II

This course is offered every spring term and builds on the skills acquired and work completed during NM 990 and NM 980. Students will submit their H.S.R.B. applications. Upon gaining approval from the board, students implement their research design by collecting and analyzing data on their chosen topics, and present their findings, conclusions and recommendations orally, and in a written report. Students consult individually with their instructor throughout the semester as they work on their individual projects. The final report is expected to be of publishable quality.

4 Credits

NM-990 Action Research

Prerequisites: 5 courses From courses NM-901 NM-934 NM-942 NM-945 NM-949 NM-993 NM-951;

NM 990 is offered every fall. The goal of this course is to prepare students to undertake nonprofit-relevant research projects in areas of their choice, by developing an understanding of fundamental concepts of research design. By the end of the course, students develop a research proposal

3 Credits

NM-992 Fundraising, Development and Community Relations

Exploration of fundraising, resource development, and community relations as an integrated approach to organizational development. Course covers state-of-the-art fundraising, board development, and public relations techniques. Topics include: identification and cultivation of benefactors; prospecting; personal and telephone solicitations; direct mail; annual fund; capital campaigns; planned giving; utilization of volunteers and staff; communication with public; internal and external public relations program.

3 Credits

NM-993 Marketing and Resource Development

This course will focus on three major functions that nonprofits must perform in order to survive and thrive: fundraising, marketing, and the development of resources. The course will cover the role of institutional planning in the setting fundraising goals, creating the annual development plan, preparing for and implementing capital campaigns and planned gift programs. This course will also examine the development and management of volunteers, boards of directors, and individual donors in nonprofit organizations. The course will also examine how marketing concepts are applied to nonprofit and public organizations. Marketing research, product development, pricing, advertising, publicity, and market control will be studied.

3 Credits

NM-994 Assigned Readings

Independent study under faculty supervision. Student will define area of advanced study in an area of nonprofit, health care, public agency, human service or human resource training and development.

3 Credits

NM-995 Accounting and Budgeting for Public Management

Introduction to accounting and budgeting concepts as applied to management in federal, state, or local public agencies. Topics include control limit theorem, confidence intervals, probability values, analysis of variance, simple and multiple regression and partial and multiple correlations.

3 Credits

NM-998 Research

Supervised research in nonprofit, healthcare, human service, public agency, or human resource training and development. Students will learn a variety of research tools specifically relevant to research in nonprofit organization.

3 Credits

NURSING (NU)

NU-900 Individual Assessment

Bridge Program students only The RN with a B.S. or B.A. degree in a discipline other than nursing identifies individual learning outcomes in their Master's program of study.

1 Credit

NU-901 Community Health and Health Policy

Bridge Program students only This course analyzes the development of policy and its impact on the health of populations. Students apply epidemiology and public health science to population-based nursing practice.

3 Credits

NU-902 Transition to Advanced Nursing

Bridge Program students only Designed for registered nurses with bachelor's degrees in areas other than nursing, provides a common knowledge base including the community perspective as a foundation for graduate study in nursing. The realities of modern nursing practice are examined.

3 Credits

NU-908 Professional Role Development: Philosophical & Curricular Development In Nursing Education

This course provides the student with an overview of the role of the nurse educator and the philosophical, theoretical, legal, ethical, and professional foundations of nursing education. Content builds on philosophical traditions and influences, nursing theory, pedagogy and andragogy. These foundations provide the basis for an examination of the development of conceptual frameworks, curricula, and the teaching-learning process.

3 Credits

NU-910 Professional Role Development

The role of the advanced public health nurse is analyzed in terms of professional scope of practice, standards of practice and components of the role. This course provides a framework for advanced nursing practice.

3 Credits

NU-920 Conceptual Foundations in Nursing

This course concentrates on the philosophical basis of theory development and application. Students are introduced to the levels of theory building, concept formation and the elements of a model while considering the values and goals of nursing actions.

3 Credits

NU-925 Research for Evidence-Based Practice

Prerequisites: NU-946

Students build upon previous learning of research design, methods and process. The critical relationship of research to nursing as a science, as well as its development as a professional discipline is emphasized.

3 Credits

NU-930 Social Policy and the Economics of the Health Care Delivery System

This course provides the student with the knowledge necessary to comprehend the political, economic and social elements that affect health and health services. The student develops an understanding of the regulatory environment and its impact on the delivery of nursing care.

3 Credits

NU-936 Epidemiology

Evaluation of epidemiological principles and techniques of investigation; measures of incidence and prevalence applied to health risk, morbidity and mortality in specific populations.

3 Credits

NU-937 Advanced Health Assessment

This course provides the nurse educator student with the theoretical and clinical knowledge required to teach health assessment to students enrolled in basic nursing education programs. Includes principles of health assessment throughout the lifespan with an emphasis on problem-based and student-centered learning.

3 Credits

NU-938 Advance Concepts in Physiology and Pathophysiology

This course is designed to present an orientation to disease as disordered physiology. Course focus is on pathological conditions encountered in clinical practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. The influence of environmental and genetic factors on the development of disease will be examined.

3 Credits

NU-939 Advanced Concepts in Pharmacology

This course focuses on the pharmacologic principals important to nursing practice including: pharmacokinetics, pharmacodynamics, and pharmacogenomics, and major drug classifications from the perspective of the Nurse Educator. This course will explore strategies for teaching pharmacological concepts to pre-licensure nursing students. Emphasis is placed on the utilization and application of the nursing process in the teaching of pharmacology and safe administration of medications.

Other or on demand and every 2-3 years. 3 Credits

NU-941 Program Planning & Evaluation

Program Planning and Evaluation is an inter-disciplinary course to facilitate students learning in the design, development and monitoring of multi-level strategies that promote movement toward optimal health and social justice for diverse ethnic populations and communities.

3 Credits

NU-942 Teaching and Learning in the Age of Technology

Prerequisites: NU-908 NU-937 NU-939

Students matriculated in the post-masters certificate are waived from these prerequisites. This course examines driving societal forces for technology integration in nursing education in the emerging knowledge era. The student is provided with the opportunity to synthesize and apply diverse classroom and clinical teaching strategies integrating technology. Using theories of education, students will discuss and evaluate how the use of technology influences teaching, learning, and evaluation strategies as well as quality improvement and patient safety in clinical practice. Students will explore a variety of technologies and their applicability to learning goals, active learning strategies, and different learning environments such as clinical sites and simulation laboratories. Students will evaluate how teacher and learner roles are influenced with the use of technology. This course combines didactic and clinical components. Class includes experiences working with a preceptor in the academic and clinical setting.

4 Credits

NU-943 Practicum in Teaching & Learning

Prerequisites: NU-908 NU-937 NU-939 NU-942

This course combines didactic and clinical components to provide students with the opportunity to implement the components of the educator role under the guidance of a preceptor in an educational setting. Opportunities are provided to utilize diverse teaching and learning strategies, educational research findings, and evaluation methods with diverse students. Class includes experiences working with a preceptor in the academic and clinical setting.

5 Credits

NU-946 Biostatistics

This course links statistical methods to epidemiology and ultimately, to practice issues in diverse cultural populations and communities. Students draw upon knowledge acquired from the physical science to interpret and summarize statistical data in meaningful ways.

3 Credits

NU-951 Nursing Leadership & Administration

Provides the student with the necessary skills to integrate appropriate business, economic, financial, leadership and management concepts into effective strategies to effect change in community/public health agencies and healthcare organizations.

3 Credits

NU-961 Nursing Science I: Community/ Public Health Leadership Theory and Practicum I

This course provides the community/ public health nurse graduate student with opportunities to synthesize their clinical knowledge and expertise with theory to improve health outcomes of all populations. By addressing current public health issues through the application of systematic-level approaches, students will develop a mastery of population assessment, prevention strategies, health policy & advocacy, and interprofessional collaboration.

6 Credits

NU-966 Nursing Science II: Community/Public Health Leadership Theory and Practicum II

This course provides the community health graduate nursing student with the opportunity to evaluate the various processes which are utilized to address multiple determinants of health and participate in the challenges of attaining and maintaining population health. Selected clinical practices encourage the student to utilize theory, research, and information technology to manage and evaluate program effectiveness and provide leadership for emerging advances in population health and health care. Students will be prepared to lead the delivery and evaluation of high quality, evidence-based, and population-centered care.

6 Credits

NU-999 Clinical Nursing Education

3 Credits

OCCUPATIONAL THERAPY (OT)

OT-903 Clinical Reasoning I

Seminar to apply clinical reasoning skills to case studies integrating all aspects that influence therapeutic decision-making, including occupational performance areas, components, and contexts.

3 Credits

OT-905 Clinical Reasoning II

Continuing seminar to apply clinical reasoning skills to case studies integrating all aspects that influence therapeutic decision-making, including occupational performance areas, components, and contexts.

Fall and Spring. 3 Credits

OT-906 Global Health Issues

Understanding health issues from a global perspective of the economic, political, social and cultural forces which impact on health and health services.

3 Credits

OT-908 Community Health

Community as a context for human functioning and occupational therapy intervention. Includes community placement.

3 Credits

OT-920 Physical Disabilities Fieldwork II

Prerequisites: OT-903 and OT-905 and OT-906 and OT-908 and OT-928 and OT-929 and OT-930 and OT-931 and OT-933

Twelve weeks of full-time (or equivalent part-time) fieldwork in approved physical disabilities setting with supervision that meets ACOTE Standards.

3 Credits

OT-921 Psychosocial Fieldwork II

Prerequisites: OT-903 and OT-905 and OT-908 and OT-928 and OT-929 and OT-930 and OT-931 and OT-933

Twelve weeks of full-time (or equivalent part-time) fieldwork in approved setting with supervision that meets ACOTE Standards.

3 Credits

OT-928 Thesis Seminar I

Seminar focusing of the development of thesis proposals.

Fall and Spring and every year. 3 Credits

OT-929 Thesis Seminar II

Seminar focusing on the collection and analysis of data.

3 Credits

OT-930 Thesis Seminar III

Seminar focusing on writing and disseminating a research report.

3 Credits

OT-931 Organizational and Professional Issues II

An advanced seminar exploring issues relevant to the changing roles and responsibilities of practitioners and to the rapidly evolving practice contexts.

3 Credits

OT-932 Specialty Fieldwork II

Twelve weeks of full-time (or equivalent part-time) fieldwork in an approved specialty setting with supervision that meets ACOTE standards.

3 Credits

OT-933 Assessment and Evaluation Across the Lifespan

This course provides an overview of the occupational therapy and evaluation process. Selection, interpretation and documentation of assessments will be examined.

3 Credits

SCHOOL PSYCHOLOGY (EP)

EP-901 Intro to School Psychology: Ethical Standards, Legal Issues & Professional Topics

Included in the course topics will be the historical foundations of the profession of School Psychology, introduction to the special education procedures, basic legal and ethical issues, professional roles, and the relationship of school psychologists to other educational and mental health team members. Attention is focused on federal and state legislation, special and regular education case law, psychological practice case law, and professional ethical standards as applied in the educational setting. Consideration is given to the ethical standards of practice as they relate to legal mandates and court decisions concerning psychological practice in the schools. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

Every year. 3 Credits

EP-902 Intro to Counseling Theory, Practice & Psychotherapy

The study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process. An introduction to counseling skills with focus on the various techniques used with individuals, groups and families. Essentials of interviewing, note taking and report writing, and the role of diagnosis will be examined. Tapes and role plays may be utilized.

3 Credits

EP-903 Principles of Cognitive and Psycho-Educational Assessment And Intervention I

This course is one of two required courses designed to introduce testing and assessment processes in psychology and education. Students will develop emerging expertise in individual test administration, scoring, interpretation, and report writing. Contemporary issues pertinent to the assessment of cognition are covered. Emphasis is placed on synthesizing and integrating information from multi data points in order to generate effective recommendations and interventions. Competency examination(s) must be passed for course credit. Registration in separate lab required. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program director. Laboratory fee.

Every year. 3 Credits

EP-904 Principles of Cognitive and Psycho-Educational Assessment and Intervention II

The second (of 2) required course sequence designed for Students in the School Psychology Program to develop on-going expertise in individual test administration, scoring, interpretation, and report writing with an emphasis on linking assessment and intervention. Contemporary issues pertinent to the assessment of cognition are covered. Emphasis is placed on synthesizing and integrating information from multi data points to generate effective recommendations and interventions. Competency examination(s) must be passed for course credit. Registration in separate lab required. Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program director. Laboratory fee.

Every year. 3 Credits

EP-905 Behavioral Assessment and Interventions

Covers theory, research and practice pertaining to the assessment of complex behaviors across childhood and adolescence. This course uses a problem-solving framework to help students acquire skills in identifying common behavioral problems and designing targeted assessment plans. Students will be afforded the opportunity to gain experience in the administration, scoring and interpretation of relevant measures designed to assess children's and adolescents' behavioral functioning. Includes skills and techniques of preventing and remediating behavior problems. Students will have direct practice in the use of multi-source/multi-method data and the development and writing of Functional Behavioral Assessments and Behavior Plans. Pre-requisite: Full Time Status in the School Psychology Program or permission of the School Psychology Program Director

Every year. 3 Credits

EP-906 Personality Assessment: Social, Emotional and Affective Functioning

Uses a problem solving framework designed to help students to develop skills in identifying common social, emotional and affective problems and designing targeted assessment plans. Offers students an opportunity to gain experience in the administration, scoring and interpretation of relevant measures designed to assess children's and adolescents' social, emotional and affective functioning. Various approaches to collecting data may include history taking, direct observation, clinical interviews, self-report inventories and projective techniques. Students will be afforded the opportunity to gain experience in the administration, scoring and interpretation of relevant measures designed to assess children's and adolescents' social, emotional and affective functioning. Pre-requisite: Full time status in the School Psychology Program or permission of the School Psychology Program Director.

Every year. 3 Credits

EP-907 Child & Adolescent Psychopathology

Utilizing the DSM V and major forms of psychopathology, this course will focus on those disorders first diagnosed in Infancy, Childhood and Adolescence. This will serve as a foundation for understanding developmental and behavioral disorders of childhood through adolescence. Areas of study include both internalizing and externalizing disorders. Students will acquire a thorough knowledge of specific pathologies and conditions through intensive reading and research. Conversation will include a review of the relationship between state identified categories of special education eligibility and the DSM-V diagnostic categories. Pre-requisite: Full Time Status in the School Psychology Program or Permission of the School Psychology Program Director.

Every year. 3 Credits

EP-908 Community Psychology

Various models for psychological interventions as they relate to community needs are reviewed. Cultural and linguistic diversity, poverty, and various contemporary issues will be explored for impact on the school, local, state and national community.

3 Credits

EP-920 Research, Design and Evaluation

This course introduces qualitative and quantitative research methods, acceptable research designs, clinical applications, Program Evaluation, interpretation of findings and critical evaluation. Specific attention will include Percent of Non-overlapping Data as a means to evaluate effectiveness of intervention(s). Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director
Every year. 3 Credits

EP-921 Human Development: Lifespan

This course provides an overview of development from conception until death. A comprehensive view of life span development with special attention to the physical, cognitive, and social-emotional changes that occur during infancy, toddlerhood, childhood, adolescence, and adulthood. Theories of development will be reviewed from an interdisciplinary, culturally informed perspective and related to implications for learning.
3 Credits

EP-922 Child and Adolescent Therapy

This course will examine various approaches to counseling and psychotherapy with children. Students will gain experience in the application of techniques of psychotherapy with a variety of populations which may include traditionally defined racial and multi-cultural populations, and will also include a broader spectrum of individuals such as children with a variety of special needs. Various approaches and techniques used in counseling children, with attention to sensitivity to multicultural, racial and special needs issues. Students will also gain specific skills in facilitating client development and change in a multicultural society through intentional intervention and counseling techniques. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director
Every year. 3 Credits

EP-923 Learning: Principles, Theories and Applications

This course is focused on current theories of learning and how to link theory and intervention. Structure of the course is designed to provide students with knowledge of scientifically-based research practices. Emphasis will be placed on linking assessments to effective instructional practices in the areas of reading, writing, and math. Evidence-based methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be emphasized. Particular focus will be placed on the advocacy and culturally sensitive practices within diverse populations. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-924 Principles of Neuropsychology

This course studies the principles of human neuropsychology within the scientific study of human behavior as it relates to normal and abnormal functioning of the central nervous system. Emphasis is placed on students acquiring specialized knowledge of functional neuroanatomy, brain development, the neuropsychological basis of memory & learning and neuropsychological & behavioral manifestations of neurological disorders. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-925 Advanced Counseling Theory, Practice and Psychotherapy

This course is designed to provide students with continued experience in counseling and psychotherapy, specifically in a multicultural society. Counseling in a multicultural society will be a focus as well as professional communication skills with a variety of populations. Such populations might include clients, families, teachers, physicians, and other professionals. This course is designed for the students who have had an introduction to counseling theory. The course will offer the opportunity to expand and refine basic listening and attending skills. The class will focus on therapeutic change: common factors as well as unique factors of change. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-926 Family Systems Theory & Practice

This introductory graduate level course in family counseling and collaboration examines theories of the family as a system within an ecological context, an understanding of the theories and research on families and with the theories and practices of systematic family counseling. The course covers parent counseling and education, the school and family as interactive systems and school-parent collaboration. In addition, families in early intervention, and other family-community interventions are covered. Some role plays, assignments, and readings will be tailored to the needs of student working in school systems, and to those in mental health settings.
3 Credits

EP-927 Exceptionalities: Developmental Processes , Identification and Intervention

A broad survey of the field of exceptionality and special education with emphasis on the study physical, cognitive, perceptual and psychological aspects of the atypical developmental patterns of children and adolescents. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for school-aged children with high-incidence and low-incidence disabilities who have exceptional educational needs. Includes attention to special education legislation and current service delivery programs.
3 Credits

EP-928 Applied Neuropsychology in the Schools

This course will provide students with analytical tools to assist in diagnostic formulation as students become familiar with neurological conditions of childhood and adolescence. Approaches to common neuropsychological assessment measures used to assess those will be reviewed. Students will develop an understanding of potential interventions to address areas of difficulty in children and adolescents suspected of acquired neuropsychological involvement with learning, behavioral problems. The NEPSY II, Delis- Kaplan and relevant memory scales are examples of assessment data gathering activity. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Director
Every year. 3 Credits

EP-929 Fundamentals of Consulting: Theory and Practice

This course will promote general knowledge of behavioral, mental health and organizational theories of consultation. Each participant will develop a conceptual understanding of effective consultation and its relevance to intervention using a pragmatic approach to client centered consultation and developing and evaluating individualized and group programs intended to remediate a client's or student's problem. The course utilizes models from school consultation, group process, systems theory, family therapy and organizational conceptual framework for discussion. School Psychology students are expected to carry out the consultation with a classroom teacher. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-930 Group Processes: Theories and Practice

This course provides an overview of the group processes and dynamics with a focus on stages of group development. Various approaches, theories, and techniques of group are examined. The group process of the class will provide experience of group membership. The course will involve a combination of didactic and experiential elements. Readings, lectures and the use of role play/media will build a cognitive base for experiential learning. This course will facilitate students learning the practical aspects of designing and conducting groups (i.e., psycho-educational and support groups) specifically in the school setting. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-931 Psychology of Career and Life Choices

Various theoretical and empirical issues related to personal satisfaction in the choice of work and career are examined. Specific areas to be analyzed include developmental models of behavior; goal setting and the planning process; the assessment of values, interests, abilities, personality characteristics and decision making. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

Other or on demand and other or on demand. 3 Credits

EP-932 Neuropsychology in Schools

During this class, students will apply neuropsychological principles and assessment procedures to neuropsychological report writing. The content builds on students' understanding of the structure and function of the central nervous system and the neural mechanisms underlying human behavior, as well as, their assessment and diagnostic skills. This will be achieved through the review and discussion of the literature and clinical cases. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

Every year. 3 Credits

EP-990 Seminar & Practicum in School Psychology I

The Professional Seminar is taught concurrently with a year long practicum in school psychology with students under the supervision of both a credentialed school psychologist in the schools and a university supervisor. The Seminar will provide a forum, an important part of school psychology training, in which students will link theories and course work to practice and will examine professional, legal & ethical issues and service delivery models in school psychology. The seminar environment will afford students the opportunity to discuss complex cases that they have encountered including cross-cultural considerations, diagnostic issues, recommendations and interventions.

3 Credits

EP-991 Seminar and Practicum in School Psychology II

The Professional Seminar is taught concurrently with a year long practicum in school psychology with students under the supervision of both a credentialed school psychologist in the schools and a university supervisor. The Seminar will provide a forum, an important part of school psychology training, in which students will link theories and course work to practice and will examine professional, legal & ethical issues and service delivery models in school psychology. The seminar environment will afford students the opportunity to discuss complex cases that they have encountered including cross-cultural considerations, diagnostic issues, recommendations and interventions.

3 Credits

EP-992 Professional Seminar and Internship In School Psychology I

Professional Seminar & Internship in School Psychology I is the first of a two-part culminating component of school psychology training conducted under the joint supervision of a credentialed school psychologist and university faculty. Students are expected to discuss professional experiences including counseling, psychological assessment(s), report writing, participation in team meetings, consultation, ethical & legal issues in school psychology and service to diverse ethnic, cultural, disability, gender and sexual orientation groups. It is expected that at the completion of the internship year (minimum 1200 hours), students will be prepared to function independently as school psychologists. Pre-requisite: Full Time Status in the School Psychology Program, cleared for Internship or permission of School Psychology Program Director.

Every year. 3 Credits

EP-993 Professional Seminar and Internship in School Psychology II

Professional Seminar & Internship in School Psychology II is the second of a two-part culminating component of school psychology training conducted under the joint supervision of a credentialed school psychologist and university faculty. Students are expected to discuss professional experiences including counseling, psychological assessment(s), report writing, participation in team meetings, consultation, ethical & legal issues in school psychology and service to diverse ethnic, cultural, disability, gender and sexual orientation groups. It is expected that at the completion of the internship year (minimum 1200 hours), students will be prepared to function independently as school psychologists. Pre-requisite: Full Time Status in the School Psychology Program, cleared for Internship or permission of School Psychology Program Director.

Every year. 3 Credits

SPANISH (SP)

SP-901 Advanced Study:Special Topics

Special topics in language, literature, civilization or field work of mutual interest to student and instructor.

3 Credits

SP-923 History/Culture of Puerto Rico

An in-depth study of the country.

3 Credits

SP-924 The Latin Americans in US

Their origins, distribution, sociocultural organizations and attitudes. Special attention to the Spanish-speaking community of the area. Classes conducted in Spanish.

3 Credits

SP-925 Travel Study Course

Trip will be preceded by a seminar. Classes conducted in Spanish.

3 Credits

SP-926 Sem Intercul Estudio Hisp-Amer

A contrastive study of Hispanic and American culture and personality and survey of different methodologies to teach culture. Classes conducted in Spanish.

3 Credits

SP-930 Spanish Novel of 19-20th Cent

A study of the most representative novelists of the nineteenth and twentieth centuries in Spain. Classes conducted in Spanish.

3 Credits

SP-931 Spanish Civilization

A historical survey of Spanish social, cultural and political life.

3 Credits

SP-933 The Hispanic Presence in the United Stat

Sociocultural study of Hispanics in the United States with focus on major contemporary issues.

3 Credits

SP-935 A Sociocultural Study of Latin America

This course will focus on the encounter of cultures in Latin America, Amerindian, African, and Spanish from Pre-Columbian times to present.

3 Credits

SP-937 Projects & Issues in Spanish for the Professions

A close study of selected projects and bicultural issues for Spanish Professionals.

3 Credits

SP-940 Ind Study: Spanish

Study of a special topic. Both content and eligibility are subject to departmental guidelines and approval.

3 Credits

SP-941 Special Problems in Spanish

Content will vary in response to particular student and faculty interest.

3 Credits

SP-942 Introduction to Latin American Literature I

Study of selected texts produced in Latin American from the pre-Columbian era until the first wars of independence.

3 Credits

SP-945 The Poetry and Theatre of Spain's Golden Age

A comprehensive study of the poetry and theatre which flourished in Spain during the years 1500- 1650.

3 Credits

SP-949 Spanish-American Literature

Representative works by Spanish American authors from the colonial period to the present.

3 Credits

SP-955 Effective Teaching of a Foreign Language

Examines and evaluates effective teaching techniques in the Foreign Language classroom at the Middle and Secondary School levels.

3 Credits

SP-956 Theory & Practice of Translation

This course will focus on practical exercises as well as the sociolinguistics of translation.

3 Credits

SP-957 Topics in the History of the Spanish Language

Study of the more complex structures of Spanish grammar, with special attention to problems of language presentation and reception.

3 Credits

SP-994 Thesis Seminar/Comprehensive Exam

Students will work with faculty advisor(s) to design, implement, and evaluate a thesis that investigates a significant issue, or to prepare and take a Comprehensive Exam that evaluates the overall program coursework plus additional materials, if so desired, in order to complete the requirements for graduate work.

3 Credits

SP-997 Independent Study: Spanish

Study of a special topic of interest to the student. Both content and eligibility are subject to departmental guidelines and approval.

3 Credits

SERVICES FOR STUDENTS

Student Services is a collaboration of varied offices designed to enhance each student's experience at WSU. We offer career counseling, provide assistance for students with physical and/or learning disabilities, and present programs for students who may need additional academic preparation for college success.

- Athletics and Recreation (p. 158)
- Campus Ministry (p. 158)
- Career Services (p. 159)
- Counseling Services (p. 159)
- Health Services Office (p. 159)
- Lancer Dining Services (p. 160)
- Student Accessibility Services Office (SAS) (p. 160)
- Student Activities and Organizations (p. 160)
- University Bookstore (p. 161)
- University Police Department (p. 161)
- Veterans Information (p. 161)

Athletics and Recreation

The Athletics and Wellness office is an integral component of Worcester State University's efforts to provide a high-quality, affordable education and supportive environment that promotes the total development of the student. A brand new, state-of-the-art, 101,000 square foot Wellness Center opened in August of 2016. This building provides our students robust intramural and recreational opportunities, while our student-athletes compete in some of the nicest indoor facilities in New England. Employment opportunities for students may also be available in the Wellness and Recreation Center.

The Athletics and Wellness staff provides students with the opportunities to grow and learn through intercollegiate varsity athletics, intramurals, and wellness programs. Participation in these activities fosters physical, mental, leadership, and life skills development, while enhancing self-discipline and sportsmanship qualities.

Worcester State University is a Division III member of the National Collegiate Athletic Association (NCAA) and a proud member of the Massachusetts State Collegiate Athletic Conference (MASCAC). The Lancers also compete as affiliate members in select sports in the Little East Conference (LEC) and the Great Northeast Athletic Conference (GNAC). The University sponsors the varsity sports of baseball, men's and women's basketball, men's and women's cross country, field hockey, football, men's and women's golf, men's ice hockey, men's and women's soccer, softball, women's tennis, men's and women's indoor and outdoor track and field, women's volleyball, and women's lacrosse. In order to compete, graduate students must have an undergraduate degree from Worcester State University or another NCAA Division III institution, have eligibility remaining and meet any additional NCAA requirements.

For those students interested in competing on a less formal level, Worcester offers an intramural sports program in such sports as football, basketball, street hockey, dodgeball, softball, soccer and volleyball. Any student who wishes to participate in intramural sports, regardless of ability or past experience is urged to do so.

The Wellness Center also offers additional wellness opportunities such as use of the 9,000 square foot DeFeudis Fitness Center, three exercise rooms with daily group exercise classes as well as a golf simulator, smoothie bar and several academic classrooms.

In all of its programs, the Athletics and Wellness office is cognizant of its responsibilities as an educational support component at Worcester State University.

Campus Ministry

Campus Ministry at Worcester State University seeks to enable students, faculty and staff to grow spiritually in their faith journey as they work and study at Worcester State. Through interfaith programs, suppers, counseling and fellowship opportunities, Campus Ministry seeks to bring a religious dimension into the everyday life and conversation of the Worcester State community. The Campus Ministry Office is located in the Student Center and is staffed by chaplains and available clergy from various religious traditions.

Career Services

Career Services provides students with the opportunity to explore career fields and occupations and conduct self-assessment, link career planning to academic planning, obtain experience in a variety of professional areas, and make a successful transition from college to career or to further schooling. We have a wide variety of services and resources available. Please visit our website at <http://www.worcester.edu/careerservices>, or visit our office and the Career Resource Center on the third floor of the Student Center. Appointments with a Career Counselor are available year round to currently matriculated students. Please call us at 508-929-8072 to make an appointment or if you have any questions. We look forward to serving you.

Counseling Services

Counseling Office

The Counseling Center assists students in coping with personal issues that interfere with their academic and personal development and sense of well-being. Counseling services are available to graduate students based on counselor availability and on a limited basis, with a three counseling session limit. Additionally, should a student need further treatment beyond the three sessions they will be referred to resources within the community. On our website (worcester.edu/sp-counseling) students can access free online screenings for a variety of areas. These are available in Spanish, Portuguese, and English.

To schedule an appointment, please contact the Counseling Center at 508-929-8072.

Health Services Office

Health Forms and Immunization

Each full-time graduate student, and all full and part-time students in health science programs involving patient contact (Nursing, Occupational Therapy, and Communication Sciences and Disorders) and all students attending Worcester State University on a student visa, must present evidence of immunization in order to register for classes. Massachusetts law specifies the following immunizations:

1. two doses of measles, mumps and rubella vaccine given at least one month apart beginning at or after 12 months of age;
2. one dose of tetanus/diphtheria/ pertussis (Tdap) is required, if it has been 5 years or more since the last dose of tetanus/diphtheria (Td);
3. three doses of Hepatitis B vaccine;
4. all full-time students, 21 years of age and younger, will require immunization with the Meningococcal vaccine to protect against serotypes A, C, W and Y, on or after their 16th birthday, or the student/parent/legal guardian may sign the Meningococcal Information and Waiver Form developed by the Massachusetts Department of Public Health;
5. a history of varicella (chicken Pox) disease verified by a health care provider, or two doses of Varicella vaccine given at least 1 month apart beginning at or after 12 months of age

A copy of an immunization record from a school or medical provider's office indicating receipt of the required immunizations may be presented; or in the case of measles, mumps, rubella, Hepatitis B, or varicella, laboratory evidence of immunity. The law provides for medical and/or religious exemptions. Provision is also made to allow students to register on condition that the required immunizations are obtained within thirty days of enrollment.

Students must submit the Worcester State University Health and Immunization Form, completed by a medical provider, in order to register for classes. In addition to the required immunizations, this form includes a physical exam completed within 15 months of entrance to school, and the completion of the Tuberculosis Risk Screening Questionnaire.

All resident students must have a complete Worcester State University Health Form in order to move into the residence halls.

All students, listed previously, must have a complete Worcester State University Health Form in order to register for classes.

If a student does not have a complete Worcester State University Health Form within 30 days of enrollment, a Health Hold is placed on his/her account, and he/she will not be able to register for classes.

Contact Information

For additional information regarding the Worcester State University Health and Immunization Form or Health Holds, please contact:

Health Services - Sheehan Hall

508-929-8875

508-9298075 (fax)

Email: kasquith@worchester.edu

Webpage: Health Services

Health Insurance

The Commonwealth of Massachusetts requires that students must be covered by health insurance under their own policy or purchase the Worcester State health insurance plan. Health insurance is required for undergraduate students if they register for nine (9) or more semester hours of credit. Coverage for graduate students is required if they register for seven (7) or more semester hours of credit.

At the time of fall and spring registration, all full time students will be enrolled in and charged for the Worcester State Student Health Insurance Program. Students who do not wish to participate in Worcester State's plan must waive the insurance online at University Health Plans. Both the completed waiver form and proof of insurance coverage should be returned with payment of their bill to the Bursar's Office. Students who enroll only in summer session classes are not required to participate.

Lancer Dining Services

Worcester State Dining Services is managed by Chartwells, a Division of Compass Group North America. Chartwells is proud to present to you an unforgettable dining experience built with passion and practicality; ingenuity and sensibility. Great food and exciting environments combined with our pride of service transform the ordinary into the unexpected.

Locations and Hours of Operation

There are seven dining locations on campus Sheehan Hall Dining Hall, The Food Court, The Woo Cafe, Starbucks Café, The Market, and Chandler's Juice Bar. To find out about hours of operations, menus, prices, specials and upcoming events go to www.dineoncampus.com/wsu.

Meal Plans

Chartwells offers a wide variety of meal plans to both resident students and commuters. To find out more information about meal plans and see which plan is right for you please visit <http://www.dineoncampus.com/wsu>.

Student Accessibility Services Office (SAS)

Worcester State and the Student Accessibility Services Office (SAS) are committed to providing services that will enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) to participate fully in the activities of Worcester State. SAS is the primary support system on campus for students living with disabilities. Services have been established to ensure that facilities, activities, and programs at Worcester State are accessible to all students.

Current and comprehensive documentation is required from all students who request services, and it must demonstrate that the student's disability substantially limits one or more major life activities. For specific documentation criteria, please visit the SAS website at www.worcester.edu/sas. Accommodations and services are individually determined based on the functional limitation(s) that are identified by the diagnostic evaluation and during the intake interview.

An intake appointment is necessary to officially register with SAS to review documentation and subsequently receive reasonable accommodations. Once registered with SAS, it is the responsibility of the student to request accommodations on a semester-to-semester basis. A learning specialist, who provides time management, organizational, self-advocacy and academic strategies, is available to students registered with SAS.

Please contact SAS for more information. The office is located on the first floor of the Administration Building, Room 131. Telephone: 508-929-8733, fax: 508-929-8214, email: sas@worchester.edu, or web: www.worcester.edu/sas.

Student Activities and Organizations

A variety of cultural, social and service activities complement classroom instruction at Worcester State including films, lectures, novelty acts, comedy, and live musical performances. Students are encouraged to participate in one or more of the student organizations: the Student Events Committee, WSCW radio, Dance Company, Yearbook, The Student Voice Newspaper, Worcester State Pride Alliance, Student Government Association, Third World Alliance, Campus Ambassadors, the Dance Team, the Surreal Club, the Commuter Advisory Board, Lancervision TV, special interest groups, and honor societies, more than 25 in all.

There is an active Student Government Association with a President, Student Trustee, and a Student Senate comprised of elected representatives from each class. Annual campus events include Welcome Week, Family/Homecoming Weekend, Senior Capping, Winter Week, Commuter Appreciation Week, Spring Week, Multicultural Festival, and Fashion Show.

University Bookstore

All required course materials for classes are available at the WSU Bookstore located in the Student Center. This full service bookstore offers new and used textbooks, as well as textbook rental. To make the book selection process for classes easier, please bring your class schedule. The Bookstore also stocks school supplies, specialty books and a wide variety of gifts and clothing imprinted with the WSU logo.

Used Textbooks

We stock many used copies of textbooks, but the supply is limited and they sell quickly. Shop early for the best selection of used books.

Rent-A-Text

Students will have the option to use Rent-A-Text through the University bookstore saving on average half the price of a new book. You'll need to complete the short rental agreement online or at the register in the store. You must be 18 years of age and provide a valid ID and a credit card as collateral. With Rent-A-Text, students can highlight and write in the book. Normal wear and tear is anticipated. You can pick up rental textbooks in store or order online and have them shipped to your home.

Textbook Rental Return Policy

Any student who uses the University Bookstore Book Rental Program must abide by the contract he/she signs with the bookstore. All rented textbooks are due back by the rental due date. Students who fail to return books or pay the balance due will not be

able to register for the next semester. An administrative hold will remain in place until the student pays the balance owed. In addition, the student will not be eligible to participate in the Textbook Rental Program until he/she settles his/her debt.

Online Purchasing

Textbooks and many general merchandise items are available on the bookstore website at www.WSU.bkstr.com. Students can purchase or rent textbooks by clicking on the textbook tab, picking the proper term and selecting the course and section numbers. Online orders can be picked up at the bookstore or they can be shipped to your home.

Return Policy

are returnable for one week after the first day of the semester, with receipt, provided they are unmarked and are in the purchased condition with all materials intact. General merchandise is returnable at any time with receipt.

Ways to Pay

The bookstore accepts cash, personal checks, MasterCard, Visa, American Express, and Discover, as well as the One Card. The bookstore also has gift cards available for sale both in store and online.

Book Buy Back

The bookstore will purchase books back at any time, no matter where they were originally purchased, provided there is national demand for the book, as determined by the bookstore's buying guide. The bookstore purchases books back for resale from Worcester State students at half the new purchase price provided there is a current order and need for the book in the upcoming semester. The best time for students to sell books back is during finals when they are finished with it and the bookstore has the most-up-to-date information on the needs of the upcoming semester.

See bookstore website for hours. Bookstore Online: www.WSU.bkstr.com

University Police Department

The Worcester State University Police Department's main priority is to provide the safest and most secure environment possible for the students, faculty, staff and visitors that comprise the institution's community. We believe that safety is everyone's responsibility and encourage our students, faculty and staff to engage in community policing and to report any suspicious activity to Worcester State University Police. Policing is provided 24 hours a day throughout the calendar year by a full-time staff of eighteen sworn officers and five dispatchers. Worcester State Police officers enforce the rules and regulations of Worcester State in conjunction with applicable state and federal laws. The department also provides crime prevention programs and seminars scheduled at intervals throughout the year as well as ad hoc programs when requested by any constituent of the Worcester State University community.

The Worcester State University Police and The Office of Transportation and Parking Clerks offices are located on the first floor of Wasylean Hall. The University Police may be reached by visiting www.worcester.edu/police or by calling 508-929-8911.

Veterans Information

The Registrar's Office provides general information of interest to veterans and dependents of veterans enrolled at Worcester State. Spouses and dependents of 100% disabled or deceased veterans wishing to inquire about possible veterans' benefits should contact this office.

Students who receive any form of Financial Aid or Veterans Educational benefits should consult with the respective office PRIOR to dropping or withdrawing from a course. Reducing credit hour load may adversely affect eligibility to receive Financial Aid or Veterans Educational benefits. In addition, most private insurance companies require that students be full-time (12 credits or more) to be eligible for coverage.

Veterans Access, Choice, and Accountability Act

Information about the Veterans Access, Choice, and Accountability Act of 2014, along with other information for military and veteran students, can be found at <https://www.worcester.edu/Military-and-Veteran-Students/>.

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