



WORCESTER

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UNIVERSITY

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GRADUATE STUDIES CATALOG
2016-2017

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GENERAL INFORMATION

Prologue

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-funded university governed by a local Board of Trustees under the direction of the Higher Education Coordinating Council, 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, the 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.

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.

Accreditation

Worcester State University is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the New England Association 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 the New England Association 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 about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association 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
THE SANBORN HOUSE, 15 HIGH STREET
WINCHESTER, MASSACHUSETTS 01890
(617) 729-6762**

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; and Education-School Psychology, 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	<ul style="list-style-type: none"> • Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association • Approved by the Massachusetts Department of Elementary and Secondary Education (DESE)
Occupational Therapy	<ul style="list-style-type: none"> • Accreditation Council for Occupational Therapy Education (ACOTE)
Nursing	<ul style="list-style-type: none"> • Commission on Collegiate Nursing Education (CCNE) • Massachusetts Board of Registration in Nursing
Education	<ul style="list-style-type: none"> • Massachusetts Department of Elementary and Secondary Education (DESE) • Teacher Education Accreditation Council (TEAC) for Initial Licensure Teacher Education
Education - School Psychology	<ul style="list-style-type: none"> • Massachusetts Department of Elementary and Secondary Education (DESE) • National Association of School Psychologists (NASP)

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 maintains and promotes a policy of nondiscrimination on the basis of race, creed, religion, color, sex, sexual orientation, age, disability, veteran status, marital status, and national origin. This policy incorporates by reference the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended;

Title IX of the Higher Education Act of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973, as amended; Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974; the Civil Rights Restoration Act of 1988; and pertinent laws, regulations, and executive orders; directives of the Massachusetts Board of Higher Education, the Board of Trustees, the Commonwealth of Massachusetts, and other applicable state and federal statutes. The Director of Diversity may be contacted at 508-929-8117 regarding the University's policy of nondiscrimination and affirmative action (including compliance with Section 504 of the Rehabilitation Act of 1973, as amended).

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.

The 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 to replace the 56- year old gym building. 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. The new center opened in September 2016.

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 library, a comfortable place for study and research with over 142,000 volumes and approximately 1,000 current periodicals. A CD-ROM network provides ready access to several resources electronically and a new library system that offers easy catalog and Internet searching capabilities. The library is a member of the Worcester Area Cooperating Libraries (WACL), a joint effort of 15 academic, public, and special libraries to facilitate the sharing of resources and provide advanced techniques in library and information science. A book delivery shuttle service operates daily during the academic year and weekly during the summer to facilitate interlibrary loans to students, faculty and staff. WACL extends cross-borrowing privileges to all full-time and permanent part-time faculty and high-level administrators. Individually issued WACL cards permit direct loans from member libraries.

The Learning Resources Center also encompasses a complex of modern telecommunications and electronic learning facilities including University Technology Services. The campus-wide computer network, maintained by University Technology Services, provides Internet connections to the outside world from the computer labs and student email accounts.

Also in the LRC are television studios and a production facility, and photographic laboratories. An instructional media center provides media to support the teaching and learning process while media production services is equipped for production of slides and tapes. The offices for library staff, Facilities, Publications and Printing Services, 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, field hockey, 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 main cafeteria 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, the Center for Teaching and Learning, and the Women's Studies Program office.

Community Relations

The University values its connections with the greater community, which includes 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 multicultural events. The University's calendar includes numerous programs and events to which the public is welcomed.

The Office of Institutional 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. Fundraising 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 Marketing and Public Relations to produce the Worcester Statement.

The Marketing and Public Relations office develops and implements the University's marketing and public relations initiatives. The office oversees all media relations, including the creation of press releases and news stories, and promotes various community outreach activities. The office is responsible for developing content and managing production of the Worcester Statement, the President's Annual Report, Quick Facts, and various brochures and information pieces. The office also oversees editorial content for the University's website.

Change of Catalog Information

This catalog was prepared in summer and fall of 2016, 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 the University to provide advance notice of changes whenever it is reasonable and practical to do so.

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

Education Specialist Programs

- Curriculum and Instruction
- Reading/Language Arts
- 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
- Post-Master's Certificate in Nursing Education
- Post-Master's Certificate in Community and Public Health Nursing
- Certificate in College Teaching

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.

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

The Athletics and Wellness office is an integral part of Worcester State's efforts to provide a high quality, affordable education and supportive environment that promotes the total development of our students. The 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.

In all of its programs, the Athletic and Wellness office is cognizant of its responsibilities as an educational support component Worcester State.

As a Division III member of the National Collegiate Athletic Association (NCAA), the Massachusetts State College Athletic Conference (MASCAC), the Eastern College Athletic Conference (ECAC), and the New England Football Conference (NEFC), Worcester State offers baseball, basketball, cheerleading, cross-country, field hockey, football, golf, ice hockey, soccer, softball, tennis, track and field, volleyball and women's lacrosse for undergraduate students.

In addition, Worcester offers an intramural sports program. The program includes touch football, coed football, basketball, tennis, street hockey, softball, soccer, volleyball, and golf. Any undergraduate student who wishes to participate in intramural sports, regardless of ability or past experience is urged to do so. For the recreational athlete, Worcester State also offers open gym time and a well-equipped fitness center. Students may also find part-time employment through the intramural director as supervisors and officials.

Campus Ministry

Campus Ministry at Worcester State seeks to enable students, faculty and staff to grow spiritually in their faith journey as they work and study in the Worcester State setting. Through interfaith programs, suppers, counseling and fellowship opportunities, the Campus Ministry seeks to bring a religious dimension into the everyday life and conversation of the Worcester State community. The Campus Ministry House is located near Dowden Hall and is staffed by Catholic and Protestant chaplains and available clergy from various religious traditions.

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—Textbooks 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 sixteen sworn officers and three residence hall security officers. 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 community.

The University Police and Parking Clerk's offices are located on the first floor of Wasylean Hall.

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. Individual counseling is available to those who are seeking assistance. Group counseling may also be available on an as needed basis. Specialized counseling is available for individuals who have experienced sexual trauma at any point in their life. The staff of the Counseling Center is also able to assist students with academic concerns.

The Counseling Center provides services to undergraduate and graduate students and is located on the third floor of the Student Center. To make a counseling appointment, please call 508-929-8072.

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 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 and alumni. Please call us at 508-929-8072 to make an appointment or if you have any questions. We look forward to serving you.

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.

Health Services Office

Graduate students do not typically access the University's Health Services Office. However, services may be provided for a fee. Please contact 508-929-8875 for more information. During the academic year a full-time nurse practitioner, two part-time practitioners, and a part-time physician staff the office. Office hours are Monday, Tuesday, Wednesday and Thursday 8 a.m. to 8 p.m.; and Friday 8 a.m. to 4 p.m. During the summer months when the Health Services Office is closed, emergencies are referred to Worcester State Police.

Health Forms and Immunization

Each full-time undergraduate and graduate student, and all full and part-time students in health science programs involving patient contact (Nursing, Occupational Therapy, and Communication Sciences and Disorders) 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; and 4) All newly enrolled full-time resident students must be immunized with the Meningococcal vaccine within the last 5 years 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. All international students must have proof of a negative mantoux test performed in the USA. In the case of positive test results evidence of a negative chest x-ray is required. Tetanus immunization is available at Student Health Services free of charge, for accepted students. Mantoux testing (PPD) is also available at Student Health Services for a minimal fee. A copy of an immunization record from a school in the Commonwealth 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 registration.

Students must submit the Worcester State Report of Medical History form, completed by a physician, in order to register for classes. All resident students must have a complete Worcester State Health Form in order to move into the residence halls.

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 www.universityhealthplans.com. 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 the "Profiles in Good Taste" at Worcester State. It's an unforgettable dining experience; 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 five dining locations on campus The Lancer's Loft Café, The Food Court, LRC Starbucks Café, Outtakes C-Store and Java Junction. 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 www.dineoncampus.com/wsu.

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.

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 hour credit load may adversely affect eligibility to receive Financial Aid, Veterans Educational benefits. In addition, most private insurance companies require that students be full-time (12 credits or more) to be eligible for coverage.

DISCIPLINE/IMPORTANT PHONE INFORMATION

University Switchboard: 508-929-8000

Web Site: www.worcester.edu

Discipline	Location Sponsoring Department	Phone Departmental Website	Fax
Art	Learning Resource Center (L132B) Visual Performing Arts	508-929-8145 www.worcester.edu/art	508-929-8166
Biology	Science & Tech Bldg (ST310) Biology	508-929-8569 www.worcester.edu/biology	508-929-8148
Biotechnology	Science & Tech Bldg (ST310) Biology	508-929-8569 www.worcester.edu/biotech	508-929-8148
Business Adm.	Sullivan Academic Center (S203) Business Administration &	508-929-8091 www.worcester.edu/business	508-929-8048 Economics
Chemistry	Science & Tech Bldg (ST410) Chemistry	508-929-8583 www.worcester.edu/chemistry	508-929-8171
Communication	Learning Resource Center (L332B) Communication	508-929-8829 www.worcester.edu/communication	508-929-8170
CommSci Disorders	Science & Tech Bldg (ST115L) Communication Sciences & Disorders	508-929-8055 www.worcester.edu/csd	508-929-8175
Computer Science	Science & Tech Bldg (ST110) Computer Science	508-929-8832 www.worcester.edu/cs	508-929-8156
Criminal Justice	Learning Resource Center (L120) Justice	508-929-8000 Criminal www.worcester.edu/cj	
Economics	Sullivan Academic Center (S203) Business Administration & Economics	508-929-8091 www.worcester.edu/economics	508-929-8048
Education	Sullivan Academic Center (S226) Education	508-929-8671 www.worcester.edu/education	508-929-8164
English	Sullivan Academic Center (S303) English	508-929-8154 www.worcester.edu/english	508-929-8174
French	Sullivan Academic Center (S303) World Languages	508-929-8154 www.worcester.edu/french	508-929-8174
Geography	Science & Tech Bldg (ST410) Physical & Earth Sciences	508-929-8583 www.worcester.edu/geography	508-929-8171
Health	Science & Tech Bldg (ST110Q) Health Science	508-929-8832 www.worcester.edu/health	508-929-8176

Discipline	Location Sponsoring Department	Phone Departmental Website	Fax
History	Sullivan Academic Center (S327) History & Political Science	508-929-8162 www.worcester.edu/history	508-929-8155
Math	Sullivan Academic Center (S145) Mathematics	508-929-8912 www.worcester.edu/math	508-929-8197
Music	Learning Resource Center (L132B) Visual Performing Arts	508-929-8145 www.worcester.edu/music	508-929-8166
Natural Science	Science & Tech Bldg (ST410) Physical & Earth Sciences	508-929-8583 www.worcester.edu/natsci	508-929-8171
Nursing	Science & Tech Bldg (ST222) Nursing	508-929-8129 www.worcester.edu/nursing	508-929-8168
Occ. Therapy	Science & Tech Bldg (ST210B) Occupational Therapy	508-929-8624 www.worcester.edu/ot	508-929-8178
Philosophy	Sullivan Academic Center (S316) Philosophy	508-929-8162 www.worcester.edu/philosophy	508-929-8155
Physical Education	Science & Tech Bldg (ST110Q) Health Science	508-929-8832 www.worcester.edu/physed	508-929-8176
Physics	Science & Tech Bldg (ST410) Physical & Earth Science	508-929-8583 www.worcester.edu/physics	508-929-8171
Political Science	Sullivan Academic Center (S327) History & Political Science	508-929-8162 www.worcester.edu/history	508-929-8155
Psychology	Sullivan Academic Center (S241) Psychology	508-929-8159 www.worcester.edu/psychology	508-929-8172
Sociology	May Street Building (TBA) Sociology	508-929-8408 www.worcester.edu/sociology	
Spanish	Sullivan Academic Center (S303) World Languages	508-929-8154 www.worcester.edu/spanish	508-929-8174
Theatre	Learning Resource Center (L132B) Visual Performing Arts	508-929-8145 www.worcester.edu/theatre	508-929-8166
Urban Studies	Sullivan Academic Center (S129) Urban Studies	508-929-8940 www.worcester.edu/urbanstudies	508-929-8144
Visual/Perform Arts	Learning Resource Center (L325) Visual Performing Arts	508-929-8145 www.worcester.edu/vpa	508-929-8166
World Languages	Sullivan Academic Center (S303) World Languages	508-929-8154 www.worcester.edu/worldlang	508-929-8174

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 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 for the Fall of 2017.
- November 1—Priority date for all students for the Spring of 2017.
- For summer sessions, applications are available on March 1 and take a few weeks to process.

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.

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 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 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 students taking at least six semester hours each semester. For information and an application call the Graduate Office 508-929-8125.

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.

Tuition Information

Tuition and fees for evening undergraduate courses are currently \$276.50 per semester hour of credit. Tuition and fees for graduate courses are currently \$298.00 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):

- \$150.00

Graduate Fees (per credit):

- \$148.00

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
- Transcript \$ 5.00 per copy
- Rush Transcript \$10.00 per copy

Tuition and fee charges are subject to change by the Board of Trustees.

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.

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.

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 full refund of room fees, less the \$150 room reservation deposit will be made if intention to withdraw is received by the Director of Housing in writing at least 30 days prior to the beginning of the semester, **and the University is able to fill the vacancy thus created.**
 - A pro-rata refund of room fees will be made if intention to withdraw is received by the Director of Housing in writing prior to November 1st (Fall semester) or April 1st (Spring semester), **and the University is able to fill the vacancy thus created.**
 - The Housing Contract is for the term of one (1) full academic year, unless otherwise specified in writing. To terminate this agreement, for any reason other than terminating his/her status as a student of Worcester State University, a student must petition for release with the Director of Residence Life. Such release is not guaranteed, **and the University reserves the right to deny requests to terminate or cancel the agreement.**

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.

FALL 2016 ACADEMIC CALENDAR

SEPTEMBER	1	Pre-College Conference
	5	Labor Day: NO CLASSES
	6	Classes begin: day, evening, graduate
	12	Last day to add day courses (state-supported)
	19	Last day to drop day courses (state-supported)
	19	Last day to add/drop evening/graduate courses (non state-supported)
OCTOBER	10	Columbus Day: NO CLASSES
	12	Last day to declare/change major/minor
	18	Last day to make up Incomplete grades from Spring/Summer 2016
	20	Failure warnings due in the Registrar's Office
	24	Failure warnings issued to students
	10/31-11/10	Advising for Pre-registration
NOVEMBER	1	Last day to withdraw from courses/school
	10	Last day to elect Pass/Fail option
	11	Veterans' Day: NO CLASSES
	14-18	Pre-registration for Spring 2017
	23-26	Thanksgiving Recess
DECEMBER		
	11/28-12/2	Student evaluation of the faculty
	9	All classes end
	12	Reading Day
	13-21	Final Exams-day classes
	22-23	Make-up days for exams postponed due to inclement weather
	28	Final grades for Fall 2016 due in to the Registrar's Office
	31	Semester ends

SPRING AND SUMMER 2017 ACADEMIC CALENDAR

JANUARY	16	Martin Luther King Day: NO CLASSES
	17	Spring Classes Begin
	30	Deadline to Add/Drop Spring Classes
FEBRUARY	20	Presidents' Day: NO CLASSES
	28	Last day to make up <i>Incompletes</i> from Fall 2016
MARCH	7	Summer Registration Begins
	16	Failure warnings issued to students
	20-25	Spring Break: NO CLASSES
	28	Last day to withdraw from courses
APRIL	17	Patriot's Day: NO CLASSES
	24-18	Student evaluation of faculty
MAY	2	All classes end
	12	Graduate Commencement
	22	Summer Session I Begins
	29	Memorial Day: NO CLASSES/UNIVERSITY CLOSED
	30	Last day to Add/Drop (Summer I)
JUNE	9	Last day to Withdraw (Summer I)
	9	Last day to request Pass/Fail (Summer I)
	30	Summer Session I Ends
	30	(Summer 2 Registration shuts down at 11:30am, restarts on July 3)
JULY	4	Independence Day Observed: NO CLASSES/UNIVERSITY CLOSED
	5	Summer Session II Begins
	10	Last day to Add/Drop (Summer II)
	21	Last day to Withdraw (Summer II)
	21	Last day to request Pass/Fail (Summer II)
AUGUST	15	Summer Session II Ends

ACADEMIC POLICIES AND PROCEDURES

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.

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.

Program of Study

All graduate students must complete a Program of Study form with their Program Coordinator. The Program of Study outlines required and elective course requirements of 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 the 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.

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.

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.

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.

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.

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.

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.

Transcripts

Official transcripts of course work 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 writing the request. 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 \$5.00 per copy; “rush” transcripts are \$10.00 per copy. Payment must accompany the request in the form of a check made payable to Worcester State University.

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) and I (incomplete). 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

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

In Process 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.

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 in the official 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.”

Course Repeat

Students who wish to repeat a course must file a course repeat form. These forms are available in the Graduate and Continuing Education Office. 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.

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.

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.

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.

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.

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.

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 will not hear the appeal until late September. If the appeal is approved, the student needs 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

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:

- a) Be in writing, and
- b) 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

ADMINISTRATIVE OFFICES

Office of the President

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

Renaë Lias Claffey, Assistant to the President for Campus Communications (2013)
Graduate Certificate, Economic and Social Development of Regions, B.A., University of North Carolina Chapel Hill

Patrick D. Hare, Staff Assistant (2014)
B.S., M.S., Worcester State University

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

Nicole Kapurch, Special Assistant to the President (2012)
B.A., Worcester State College

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

Matthew Bejune, Executive Director of the 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

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

Tarik Buxton, Staff Assistant/Database Programmer/Administrator, Information Technology Services (2014)
B.S., Worcester State University

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

Candice Casey, Staff Associate/Director of the Krikorian Gallery and Gallery Store, Worcester Center for Crafts

Laura Caswell, Staff Associate/Data Administrator, Information Technology Services (1998)
A.S., Quinsigamond Community College; B.S., Worcester State College

Stephanie Chalupka, Associate Dean, Nursing (2008)
A.S., Quinsigamond Community College; B.S., Worcester State College; Ed.D., University of Massachusetts, Amherst

Marilyn Cleary, Assistant Dean, Graduate and Continuing Education (2016)
B.S., M.B.A., Worcester Polytechnic Institute

Cherie Comeau, Director of the Center for Business and Industry (2015) Graduate and Continuing Education
B.A., Dartmouth College; M.B.A., University of Massachusetts, Amherst

Suzanne Crawford-Stacy, Staff Assistant/Clinical Instructor, Communication Sciences and Disorders (2013) B.S.,
Worcester State College, M.S., University Of Vermont

Edward Crowley, Staff Assistant/Student and Administrative User Support, Information Technology Services (2014)
A.S. Quinsigamond Community College

Amy Ebbeson, Staff Assistant/Next Step Coordinator, Graduate & Continuing Education
(2013) B.A., Roger Williams University; M.S.N., Boston University

Huy Dao, Staff Associate/Network Manager, Information Technology Services (1998)
B.S., M.S., Worcester State University

Gina-Marie Fleury, Staff Assistant/Clinical Resources Coordinator, Nursing (2012)
A.S., Quinsigamond Community College; A.D.N., Nursing, Mt. Wachusett Community
College; B.S., M.S., Worcester State University

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

John Gaucher, Staff Assistant/Server Support Specialist, Information Technology Services (2007)
B.S., Worcester State College

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

Catherine Goodwin, Staff Assistant/ESL Instructor, Graduate and Continuing Education (2009)
B.A., Mount Holyoke College; M.A., School for International Training

Sara Grady, Associate Dean, Graduate and Continuing Education (2008)
B.A., M.B.A., Assumption College

Victoria Gruzynski, Assistant Librarian, Information Literacy (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

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

Honee 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 Administrative Offices

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

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

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

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

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

Gina Lavalley, Staff Assistant to the Provost and Vice President for Academic Affairs (2013)
B.A., M.Ed., Worcester State University

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

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

- Nathan Lee, Staff Assistant/Theatre Technical Director, Visual and Performing Arts (2011)
B.A., M.F.A., University of Hawaii, Manoa
- Raynold M. Lewis, Professor (1998), Associate Dean for Education, School of Education, Health and Natural Sciences (2012) B.A., West Indies College; M.Ed., Worcester State College; Ph.D., Illinois State University
- Lisa M. Lydon, Staff Associate/Tutoring and Assessment Coordinator, Academic Success Center (2015)
B.A., Framingham State University; M.Ed., Endicott College
- Ramsay MacInnes, Staff Assistant/End User Support Services, Information Technology Services (1999)
- Mary Jo Marion, Assistant Vice President for Urban Affairs and Executive Director of the Latino Education Institute (2008) B.A., Suffolk University; M.A., University of Chicago
- David Needham, Staff Assistant/University Training and Support Specialist, Information Technology Services (2009)
B.S., Worcester State University
- Thomas O'Malley, Staff Associate/Program Liaison, Worcester Center for Crafts (2009)
B.F.A., Alfred University; M.F.A., Rhode Island School of Design
- Deirdre Palmer, Staff Assistant, Nursing Lab Coordinator Nursing (2015)
B.S.W., Marist College; B.S.N., Mass College of Pharmacy
- Katey Palumbo, Director, International Programs (2010)
B.S., University of Miami; M.Ed., Fitchburg State University
- Shu Qian, Assistant Librarian (2016)
B.S., M.S., Shanghai University; M.S., Florida State University
- Susan Rainville, Staff Assistant to the Dean, School of Education, Health and Natural Sciences, Academic Affairs (1995)
- 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
- Jack J. Reardon, Associate Director of Network and Infrastructure Services, Information Technology Services (2003)
B.S., Bridgewater State College
- Kristina Rearick, Staff Assistant/Database Coordinator/Research Analyst, Assessment and Planning (2011)
B.A./B.A., University of Massachusetts, Amherst; M.S., Ed.D., American International College
- Jorge J. Rolffot Pueriet, Staff Associate/Senior Windows Server and Telephony Administrator, Information Technology Services (2004) B.A., Universidad Dominicana O&M
- Susan Seibel, Director, Intensive English Language Institute (IELI), Graduate and Continuing Education (2006)
B.A., Clark University; M.Ed., Worcester State College; C.A.G.S., University of Massachusetts, Amherst
- Gale 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 Shakalis, Associate Librarian, Library (2010)
B.A., Villanova University; M.S., Simmons College
- Kenneth Smith, Director, Institutional Research (2006)
B.A., Southeastern Louisiana University; M.B.A., University of Mississippi
- Robert Soderman, Staff Assistant/Computer Systems Technician, Information Technology Services (2000)
A.S., Quinsigamond Community College
- Gerald E. Sorge Jr., Director Academic Affairs Administrative Support (1997)
B.S., State University of New York Fredonia; M.S., University of New Hampshire

LeighAnn Soucy, Staff Assistant/Academic Advisor, Academic Success Center (2011)
B.A., University of New Hampshire; M.Ed., James Madison University

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

Marcela A. Uribe-Jennings, Assistant Dean/Director, Office of Multicultural Affairs Alternatives for Individual Development (1982) B.S., M.Ed., Worcester State College

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

Colleen Wheaton, Director of the Academic Success Center, First-Year and Transfer Services, Academic Success Center (2011) B.A., M.Ed., Suffolk University
Thomas R. White, Assistant Director Multimedia Services, Information Technology Services (1980)

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

Administration and Finance

Stephen Bandarra, Staff Assistant/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 Carmel, Director/Student Accounts Manager/Bursar (1992)
A.B., Becker Junior College

Linda Crocker, Staff Assistant/Grants Coordinator (2008)
B.A., Eisenhower College

Carole Cronin, Staff Assistant/OneCard Administrator (1985)

Robert P. Daniels, Associate Director, Health and Safety Officer, Facilities (2004)

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

Carol A. Faron, Staff Assistant, Human Resources (1997)

Peter Fenuccio, Associate Director, Facilities (2004)
Worcester Technical Institute

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

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

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

Edward 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 Assistant/Benefits Administrator, Human Resources (2014)
B.A., M.A., Clark University

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

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

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

Stacey DeBoise Luster, Esq., Assistant Vice President for 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 Olson, Director of Facilities (2003)
B.S., Worcester Polytechnic Institute; M.B.A., Clark University

Mary Renee Polakowski, Staff Assistant/Manager of Financial Reporting (2010)
B.S., Assumption College

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

Nancy Ramsdell, Director of Administrative Services (2005)

Ralph Ricci, Staff Associate/Manager Central Services, Administrative Services (1992)

Lynn E. Ryan, Director Payroll (1992) B.S., M.S., Worcester State College

Melissa A. Staiti, Staff Assistant/Manager of Financial Records and Treasury (2005)
A.A., Becker College; B.A., Worcester State College

Isaac D. Tesfay, Director of 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

Enrollment Management

Alexandra Bellerose, Staff Assistant/Admissions Representative, Admissions (2013)
B.A., Assumption College

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

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

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

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

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

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

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

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

Kathleen M. Keegan, Staff Assistant/Financial Aid Advisor, Financial Aid (1998)
B.A., Worcester State College

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

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

Deborah C. Fields Quinn, Staff Associate to the Vice President of Enrollment Management (1997)

Angela Quitadamo, Director of Retention, Academic Affairs (2012)
B.A., University of Massachusetts, Amherst; M.S., Worcester State University

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

Steven J. White, Assistant Director/Web Communications, Marketing (2006)
B.A., Worcester State College

Maribeth Wrobel, Associate Director Student Records and Registrar (2003)
B.S., M.S., Worcester State College

Student Affairs

Jillian Anderson, Director of Career Services (2007)
B.A., Westfield State College

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

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

Melissa Fleming, Director, Conference and Event Services (2005)
B.A., Worcester State College, M.A., Framingham State University

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

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

Bridget Joiner, Staff Assistant to the Dean of Student Affairs and Senior Student Affairs
Executive Officer (2012)

Jason Kapurch, Staff Assistant, Interim Captain/Executive Officer, University Police (1991)
B.S., Worcester State University

Joshua Katz, Staff Associate/Judicial Coordinator, Office of Student Conduct (2006)
B.A., Worcester State University

- Julie Kazarian, Dean of Student Affairs, Senior Student Affairs Officer (2000)
B.A., M.S., Worcester State College
- Thomas Kelley, Assistant Director, Residence Life and Housing (2014)
B.A., Westfield State University, M.S., University of Rhode Island
- David Lindberg, Assistant Director Athletics/Wellness (1994)
B.S., Worcester State University
- Kevin C. MacLennan, Staff Assistant/Assistant Athletic Trainer, Athletics (2003)
B.A., Westfield State College
- Frances Manocchio, Assistant Dean of Student Affairs/Director, Student Accessibility Services (2011)
B.A., Merrimack College; M.A., CAGS, Assumption College
- Dianne E. Matos, Assistant Director, Career Services (2004)
M.A., St. Michael's College; M.Ed., Suffolk University
- Kelly McGill, Staff Assistant/Disability & Learning Specialist, Student Accessibility Services (2013)
B.S., Framingham State College; M.A.T., Sacred Heart University
- Kristie M. McNamara, Associate Director Office of 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 Meany, Associate Director of Athletics (2004)
B.A., Middlebury College
- Michael Mudd, Director of Athletics (2014)
B.A., St. Lawrence University; M.S., Miami University
- Laura A. Murphy, Assistant Dean and Director of Counseling Services (1989)
B.A., M.A., C.A.G.S., Assumption College
- Nikki Narducci, Staff Assistant/Sports Information Director (2015)
B.A., University of Connecticut; M.S., Texas A&M International University
- Rosemary Naughton, Associate Dean of Student Affairs and Student Conduct within Student Affairs (2001)
B.A., Anna Maria College; M.Ed., CHES, Worcester State College
- Kristen Nelson, Associate Director Residence Life and Housing (2009)
B.A., Keene State College; M.S., C.W. Post-Long Island
- Michael Nockunas, Director and Chief of Safety and Security, University Police (2014)
B.S., M.S., Anna Maria College
- Adam Peloquin, Staff Assistant/Contest Coordinator (2016)
B.A., M.A., Worcester State University
- Sarah Potrikus, Staff Assistant/Coordinator Student Involvement and Commuter Services (2013)
B.S., Eastern Connecticut State University; M.S., University of Rhode Island
- Michael Priest, Staff Associate, Conference and Event Services (2105)
B.S., M.P.H., Adelphi University
- Jennifer Quinn, Staff Associate/Health and Wellness Educator (2010)
B.S., M.Ed., Worcester State College
- David J. St. Martin, Staff Assistant/Emergency Management Planner/Technical Service Coordinator, University Police (1999) B.S., Worcester State College

Carrie Stevens, Staff Assistant/Residence Director, Residence Life and Housing (2005)
B.A., Worcester State College

Timothy J. Sullivan, Associate Dean Student Affairs and Director Office of Student Involvement and Leadership Development (1980)
A.B., Clark University; M.A., Assumption College

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

Timothy Valton, Staff Assistant, Resident Director/Residence Life and Housing (2015)
B.A., Rhode Island College; M.S., Salem State University

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

University Advancement

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

Marion Catacchio, Director of Financial Records (1997)
B.S., Worcester State College; M.S., Bentley College

Diana Curran, Assistant Director of Annual Giving (2013)

Lisa G. Godfrin, Director of Advancement Services (2006)
A.S., New England Institute of Technology; A.A., Community College of Rhode Island

Jane Grant, Director of Leadership Giving (2012)
B.A., Clark University

Tara Hancock, Director of Alumni (2005-2012, 2016)
B.A., University of Massachusetts Amherst; M.S., Worcester State College

Christina Luna, Assistant Director of Young Alumni and Student Engagement Programs, University Advancement (2015)
B.S., Quinnipiac University; M.A., Northeastern University

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

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

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

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

Sierra Trudel, Assistant Director, Advancement Services (2014)
B.S., MBA, University of Massachusetts, Boston

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Kalyan K. Ghosh
1992-2002

Janelle C. Ashley
2002-2011

Barry M. Maloney
2011-

EDUCATION SPECIALIST (Ed.S.) IN CURRICULUM AND INSTRUCTION

Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

The Ed.S. program in Curriculum and Instruction is designed for teachers 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. 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 certificate through Worcester State University. In addition, students will be required to demonstrate evidence of an earned Master of Education or Master's in Related Field with a minimum GPA of 3.0.

Program of Study

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

Sample Curriculum, Instruction and Assessment Courses:

EL 906 Contemporary Curriculum and Instruction in Elementary School
EL 907 Assessing Teaching and Learning in Elementary School
ED 929 Math Assessment for Diverse Learners
ED 955 Assessing the English Language Learner
ED 957 Instructional Design and Evaluation in Middle School
ED 958 Middle School Curriculum and Instruction: Strategies and Modifications
ED 959 Assessment and Classroom Management in Middle in School
ED 965 Principles of Curriculum Development
ED 968 Seminar in Curriculum and Instruction
ED 973 Instructional Design and Evaluation for Secondary Schools
ED 974 Curriculum Development and Innovations Secondary Schools
ED 975 Assessment and Classroom Management in the Secondary Schools

EDUCATION SPECIALIST (Ed.S.) IN EDUCATION— CONCENTRATION IN READING/LANGUAGE ARTS

Reading Graduate Coordinator: Dr. Pamela Hollander

Phone: 508-929-8347

Email: phollander@worchester.edu

The Ed.S. in Reading program is designed for the candidate who currently holds an earned Master of Education or Master's in a Related Field and who is seeking to expand his/her reading specialist licensure to include an education specialist certificate.

The program is designed to promote a philosophy of teaching reading and language arts that is based on a thorough knowledge of reading/language arts theory, research, and major educational trends. The Ed.S. in Reading provides the candidate with a program of advanced study designed to build on the candidate's professional knowledge in the areas of reading, language arts and educational research and technologies.

Ed.S. foundation courses provide a knowledge base in the areas of social, political and cultural issues, technology and leadership, and contemporary educational trends, such as brain-based and problem-based learning. The candidate participates in an action research project (6 credits) which allows the candidate to engage in programmatically uses and application of the knowledge research base gained from coursework and field experiences related to reading/language arts. Finally, the research forum serves as the student's capstone experience and provides the candidate with the opportunity to present his/her research findings at the WSU sponsored research forum and to engage in professional interdisciplinary discussion.

Standards for this program are based on those developed by the Professional Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education Joint Task Force (1992), as well as Professional Standards for Teachers set forth in 603CMR 7.08 and Subject Knowledge Requirements for Reading Teachers set forth in 603 CMR 7.07(2).M

Admission Requirements

Students applying to the Ed.S. in Reading program 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:

- Earned Master of Education or Master's in Related Field - Minimum GPA 3.0,
- Hold current Massachusetts Educator Licensure as a Reading Specialist (initial or professional level),
- Passing scores on all required Massachusetts Test for Educator Licensure (MTEL) exams, before formal acceptance to the Ed.S. program.

Course of Study

The program is open to candidates who first have completed the graduate level, non-degree reading specialist licensure WSU program at the initial license level in good standing (minimum GPA 3.0). The candidate has the option of applying fifteen credits of the non-degree program as a specialty core to the Ed.S. program of 32 credits.

Upon acceptance, the candidate meets with the program coordinator to complete a formal program of study. Fifteen credits of the non-degree program licensure program are transferred as the specialty core courses to the Ed.S. program of 32 credits. The candidate then progresses through Ed.S. foundation courses (15 credits). The course of study culminates in the 2 credit capstone experience which includes the presentation of a summative portfolio and the candidate's action research findings at the WSU research forum.

The program consists of the following courses:

Foundations: (15 credits)

ED 987	Social, political and cultural issues in education Brain	3 credits
ED 988	Based Learning	3 credits
ED 989	Technology and educational leadership	3 credits
EA 939	Action Research Project I	3 credits
EA 940	Action Research Project II	3 credits

15 credits

Reading Specialty Core Area: (15 credits)

Initial Licensure Program Reading Electives transferred from completed WSU graduate non-degree program: **15 credits**
(Courses must be pre-approved by Reading Graduate Coordinator)

Capstone Experience: Research Forum (2 credits)

ER 925 Reading Research Forum (Capstone Experience) 2 credits

A course designed to synthesize information gained from coursework and field experiences related to area of concentration.

1. A summative portfolio that reflects the appropriate Massachusetts professional standards is required.
2. Students plan and present research relevant to their concentration.
3. Students can only register for the research forum course as their last course or concurrently last.

EDUCATION SPECIALIST (Ed.S.)—SCHOOL PSYCHOLOGY

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

Phone: 508-929-8673

Email: dcooke@worchester.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 69 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), and sitting for the Praxis II exam and successful completion of all Ed.S. components.

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 share our interests in commitment to the delivery of psychological services in a diverse society. Diversity among students in the program is expected, however it is anticipated 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 Psychology*
- Passing score on the MTEL Communication and Literacy Skills Test at the time of application is strongly recommended.

*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 click on the following link. www.ets.org/

For descriptions of the school psychology courses please go to: <http://worcester.edu/Graduate/>

FALL YEAR ONE

- EP 901 Introduction to School Psychology: Ethical Standards, Legal Issues and Professional Topics
- EP 920 Research, Design and Evaluation
- EP 902 Intro to Counseling Theory, Practice and Psychotherapy
- EP 903 Principles of Cognitive and Psycho-Educational Assessment & Intervention I
- EP 903L Assessment/Intervention Lab

SPRING YEAR ONE

- EP 904 Principles of Cognitive and Psycho-Educational Assessment & Intervention II
- EP 904L Assessment/Intervention LAB
- EP 905 Assessment for Intervention: Social, Emotions and Behavior
- EP 921 Human Development: Lifespan
- EP 927 Exceptionalities: Identification, Processes & Intervention

SUMMER YEAR ONE

- EP 907 Child and Adolescent Psychopathology
- EP 930 Group Processes, Theories and Practice

FALL YEAR TWO

- EP 906 Personality Assessment
- EP 922 Child and Adolescent Psychotherapy
- EP 923 Learning: Principles, Theories and Applications
- EP 990 Seminar & Practicum in School Psychology I

SPRING YEAR TWO

- EP 925 Advanced Counseling Theory, Practice and Psychotherapy
- EP 929 Fundamentals of Consultation: Theory and Practice
- EP 926 Family Systems: Theory and Practice
- EP 991 Seminar & Practicum in School Psychology II

SUMMER YEAR TWO

- EP 908 Community Psychology
- EP 924 Principles of Neuropsychology

FALL YEAR THREE

- EP 928 Applied Neuropsychology in the Schools
- EP 992 Seminar & Internship in School Psychology I

SPRING YEAR THREE

- EP 932 Seminar: Neuropsychology in Schools (Elective)
- EP 993 Seminar & Internship in School Psychology II

This is a full-time program totaling 69 credits after 3 years (6 consecutive semesters, 2 complete summers, Spring graduation)

School Psychology Graduate Courses**EP 901 Introduction to School Psychology: Ethical Standards, Legal Issues and Professional Topics**

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

Historical foundations and current status of education, introduction to special education, basic legal and ethical issues, professional roles, and the relationship of school psychologists to other educational and mental health team members are addressed. Attention is focused on federal and state legislation, special and regular education case law, psychological practice case law, and ethical standards, reasoning processes, and conduct in applied settings. Consideration is given to the ethical standards of practice as they relate to legal mandates and court decisions concerning psychological practice in the schools.

3 credits

EP 902 Introduction to Counseling Theory, Practice and Psychotherapy

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

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

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program director. Laboratory fee.

This course is one of two required courses designed to introduce testing and assessment in psychology and education. Students in School Psychology will develop expertise in individual test administration, scoring, interpretation, and report writing. Contemporary issues pertinent to the assessment of intelligence are covered. Emphasis is placed on synthesizing and integrating information from cognitive and achievement assessment with other sources to generate effective educational recommendations. Registration in separate lab required.

3 credits

EP 903L Assessment/Intervention I LAB

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program director. Laboratory fee.

Assessment/Intervention I: Basic Processes Lab 0 credits

EP 904 Principles of Cognitive and Psycho-Educational Assessment and Intervention II

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director. Laboratory fee.

The second (of 2) required course sequence designed for students in School Psychology to develop 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 intelligence are covered. Emphasis is placed on synthesizing and integrating information from cognitive and achievement assessment with other sources to produce effective educational recommendations. Registration in separate lab required.

3 credits

EP 904L Assessment/Intervention II: Special Populations LAB

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director. Laboratory fee.

Assessment/Intervention II: Special Populations Lab

0 credits

EP 905 Assessment for Intervention: Social, Emotions and Behavior

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

This course is a supervised experience in administration and interpretation of ecologically valid psychological data including personality, social-emotional and behavioral measures. Various approaches include the collecting of data which may include history taking, direct observation, behavior rating scales, interviews, self-report inventories, and select projective techniques.

3 credits

EP 906 Personality Assessment II

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

Administration, scoring and interpreting projective tests and personality tests that pertain to the assessment of personality in children and adolescents. Advanced level in integrating results from different measures in report writing.

3 credits

EP 907 Child and Adolescent Psychopathology

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

Covers DSM-IV and major forms of psychopathology with focus on those disorders first diagnosed in Infancy, Childhood and Adolescence. Acquire understanding of developmental and behavioral disorders of childhood through adolescents including psychosomatic, conduct disorders, organic disorders, among others. Thorough knowledge of specific pathologies and conditions through intensive reading and research. Reviews the relationship between categories of special education disabilities and DSM-IV.

3 credits

EP 908 Community Psychology

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

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

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

This course introduces qualitative and quantitative research methods, acceptable research designs, clinical applications and interpretation of findings and critical evaluation. Course introduces qualitative and quantitative research methods. Course coverage includes acceptable methods of research design, clinical applications, interpretation of findings, critical evaluation and statistical data analysis. Students will be encouraged to pursue areas of particular interest. 3 credits

EP 921 Human Development: Lifespan

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

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 & Adolescent Psychotherapy

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

This course provides students with counseling theory and practice strategies related to contemporary, empirically validated approaches to improve interpersonal, emotional and social functioning in young children to adolescents. Students review and develop skills necessary to conduct professional, developmentally informed and theoretically driven individual mental health intervention in school and community settings.

3 credits

EP 923 Learning: Principles, Theories and Applications

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

This course is focused on current theories of learning and how to link theory and intervention. Students will review standardized, curriculum- based and informal measures aligning intervention with instructional objectives that match a learner's strengths and needs.

3 credits

EP 924 Principles of Neuropsychology

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

The principles of human Neuropsychology and Survey of functional neuroanatomy and neurophysiology. Emphasis will be placed on Sensory-Motor Functions, Attention Executive Functions, Language, Visual-Spatial Processing and Speed and Efficiency of Cognitive Processing with specific emphasis on the neuropsychological basis of memory and learning as well as changes in physiological structures and psychological processes.

3 credits

EP 925 Advanced Counseling Theory, Practice and Psychotherapy

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

This course is designed to provide students with continued experience in counseling and psychotherapy. 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.

3 credits

EP 926 Family Systems: Theory and Practice

Pre-req: Full Time Status in the School Psychology Program, EP 902 or permission of School Psychology Program Director.

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

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

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

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology

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 with treatment planning, and the development of interventions to address areas of difficulty in children and adolescents suspected of acquired neuropsychological involvement with learning, behavioral problems. Relevant Pediatric Neuropsychiatric Disorders will also be covered.

3 credits

EP 929 Fundamentals of Consulting: Theory and Practice

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

The purpose of this course is to 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 professional reflection for increased efficacy in assessment, intervention, and valuation of special needs students/clients. 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.

3 credits

EP 930 Groups Processes: Theory and Practice

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

This course provides a study of the group processes and dynamics. Various approaches, theories, and techniques of group psychotherapy are examined. The group process of the class will provide experience of group membership. Readings and lectures build on a cognitive base for experiential learning.

3 credits

EP 931 Psychology of Choice: Career and Personal Satisfaction

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

Various theoretical and empirical issues related to personal satisfaction in the choice of work and career are examined. The 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, and personality characteristics; decision making.

3 credits

EP 932 Seminar: Neuropsychology in Schools

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

The purpose of this course is to 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 professional reflection for increased efficacy in assessment, intervention, and evaluation of special needs students/clients. 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.

3 credits

EP 990 Seminar & Practicum in School Psychology I

Pre-req: Full Time Status in the School Psychology Program, cleared for Practicum or permission of School Psychology Program Director.

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 & Practicum in School Psychology II

Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.

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 & Internship in School Psychology I

Pre-req: Full Time Status in the School Psychology Program, cleared for Internship or permission of School Psychology Program Director.

School Psychology Internship Seminar I is the first of the two-part culminating component of school psychology education conducted under the joint supervision of a credentialed school psychologist and university faculty. Professional experiences students are expected to discuss include counseling with individuals and groups, psychological assessment, report writing and participation in team meetings, consultation with teachers, parents and other school staff, ethical, and legal issues in school psychology and service to diverse ethnic, cultural, disability, gender and sexual orientation groups. Additional relevant experiences include participation in the Pre-referral activities and review of building and/or district Crisis

Response plans. It is expected that at the completion of the internship year (minimum 1200 hours), students will be prepared to function independently as school psychologists.

EP 993 Professional Seminar & Internship in School Psychology II

Pre-req: Full Time Status in the School Psychology Program, cleared for Internship or permission of School Psychology Program Director.

School Psychology Internship Seminar II is the second of the two-part culminating component of school psychology education conducted under the joint supervision of a credentialed school psychologist and university faculty. Professional experiences students are expected to discuss include counseling in individuals and groups, psychological assessment, report writing and participation in team meetings, consultation with teachers, parents and other school staff, ethical, and legal issues in school psychology and service to diverse ethnic, cultural, disability, gender and sexual orientation groups. Additional relevant experiences include participation in the Pre-referral activities and review of building and/or district Crisis Response plans. It is expected that at the completion of the internship year (minimum 1200 hours), students will be prepared to function independently as school psychologists.

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 Master's in 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 certificate through Worcester State University. In addition, students will be required to demonstrate evidence of an earned Master of Education or Master's in 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. 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 select a portfolio or comprehensive exam option with the approval of the program coordinator.

Requirements of the Program

Minimum of 30 credits plus Comprehensive Exam or Professional Portfolio (2 credits)

Education Foundations (3 cr.)

Secondary Education (6-9 cr.)

Disciplinary Focus (12-15 cr.)

Research Design and Methodology (3 cr.)

Research Project (3-6 cr.)

Comprehensive Exam in Secondary Education or Professional Portfolio (2 cr.)

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

I. English Foundation courses

EN 901	Methods of Graduate Research	3 credits
EN 902	Approaches to the Literary Experience	3 credits

II. English Elective courses

Students will select, with the approval of a graduate advisor, 21 credits from the graduate English courses listed in the catalog.

III. Additional electives

Students will select, with the approval of a graduate advisor, 6 graduate credits in English or another area.

IV. Thesis/Exam Option

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.

Thesis option EN 999 is a 3-credit 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 902 Approaches to the Literary Experience

An introduction to practical criticism which applies a broad spectrum of critical approaches to a selected group of literary examples.

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 *Allegro*, "Il Penseroso," *Comus*, "Lycidas," *Paradise Lost*, *Paradise Regained*, *Samson Agonistes*, and *Areopagitica*.

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 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 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 941 Modern Poetry

A study of the major figures who shaped American and British poetry between 1910 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 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 955 American Novel I

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

3 credits

EN 956 Classical Mythology

Study of the 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.

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.

3 credits

EN 997 Graduate Independent Study

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

3 credits

EN 998 Special Topics

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

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:

HI 103 & HI 104 World Civilization I and II

HI 111 & HI 112 US History I and II

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

Requirements of TRACK 1 (Portfolio):

I. Foundation courses (6 courses)

HI 910	The Study and Writing of History	3 credits
	History Research Seminar	3 credits

II. Distribution History courses (18 credits)

US History Electives: 6 credits

European History Electives: 6 credits

Non-US/Non-European History Electives: 6 credits

III. Minor Concentration in History or a related field (9 credits; developed in consultation with advisor).

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.

Total credits: 33

Requirements of TRACK 2 (Thesis):

I. Foundation course (3 credits)

HI 910	The Study and Writing of History	3 credits
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II. Major Concentration in U.S. History or World History (21 Credits)

15 credits of elective History courses (U.S. or World)

6 credits of HI 995 Thesis Research (3 credits) and HI996 Thesis Writing (3 credits)

III. Minor Concentration in History or a related field (9 credits; developed in consultation with advisor).

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.

Total Credits: 33

Graduate History Courses**HI 910 The Study and Writing of History**

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

3 credits

HI 912 Industrial Revolution: Past, Present, Future

Prerequisite: Survey course in modern history

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: 1877-1920

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 918 The US and the Middle East

Discusses growth of US 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 922 US & Soviet Relations

A study of the central issues in American-Soviet relations since 1917. Special attention will be devoted to the question of recognition, the origins of the Cold War, the Cuban Missile Crisis, and recent developments.

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 US-Chinese relations.

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 of the First World War.

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 952 Russia in the Twentieth Century

An evaluation of major political economic, and diplomatic developments in the Soviet Union, stressing Leninism, Stalinism, and Khrushchevism.

3 credits

HI 953 The Mind of Modern Russia

An analysis of the central attitudes and ideas that have shaped the Russian mind from the Muscovite era to the present.

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.

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

3 credits

MASTER OF ARTS IN SPANISH

Program Coordinator: Dr. Ana Perez-Manrique

Phone: 508-929-8577

Email: aperezmanrique@worchester.edu

Admission Requirements:

General admission requirements for the graduate school are located at: <http://worchester.edu/Graduate>

B.A. in Spanish or related field and/or interview with faculty member is required.

Curriculum:

I. Spanish Foundation Courses (6 credits)

SP 901	Advanced Study/Research Methods	3 credits
SP 994	Thesis Seminar or Comprehensive Exam (*in Spanish)	3 credits

II. Spanish Concentration Courses (24 credits)

Culture (9 Credits) One course must be in Peninsular Culture, one in Latin American Culture, one in Latino Culture.

Literature (15 Credits) Two courses must be in Peninsular Literature, two in Latin American Literature, and one in Latino Literature.

III. Electives (6 credits)

Students may take graduate elective courses in Advanced Language, Civilization, Spanish for Professionals, Translation, or an Independent Study.

Total 36 credits

Graduate Spanish Courses

SP 901 Advanced Study: Special Topics

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

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

3 credits

SP 935 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 the present.

3 credits

SP 937 Projects and Issues in Spanish for the Professions

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

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

Prerequisite: Stage two of Educational program and/or previous teaching experience

Examines and evaluates effective teaching techniques and strategies in the foreign language classroom at the Middle and Secondary School levels.

3 credits

SP 956 Theory and 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 or Comprehensive Exam (*In Spanish)

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—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 preschool, early intervention, nursery school, day care, kindergarten, or first through second grade. 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 preschool level in day care and nursery school 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:

I. Core requirements: (10 credits)

ED 981 Advanced Foundations of Education	3 credits
ED 982 Research in Education	3 credits
ED 993 Seminar: Research in Content Concentration	3 credits
ED 992 Portfolio Evaluation (to be taken last)	1 credit

II. Pedagogical Courses: (9 credits)

ED 910 The Child and Family Diversity	3 credits
EE 912 Young Children and Inclusive Early Childhood Practices	3 credits
ED 979 Technology and Literacy in the Classroom	3 credits

III. Content Courses: (12 credits)

ED 914 Teaching and Learning Literacy Across Multiple Disc	3 credits
EE 904 Exploring Science in Early Childhood Education	3 credits
EE 913 Social Studies in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials	3 credits
ED 929 Math Assessment and Instruction for Diverse Learners	3 credits

IV. Electives: (3 credits) One elective chosen from below or with consent of the program coordinator

ED 971 Special Topic: Author's Institute	3 credits
EE 917 The Fine Arts in Early Childhood: Content, Curriculum	3 credits
EE 915 Detection and Remediation of Early Reading Difficulties	3 credits

Total 34 credits

Master of Education in Early Childhood Education with Literacy Concentration

The program consists of the following courses:

I. Core requirements: (10 credits)

ED 981 Advanced Foundations of Education	3 credits
ED 982 Research in Education	3 credits
ED 983 Theory and Research in Reading	3 credits
ED 984 Reading Portfolio (to be taken last)	1 credit

II. Reading Content Courses: (21 credits)

ED 911 Advanced Foundations of Literacy or 3 credits EE 911 Early Literacy for Young Children	
ED xxx Teaching Culturally and Linguistically Diverse Learners	3 credits
ED 979 Technology and Literacy in the Classroom	3 credits
ED 914 Teaching and Learning Literacy Across Multiple Disc	3 credits
ER 903 Teaching Writing to Striving Readers	3 credits
EE 915 Detection and Remediation of Early Reading Difficulties	3 credits
ED 917 Diagnosis, Analysis and Remediation of Reading Difficulties	3 credits

III. Electives: (3 credits)

One elective chosen with consent of the program coordinator

Total 34 credits without reading specialist licensure

IV. Requirements for Reading 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 & Supervision	3 credits
ED 919 Reading Practicum	6 credits

Total 43 credits with reading specialist licensure

MASTER OF EDUCATION—ELEMENTARY EDUCATION

Elementary Education Graduate Coordinator: Dr. Christina Bebas

Phone: 508-929-8753

Email: cbebas@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:

I. Core requirements: (10 credits)

ED 981 Advanced Foundations of Education	3 credits
ED 982 Research in Education	3 credits
ED 993 Seminar: Research in Content Concentration	3 credits
ED 992 Portfolio Evaluation (to be taken last)	1 credit

II. Content Courses: (15 credits)

ED 979 Technology and Literacy in the Classroom	3 credits
ED 914 Teaching and Learning Literacy Across Multiple Disc	3 credits
ED 929 Math Assessment and Instruction for Diverse Learners	3 credits
EL 908 Social Studies Content, Curriculum, Assessment, Instruction	3 credits
EL 909 Science Content, Curriculum, Assessment, Instruction	3 credits

III. Diversity, Equity, and Differentiated Instruction Courses: (6 credits)

ED xxx Teaching Culturally and Linguistically Diverse Learners	3 credits
ED 910 The Child, Family, and Diversity	3 credits

IV. Electives: (3 credits) One elective chosen from below or with consent of the program coordinator

ED 971 Special Topic: Author's Institute	3 credits
EE 911 Early Literacy for Young Learners	3 credits
Total 34 credits	

Master of Education in Elementary Education with Literacy Concentration

The program consists of the following courses:

V. Core requirements: (10 credits)

ED 981 Advanced Foundations of Education	3 credits
ED 982 Research in Education	3 credits
ED 983 Theory and Research in Reading	3 credits
ED 984 Reading Portfolio (to be taken last)	1 credit

VI. Reading Content Courses: (21 credits)

ED 911 Advanced Foundations of Literacy or 3 credits EE	
911 Early Literacy for Young Children	
ED xxx Teaching Culturally and Linguistically Diverse Learners	3 credits
ED 979 Technology and Literacy in the Classroom	3 credits
ED 914 Teaching and Learning Literacy Across Multiple Disc	3 credits
ER 903 Teaching Writing to Striving Readers	3 credits
EE 915 Detection and Remediation of Early Reading Difficulties	3 credits
ED 917 Diagnosis, Analysis and Remediation of Reading Difficulties	3 credits

VII. Electives: (3 credits)

One elective chosen with consent of the program coordinator Total
34 credits without reading specialist licensure

VIII. Requirements for Reading Licensure Option (9 credits)

ED 915 Leadership in Literacy: Consultation, Administration & Supervision	3 credits
ED 919 Reading Practicum	6 credits

Total 43 credits with reading specialist licensure

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 and beyond. We have designed our programs to provide theoretical and practical knowledge of adolescents' developmental needs, abilities, and interests. We believe that practitioners who are schooled in reflective practices and contemporary, research-based classroom techniques, strategies, and resources become skilled educators. We further recognize that lifelong learning is a requirement of being an effective teacher/scholar and that professional development is integral to teacher growth.

The Master of Education in Middle School 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. The University'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 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. Six of the courses (18 credits) are in education, while six (18 credits) are in the specified content field of licensure. The remaining one credit is awarded for completing a program portfolio encompassing both content and pedagogy.

CORE requirements:

- ED 981 Advanced Foundations of Education (3 cr)
- ED 958 Curriculum Development: Middle Schools (3 cr)
- ED 959 Assessment & Classroom Management (3 cr)
- ED 963 Understanding/Teaching of Culture (3 cr)

Content area requirements:

18 graduate credits (6 courses) - from the student's content area, including ES950 Disciplinary, Multimodal, and Critical Literacies Across the Content Areas

Advanced Education and Thesis Requirements:

- ED 982 Research in Education (3 cr)
- ED 994 Thesis Seminar (3 cr)
- ES 926 Portfolio Evaluation (1 cr)

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 and beyond. We have designed our programs to provide theoretical and practical knowledge of adolescents' developmental needs, abilities, and interests. We believe that practitioners who are schooled in reflective practices and contemporary, research-based classroom techniques, strategies, and resources become skilled educators. We further recognize that lifelong learning is a requirement of being an effective teacher/scholar and that 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. The University'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 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 license (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. Six of the courses (18 credits) are in education, while six (18 credits) are in the specified content field of licensure. The remaining one credit is awarded for completing a program portfolio encompassing both content and pedagogy.

CORE requirements:

ED 981	Advanced Foundations of Education (3 cr)
ED 974	Curriculum Development: Secondary Schools (3 cr)
ED 975	Assessment & Classroom Management (3 cr)
ED 963	Understanding/Teaching of Culture (3 cr)

Content area requirements:

18 graduate credits (6 courses) - from the student's content area, including ES950 Disciplinary, Multimodal, and Critical Literacies Across the Content Areas

Advanced Education and Thesis Requirements:

ED 982	Research in Education (3 cr)
ED 994	Thesis Seminar (3 cr)
ES 926	Portfolio Evaluation (1 cr)

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.

Admissions Requirements:

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

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.

PROGRAM OF STUDY:

Core Requirements:

ED 981 Advanced Foundations of Education (3 cr)

ED 982 Research in Education (3 cr)

ED 994 Thesis Seminar (3 cr)

Elective Requirements:

1 Course in Educational Administration/Leadership in Curriculum (3 cr)

1 Course in Curriculum Development (3 cr)

1 Course in Educational Technology (3 cr)

1 Course in Assessment (3 cr)

1 Course in Diversity (3 cr)

4 Elective Courses – either Education or content area courses (12 cr)

Total: Minimum of 36 credits

MASTER OF EDUCATION: CONCENTRATION IN ENGLISH AS A SECOND LANGUAGE

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 a current teaching license in ESL at the initial or professional level. Candidates who have attained initial licensure in ESL from another program or by another route would be 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).

Admission Requirements for the Master of Education: Concentration in ESL

The following is to be submitted to the Graduate School:

- 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
- Graduate Record Exam (GRE) or Millers Analogies Test (MAT) scores (waived with evidence of passing scores on the appropriate MTEL exams, or evidence of a prior advanced degree.)
- Copy of initial or professional license in English as a Second Language (Waived for students applying to the non-licensure option.)
- In addition, candidates are also 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.

Required Courses (10 credits):

ED 981	Advanced Foundations of Education (3 cr.)
ED 982	Research in Education (3 cr.)
ES 934	ESL Seminar: Research in Language & Education. ELLs (3 cr.)
ES 935	ESL Portfolio Evaluation (1 cr.)

ESL Concentration (24 credits): (To be chosen in consultation with Program Coordinator.)

ES 924	Linguistics for Teachers of English Language Learners (3)
CD 910	Speech/Lang Dev/Diff/Diversity (3)

- ED 978 Contemporary Issues in the Teaching of Bilingual and ELLs (3)
- ES 928 Second Language Acquisition (3)
- ES 914 Methods & Materials of Teaching English Language Skills to the ELL (3)
- ED 986 Literacy Instruction for the English Language Learner (3)
- ED 955 Assessing English Language Learners (3)
- ES 930 Sheltered Instruction & Assessment in Immersion Classroom (3)

Electives

- ES 929 Assessing and Teaching ELLs with Disabilities (3)
- ES 931 Leading an Effective English Learner Program (3)
- ES 932 Teaching Adult ESL and SIFE (3)
- ES 933 Global Perspectives in Cultural Diversity (3)

Total Minimum Program Credits: 34

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.

Core M.ED. Requirements:

ED 981	Advanced Foundations of Education	3 credits
ED 982	Research in Education	3 credits
ED 993	Seminar: Research in Content Concentration	3 credits
ED 992	Portfolio Evaluation	1 credit

Candidates are advised to take ED 981 Advanced Foundations of Education early in the program as it provides the foundation for the graduate program. The research course ED 982 Research in Education informs candidates on interesting areas of research as well as a foundation for ED 993 Seminar: Research in Content Concentration. 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 Portfolio Evaluation 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

CD 910	Speech & Language Development, Differences, Diversity	3 credits
ED 914	Teaching & Learning Literacy Across Multi Discip	3 credits
ED 929	Mathematics Assessment and Instruction for Diverse Learners	3 credits
ED 913	Differentiated Reading Instruction	3 credits

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 allowed to take additional courses as electives under the advisement of the program coordinator.

Elective Courses (Suggested choices but not limited to):

EA 931	Administration of programs for children with Special Needs	3 credits
ED 901	Technology in Education Advanced	3 credits
ED 911	Foundations of Literacy Reading as	3 credits
ED 918	Language	3 credits
ED 925	Consultation and Interpersonal skills	3 credits
ED 951	Integrating Language Arts and Social Studies in The Elementary/Middle Schools	3 credits
ED 953	Integrating Science and Mathematics in the Elementary/Middle Schools	3 credits
ED 917	Diagnosis and Remediation of Reading Difficulties In the Middle and Upper Grades or	
EE 915	Detection and Remediation of Early Reading Difficulties	3 credits

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.

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

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 that 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 Practicum: Moderate Special Needs and ED 926 Curriculum Development and Instructional Techniques (seminar);
- additional graduate level courses under the initial licensure requirements are required 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:

ED 921—Developmental Patterns of Children with Special Needs;

ED 923—Development and Implementation of an Individualized Education Plan;

ED 922—Analysis and Interpretation of Behavior and Learning Environments;

ED 924—Strategies for Assessing and Teaching Students with Moderate Special Needs.

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.

Core M.Ed. Requirements (10 credits):

ED 981	Advanced Foundations of Education	3 credits
ED 982	Research in Education	3 credits
ED 993	Seminar: Research in Content Concentration	3 credits
ED 992	Portfolio Evaluation	1 credit

Candidates are advised to take the course, ED 981 Advanced Foundations of Education early in the program as it provides the foundation for the graduate program. The research course ED 982 Research in Education informs candidates on interesting areas of research as well as a foundation for ED 993 Seminar: Research in Content Concentration. 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 Portfolio Evaluation 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.

Core Content/Concentration Courses (24 credits):

ED 921	Developmental Patterns of Children with Special Needs	3 credits
ED 923	Development and Implementation of an Individualized Education Program	3 credits
ED 922	Analysis and Interpretation of Behavior and Learning Environments	3 credits
ED 924	Strategies for Assessing and Teaching Students with Moderate Special Needs	3 credits
ED 913	Differentiated Reading Instruction	3 credits
ED 914	Teaching & Learning Literacy Across Multi Discipline	3 credits
ED 929	Mathematics Assessment and Instruction for Diverse Learners	3 credits
CD 910	Speech & Language Development, Differences, Diversity	3 credits

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 allowed to take additional courses as elective course under the advisement of the program coordinator.

Elective Courses (Suggested choices but not limited to):

EA 931	Administration of programs for children with Special Needs	3 credits
ED 911	Advanced Foundations of Literacy	3 credits
ED 918	Reading as Language	3 credits
ED 925	Consultation and Interpersonal skills Technology in	3 credits
ED 901	Education	3 credits
ED 951	Integrating Language Arts and Social Studies in The Elementary/Middle Schools	3 credits
ED 953	Integrating Science and Mathematics in the Elementary/Middle Schools	3 credits
ED 917	Diagnosis and Remediation of Reading Difficulties In the Middle and Upper Grades or EE 915 Detection and Remediation of Early Reading Difficulties	3 credits

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

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 involves developing 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

The program consists of the following courses:

Core requirements: (10 credits)

ED 981	Advanced Foundations of Education	3 credits
ED 982	Research in Education	3 credits
ED 983	Theory and Research in Reading	3 credits
ED 984 or ED 992	Reading Portfolio (to be taken last)	1 credit

Reading Content Courses: (21 credits)

ED 911	Advanced Foundations of Literacy	3 credits
ED 918	Rdg as Lang: Teaching Cult and Ling Diverse Learners	3 credits
ED 979	Technology and Literacy in the Classroom	3 credits
ED 914	Teaching and Learning Literacy Across Multiple Disc	3 credits
ER 903	Teaching Writing to Striving Readers	3 credits
EE 915	Detection and Remediation of Early Reading Difficulties	3 credits
ED 917	Diagnosis, Analysis and Remediation of Reading Difficulties	3 credits

Electives: (3 credits)

One elective chosen with consent of the program coordinator

Total 34 credits without reading specialist licensure

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 & Supervision	3 credits
ED 919	Reading Practicum	3 credits each practicum (6 credits total)

Total 43 credits with reading specialist licensure

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 several options at Worcester State University:

- Master of Education Early Childhood with Literacy Concentration, Licensure Option
- Master of Education Elementary with Literacy Concentration, Licensure Option
- Post-Baccalaureate Initial Teacher Reading Licensure Option

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 EDUCATION—HEALTH EDUCATION

Program Coordinator: Dr. Mariana Calle

Phone: 508-929-8739

Email: mcalle@worchester.edu

To view the online application and graduate school requirements please go to: <http://worchester.edu/Graduate>

The Master of Education, Concentration in Health Education program is designed to enhance professional preparation of health educators by advancing their knowledge and skills in the processes of health education. Students with minimal background in the field may be encouraged to take additional courses as prerequisites. This program does not fulfill the requirements for initial educator licensure in Health/Family and Consumer Sciences. The courses may be eligible for professional educator licensure. Contact the Massachusetts Department of Elementary and Secondary Education regarding current state regulations for licensure.

Requirements of the Program (33 credits):

Required Courses (18 credits)

ED 981	Advanced Foundations of Education	(3 credits)
HE 942	Research Methods in Health	(3 credits)
HE 917	Health Theory & Methods	(3 credits)
HE 919	Program Planning Implementation and Evaluation	(3 credits)
HE 934	Social and Behavioral Statistics	(3 credits)
HE 945	Seminar in Health	(3 credits)

Elective Courses in Health Education (15 credits)

Selected with the advisor's assistance. One of the five electives must be selected from ED974, ED975, or ES950.

Each candidate must pass the Certified Health Education Specialist (CHES) exam. The CHES exam is sponsored by the National Commission for Health Education Credentialing, Inc. and is given twice a year.

The Master of Education with a concentration in Health Education enrolls students starting in the fall semester. Completed applications received by June 15th will be reviewed for admissions decisions prior to the September start.

Graduate Education with a Concentration in Health Education Courses**HE 917 Health Theory and Methods**

Focus is on creative applications of learning theories and behavioral models used by health educators.

3 credits

HE 918 Curriculum Development in Health

Exploration of curriculum models and their integration with philosophies of health behavior and education.

3 credits

HE 919 Program Planning, Implementation and Evaluation

This course is designed to help students understand and develop skills necessary to carry out program development regardless of setting.

3 credits

HE 922 Health Care Systems

A study of historical development of the American health care system and recent trends in organization, administration, and legislation.

3 credits

HE 924 Education for Wellness

Utilizes concepts of physical, mental, social, psychological, environmental, and spiritual wellness to enhance health education programming.

3 credits

HE 925 Politics and Policies of Health Care

Health care regulation and cost by government including the transition from private and professional to federal and state control.

3 credits

HE 930 Drugs, Alcohol, and Tobacco

The pharmacological, physiological and social effects of various drugs in our society.

3 credits

HE 932 Advanced Nutrition

Study of recent advances and trends in the relationship of diet and nutrition.

3 credits

HE 934 Social and Behavioral Statistics

Qualitative and quantitative data collection; hypothesis testing; measures of central tendency, variability, correlation and regression.

3 credits

HE 935 Sexuality Education

Historical, political, multicultural and personal approaches to understanding various aspects of human sexuality.

3 credits

HE 937 Women and Minority Health Issues

An examination of the effects of sexism and racism on the health and health care of women and minorities.

3 credits

HE 940 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

HE 942 Research Methods in Health

An introduction to research and statistical designs as directly related to health science and allied health disciplines.

3 credits

HE 943 Current Literature in Health

Critical analysis of current and past research findings concerning health knowledge, attitudes, behaviors and educational techniques.

3 credits

HE 944 Special Topics in Health

An in-depth exploration of contemporary health topics and issues.

3 credits

HE 945 Seminar in Health

Discussion of current health topics with an emphasis on health educators' key responsibilities and competencies in various settings; also preparation of CHES.

3 credits

HE 950 Independent Study in Health

Independent research project

3 credits

MASTER OF EDUCATION—SCHOOL LEADERSHIP AND ADMINISTRATION

Coordinator of District-Based Off-Campus Leadership Programs: David Roach

Phone: 508-929-8873

Email: droach@worcester.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 & 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/graduate)
- 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
- Official GRE or MAT scores (waived for students possessing a Master's degree or above)
- Evidence of passing scores on the Communication & 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)

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

EA912 Introduction to Educational Leadership

This course will introduce students to the Massachusetts 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

EA913 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

EA918 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.

EA950 (EL), EA951 (MS), EA952 (HS), or EA953 (supervisor/director) Family and Community Practicum Standard 3 75 clock hours 1 credit

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.

EA970 Professional Culture 3 credits

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.

EA954 (EL), 955 (MS), 956 (HS), or 957 (Sup/dir.) Professional Culture Practicum Standard 4

75 clock hours = 1 credit

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.

ES931 Leading an Effective English Learner Education Program 3 credits **

**Approved course as part of ELL program

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

EA924 Curriculum, Instruction and Assessment for Aspiring Leaders

3 credits

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.

EA972 Enhancing Teacher and Student Performance

3 credits

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.

EA973 Building the Capacity for Educational Change

3 credits

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.

EA 958(EI), EA959 (MS), EA960(HS), or EA961 (Sup/dir.)**Instructional Leadership Practicum Standard 1** 75 clock hours = 1 cr.

Practicum description: 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.

EA915 Economic and Operational Dimensions of Education

3 credits

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.

EA923 Governance, Ethics, and Law in Education

3 credits

This course focuses on the myriad of legal, ethical, and mandated regulations that must be considered in creating and operating a school system.

EA 962 (EI), 963 (MS), 964 (HS), or 965 (Sup/dir.)**Management and Operations Practicum Standard 2**

75 clock hours =1 credit

Course Description: 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.

EA966 (EL), 967 (MS), 968 (HS), or 969 (Sup/Dir.)

Educational Leadership Capstone Practicum and Culminating Seminar

200 clock hours and seminars = 3 credits

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.

EA929 Educational Leadership Capstone Assessment/Evaluation 1 credit

This capstone assessment will be used to assess the student's overall ability to meet the four Massachusetts standards for school administrators. Submission of portfolio and presentation demonstrating action research undertaken during the program will be part of the capstone assessment process.

Total program = 36 credits

MASTER OF OCCUPATIONAL THERAPY

Program Coordinator: Dr. Joanne Gallagher Worthley

Phone: 508-929-8783

Email: Joanne.Gallagher@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).

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.

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)

1st Year Summer I

OT 101	Intro to Occupational Studies of Wellness/Disability	3 Credits
BI 271	Kinesiology	3 Credits
OT 211	Kinesiology Lab	1 Credit

1st Year Summer II

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

1st Year Fall Semester

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

1st Year Spring Semester

OT 312	Physiological Wellness/Disability	2 Credits
OT 313	Physiological Therapeutic Approaches	3 Credits
OT 318	Physiological Therapeutic Approaches Lab	2 Credits

2nd Year Fall Semester

OT 401	Occupational Performance & Context for Elders	2 Credits
OT 402	Therapeutic Approaches for Elders	3 Credits
OT 403	Therapeutic Approaches Lab for Elders	2 Credits
OT 404	Assistive Technology I	3 Credits
OT 407	Research II	3 Credits

2nd Year Spring Semester

OT 421	Occupational Performance & Context for Chil/Adol	2 Credits
OT 423	Therapeutic Approaches Lab for Chil/Adol	2 Credits
OT 424	Assistive Technology II	3 Credits
OT 426	Organizational & Professional Issues	3 Credits
OT 427	Therapeutic Approaches for Chil/Adol	2 Credits
OT 928	Thesis Seminar I	3 Credits

3rd Year Summer Semester

OT 903	Clinical Reasoning I	3 Credits
OT 908	Community Health	3 Credits
OT 929	Thesis Seminar II	3 Credits
OT 933	Assessment and Evaluation Across the Lifespan	3 Credits

3rd Year Fall Semester

OT 905	Clinical Reasoning II	3 Credits
OT 906	Global Health Issues	3 Credits
OT 930	Thesis Seminar III	3 Credits
OT 931	Organizational & Professional Issues II	3 Credits

3rd Year Spring Semester

OT 920	Physical Disabilities Fieldwork II	3 Credits
OT 921	Psychosocial Fieldwork II	3 Credits

Occupational Therapy Courses

OT 101 Introduction to Occupational Studies of Wellness/Disability

Introduction to occupational therapy history, philosophy, wellness/disability continuum, contexts, occupations, occupational performance, professionalization and clinical reasoning.

3 credits

OT 102 Occupational Studies of Wellness/Disability Groups

Exploration of professional themes: philosophy, wellness/disability continuum using groups, occupational performance and activity, professionalization and clinical reasoning.

3 credits

OT 203 Occupational Therapy Theories

Investigation of theories basic to occupational therapy, related to occupation, individual and context. Includes current and developing models of practice.

3 credits

OT 211 Kinesiology Lab

Opportunities to develop skills that apply kinesiology to occupational therapy practice.

1 credit

OT 301 Psychosocial Wellness/Disability

Concurrent with OT 302 and OT 304

Historical themes of the profession, wellness/illness/disability continuum, occupation and context as it applies to psychosocial performance in life roles.

1 credit

OT 302 Psychosocial Therapeutic Approaches

Occupational performance and context, professionalization, and clinical reasoning will be applied to practice models when addressing psychosocial health and illness.

1 credit

OT 304 Psychosocial Therapeutic Approaches Lab

Directed observation and participation in the clinical application of theories and methods of occupational therapy intervention with psychosocial disorders. Includes Fieldwork I.

2 credits

OT 312 Physiological Wellness/ Disability

Concurrent with OT 313 and OT 318

Historical themes of the profession, wellness/illness/disability continuum, occupation and context as it applies to physiological performance in life roles.

2 credits

OT 313 Physiological Therapeutic Approaches

Occupational performance and context, professionalization, and clinical reasoning will be applied to practice models when addressing physiological health and illness.

2 credits

OT 317 Research I

Course examines measurement issues, concerns and tools; and why and how to use evidence in practice.

3 credits

OT 318 Physiological Therapeutic Approaches Lab

Directed observation and participation in the clinical application of theories and methods of occupational therapy intervention with physiological disorders. Includes Fieldwork I.

2 credits

OT 401 Occupational Performance & Context for Elders

Concurrent with OT 402, OT 403 and OT 404

The wellness/illness/disability continuum will be applied to occupational performance in life roles for the geriatric population.

2 credits

OT 402 Therapeutic Approaches for Elders

Occupational therapy strategies for elders across the wellness/illness/disability continuum with emphasis on occupational performance/context and clinical reasoning.

2 credits

OT 403 Therapeutic Approaches Lab for Elders

Experiential learning with assessments and intervention approaches for elders. Includes Fieldwork I experience in various sites off campus.

2 credits

OT 404 Assistive Technology I

Assistive technology related to the needs of the adult and geriatric populations will be explored

3 credits

OT 407 Research II

Course examines research design, quantitative and qualitative, human subject protection and program evaluation. Students will develop a research proposal.

3 credits

OT 411 Occupational Therapy International Service Learning Experience

Instruction in occupational therapy methods with an experiential component providing intervention to an underserved population in a foreign country.

2 credits

OT 421 Occupational Performance & Context for Children/Adolescents

Concurrent with OT 423, OT 424 and OT 427

Wellness/illness/disability continuum will be applied to performance in life roles related to the child and adolescent populations.

2 credits

OT 423 Therapeutic Approaches Lab for Children/Adolescents

Experiential learning with assessments and intervention approaches; professional oral and written communication skill development. Includes Fieldwork I experience.

2 credits

OT 424 Assistive Technology II

Assistive technology applied to the occupational performance and context of child and adolescent populations.

2 credits

OT 426 Organizational & Professional Issues I

Introduction to principles of organization, administration and management applied to the delivery of occupational therapy services in various practice settings. Work relationships, ethical issues and laws influencing practice will also be discussed.

3 credits

OT 427 Therapeutic Approaches for Children/Adolescents

Occupational therapy strategies for child and adolescent populations across wellness/illness/ disability continuum with emphasis on occupational performance and context.

3 credits

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

Prerequisite: OT903

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.

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

Prerequisite: OT903, 905, 906, 908, 928, 929, 930, 931, 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

Prerequisite: OT903, 905, 908, 928, 929, 930, 931, 933

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

3 credits

OT 928 Thesis Seminar I

Seminar focusing on the development of thesis proposals.

3 credits

OT 929 Thesis Seminar II

Prerequisite: OT928

Seminar focusing on the collection and analysis of data.

3 credits

OT 930 Thesis Seminar III

Prerequisite: OT928 and OT929

Seminar focusing on writing and disseminating a research report

3 credits

OT 931 Organizational & 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 the students understanding of the biological sciences and to prepare the student for professional careers in Biotechnology or doctoral study. Classes are usually held in the evenings and combine lectures with laboratory experiences in a broad range of subjects. Individual courses are open to students who hold a Bachelor's degree in a biological subject or Biotechnology. Many students enrolled in the program part-time are employed in Massachusetts Biotech companies and have finished the program in three years.

Prerequisites for Admission to the Program:

In order 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 similar majors and they can start taking classes while they are applying. Graduate study in Biotechnology at Worcester State University assumes sound undergraduate training and pronounced academic capability. 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 at the junior and senior level.

Program of Study for the Degree

The quantitative requirement for the degree is 33 graduate credits in an approved schedule of courses within the program. In addition, students must show computer science proficiency or statistics competency. This ancillary requirement is usually satisfied by taking an additional approved course. All work for the degree must be completed within a period of six years from the date of admission to the program.

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.

Degree Requirements required of all students:

Satisfy ancillary requirement in statistics or computerscience

BI 921 Biotechnology and DNA 4 credits

BI 927 Tissue Culture Techniques 3 credits

BI 930 Biological Chemistry 3 credits

Biology or Chemistry electives 14 credits minimum

BI 990 Seminar in Biology/Biotechnology 3 credits

BI 995 Research in Biology/Biotechnology 6 credits (Acceptable thesis and thesis defense)

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

BI 905	Historical Perspectives
BI 910	Public Health Parasitology
BI 915	Advanced Botany
BI 935	Biochemical Techniques
BI 936	Immunology
BI 937	Molecular Virology
BI 938	Toxicology
BI 940	Reproductive Physiology
BI 945	Neuroendocrinology
BI 980	Selected Topics in Advanced Biology
BI 981	Independent Study in Biology/Biotechnology
BI 985	Graduate Internship in Biology/Biotechnology
CH 941	Biochemistry of Nucleic Acids
CH 942	Structure & Function of Proteins
CH 943	Laboratory Techniques in Biochemistry
CH 990	Special Problems in Chemistry
CH 991	Directed Study
CH 996	Internship in Chemistry

To fulfill requirements for the Course BI 995 Research in Biology/Biotechnology (6 credits) the candidate must complete an acceptable thesis or paper submitted in publishable format based upon the original research based on 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 graduation the paper must be presented to the candidate's graduate research advisor.

A minimum of two weeks prior to commencement the final copy of the paper, following approval by the candidate's graduate research advisor, will be evaluated.

Comprehensive Examination/Thesis defense:

To receive the Master of Science in Biotechnology the candidate is required to pass a comprehensive examination/thesis defense in the candidate's area of specialization. If a candidate fails the examination he/she will be granted one other chance to satisfactorily fulfill this requirement. 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.

Biotechnology Graduate 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 regulation. 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 924 Recombinant DNA

A theoretical course covering the basic concepts of DNA structure, the role of DNA in cells and how genes are isolated and cloned.

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

Prerequisite: B.S. in a biological science

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.

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

Prerequisite: BI 930

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

3 credits

BI 936 Immunology

Prerequisite: B.S. in a biological science

Recent advances in understanding the immune system will be covered.

3 credits

BI 937 Molecular Virology

Prerequisite: B.S. in a biological science

A study of virus families with emphasis on replication and regulation of gene expression.

3 credits

BI 938 Toxicology

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

3 credits

BI 940 Reproductive Physiology

Concerns the influence of sex hormones on the reproductive system, beginning with embryogenesis and early maturation and extending into the areas of fertilization, pregnancy, gestation, parturition, and lactation. Includes three hour laboratory.

4 credits

BI 945 Neuroendocrinology

Emphasizes the hypothalamo-hypophysial system in mammals together with its influence on the central nervous system.

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 955 Herpetology

Concerns the structural and functional characteristics of amphibians and reptiles, their origin and evolution, their ecological relationships, and their distribution and natural history. Includes three hour laboratory.

4 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 in 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

Prerequisite: Consent of department and instructor.

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

BI 985 Graduate Internship in Biology/Biotechnology

Prerequisite: Successful completion of a minimum of 12 graduate credits toward the degree and approval of the Biology faculty. Provides M.S. 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 thesis or paper in publishable format. Required of all degree candidates. May be repeated.

1-6 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, 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 also 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 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. Graduates of this program are eligible for certification as an Advanced Public Health Nurse by the American Nurses Credentialing Center after satisfying the experiential requirement.

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
- social justice and social action, 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,
- director of student health services at a college,
- 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

Admissions Requirements: Traditional Entry:

For students with a BS 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

Bridge Program

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

RN-to-MS Fast Track

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
Traditional Entry****Professional Core**

- NU 910 Professional Role Development (3 credits)*
- NU 920 Conceptual Foundations of Nursing (3 credits)*
- NU 925 Research for Evidence-Based Practice (3 credits)*
- NU 951 Nursing Leadership and Administration (3 credits)*

Interdisciplinary Courses

- NU 936 Epidemiology (3 credits)*
- NU 941 Program Planning and Evaluation (3 credits)
- NU 930 Social Policy and the Economics of the Health Care Delivery System (3 credits)
- NU 946 Biostatistics (3 credits)

Specialty Courses in Community/Public Health Nursing

- NU 961 Nursing Science I: Community/Public Health Leadership Theory and Practicum (6 credits)*
- NU 966 Nursing Science II Community/Public Health Leadership Theory and Practicum (6 credits)*

* 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.

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.

Bridge Core⁺

- NU 900 Individual Assessment (1 credit)*
- NU 901 Community Health and Health Policy (3 credits)*
- NU 902 Transition to Advanced Nursing (3 credits)*

⁺These courses do not have to be completed before enrolling in Professional Care or Interdisciplinary courses.

Professional Core

- NU 910 Professional Role Development (3 credits)*
- NU 920 Conceptual Foundations of Nursing (3 credits)*
- NU 925 Research for Evidence-Based Practice (3 credits)*
- NU 951 Nursing Leadership and Administration (3 credits)*

Interdisciplinary Courses

NU 936 Epidemiology (3 credits)*

NU 941 Program Planning and Evaluation (3 credits)

NU 930 Social Policy and the Economics of the Health Care Delivery System (3 credits)

NU 946 Biostatistics (3 credits)

Specialty Courses in Community/Public Health Nursing

NU 961 Nursing Science I: Community/Public Health Leadership Theory and Practicum (6 credits)* NU 966

Nursing Science II Community/Public Health Leadership Theory and Practicum (6 credits)*

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.

* Courses offered in the blended-learning format.

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 in 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.

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.

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.

NU 332 Transition to Professional Nursing (3 credits)

NU 342 Health Assessment (4 credits)

NU 525 Research for Evidence-Based Practice (3 credits)*

Satisfies NU 925 Requirement in the RN-to-MS Fast Track Program

NU 432 Advancing Nursing Perspectives in Chronic Illness (9 credits)

NU 551 Nursing Leadership and Administration (3 credits)

Satisfies NU 951 Requirement in the RN-to-MS Fast Track Program

NU 472 Community Nursing Capstone (9 credits)

Course descriptions for all undergraduate courses may be found in the Worcester State University undergraduate catalog.

RN-to-MS Specialty Courses**Professional Core**

NU 910 Professional Role Development (3 credits)*

NU 920 Conceptual Foundations of Nursing (3 credits)*

NU 925 Research for Evidence-Based Practice (3 credits)*

NU 951 Nursing Leadership and Administration (3 credits)*

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

Interdisciplinary Courses

NU 930 Social Policy and the Economics of the Health Care Delivery System (3 credits)

NU 936 Epidemiology (3 credits)*

NU 941 Program Planning and Evaluation (3 credits)

NU 946 Biostatistics (3 credits)

Specialty Courses in Community/Public Health Nursing

NU 961 Nursing Science I: Advanced Community/Public Health Leadership Theory and Practicum (6 credits)*

NU 966 Nursing Science II: Advanced Community/Public Health Leadership Theory and Practicum (6 credits)*

Courses offered in the blended-learning format.

Nursing Courses

NU 900: Individual Assessment (1 credit)

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.

NU 901: Community Health and Health Policy (3 credits)

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.

NU 902: Transition to Advanced Nursing (3 credits)

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.

NU 910 Professional Role Development (3 credits)

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.

NU 920 Conceptual Foundations in Nursing (3 credits)

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.

NU 925 Research for Evidence-Based Practice (3 credits)

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.

NU 930 Social Policy and the Economics of the Health Care Delivery System (3 credits) 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.

NU 936 Epidemiology (3 credits)

Evaluation of epidemiological principles and techniques of investigation; measures of incidence and prevalence applied to health risk, morbidity and mortality in specific populations.

NU 941 Program Planning and Evaluation (3 credits)

Program Planning and Evaluation is an interdisciplinary course to facilitate student 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.

NU 946 Biostatistics (3 credits)

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.

NU 951 Nursing Leadership and Administration (3 credits)

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.

NU 961 Nursing Science I: Community/Public Health Leadership Theory and Practicum I (6 credits)

Concentrates on community/populations as the graduate student focuses on the diagnostic phases of care. The student synthesizes previous knowledge and theory to assess and monitor the health status of selected communities in health departments, neighborhoods, parishes or individual settings. Selected clinical practica provide the student the opportunity to apply new knowledge to practice.

NU 966 Nursing Science II: Community/Public Health Leadership Theory and Pract II (6 credits)

This course provides the graduate nursing student with the opportunity to evaluate the various processes which are utilized to achieve optimal population and community health. Selected clinical practica encourage the student to utilize theory, research and information technology to manage and evaluate program effectiveness.

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

Program Description:

Nurse educators are the 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. However, while 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 will provide 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 Educator^{CM}. Graduates are also eligible to sit for the American Nurses Credentialing Center (ANCC) certification examination in Nursing Professional Development.

This is a 36 credit hour program 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 high fidelity patient simulation strategies, as well as other emerging technologies and related teaching methodologies 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 the blended-learning format which combines the best of face-to-face and online learning. The blended-learning format significantly reducing 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

Professional Core

- NU908 Professional Role Development: Philosophical & Curricular Development in Nursing Education (3 credits)*
- NU920 Conceptual Foundations of Nursing (3 credits)*
- NU925 Research for Evidence-Based Practice (3 credits)*
- NU951 Administration and Leadership (3 credits)*

Interdisciplinary Courses

- NU930 Social Policy and the Economics of the Health Care Delivery System (3 credits)
- NU946 Biostatistics (3 credits)

Specialty Courses in Education

- NU937 Advanced Health Assessment (3 credits)*
- NU938 Advanced Concepts in Physiology and Pathophysiology (3 credits)*
- NU939 Advanced Concepts in Pharmacology (3 credits)*
- NU942 Teaching & Learning in the Age of Technology (4 credits)*
- NU943 Practicum in Teaching & Learning (5 credits)*

*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.)

Bridge Core

- NU 900 Individual Assessment (1 credit)*
NU 901 Community Health and Health Policy (3 credits)*
NU 902 Transition to Advanced Nursing (3 credits)*

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

Professional Core

- NU908 Professional Role Development: Philosophical & Curricular Development in Nursing Education (3 credits)*
NU920 Conceptual Foundations of Nursing (3 credits)*
NU925 Research for Evidence-Based Practice (3 credits)*
NU951 Nursing Leadership and Administration (3 credits)*

Interdisciplinary Courses

- NU930 Social Policy and the Economics of the Health Care Delivery System (3 credits)
NU946 Biostatistics (3 credits)

Specialty Courses in Education

- NU937 Advanced Health Assessment (3 credits)*
NU938 Advanced Concepts in Physiology and Pathophysiology (3 credits)*
NU939 Advanced Concepts in Pharmacology (3 credits)*
NU942 Teaching & Learning in the Age of Technology (4 credits)*
NU943 Practicum in Teaching & Learning (5 credits)*

*Courses offered in the blended-learning format.

Bridge students must:

1. Complete NU900, NU901, NU902.
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 be 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 65 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.

NU 332 Transition to Professional Nursing (3 credits)

NU342A Health Assessment (4 credits)

NU 525 Research for Evidence-Based Practice (3 credits)

(Satisfies NU 925 Requirement in the RN-to-MS Fast Track Program)

NU 432 Advancing Nursing Perspectives in Chronic Illness (9 credits)

NU 551 Nursing Leadership and Administration (3 credits)

(Satisfies NU 951 Requirement in the RN-to-MS Fast Track Program)

NU472 Community Nursing Capstone (9 credits)

Course descriptions for all undergraduate courses may be found in the Worcester State University undergraduate catalog.

Specialty Courses: Nurse Educator Professional Core

NU 908 Professional Role Development (3 credits)*

NU 920 Conceptual Foundations of Nursing (3 credits)*

NU 525 Research for Evidence-Based Practice(3 credits)*

NU 551 Nursing Leadership and Administration (3 credits)*

Interdisciplinary Courses

NU 930 Social Policy and the Economics of the Health Care Delivery System(3 credits)

NU 946 Biostatistics (3 credits)

Specialty Courses

NU 937 Advanced Health Assessment (3 credits)*

NU 938 Advanced Concepts in Physiology and Pathophysiology (3 credits)*

NU 939 Advanced Concepts in Pharmacology (3 credits)*

NU 942 Teaching & Learning in the Age of Technology (4 credits)*

NU 943 Practicum in Teaching & Learning* (5 credits)

*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.

Master of Science in Nursing: Nurse Educator Specialty Course Descriptions

NU 900: Individual Assessment (1 credit)

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.

NU 901: Community Health and Health Policy (3 credits)

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.

NU 902: Transition to Advanced Nursing (3 credits)

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.

NU 908 Professional Role Development: Philosophical & Curricular Development in Nursing Education (3 credits)

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.

NU 920 Conceptual Foundations in Nursing (3 credits)

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.

NU 925 Research for Evidence-Based Practice (3 credits)

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.

NU 930 Social Policy and the Economics of the Health Care Delivery System (3 credits) 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.

NU 937 Advanced Health Assessment (3 credits)

This advanced health assessment course covers content for students in advanced practice specialties with a clinical component. Advanced health assessment skills are presented for all age groups from the newborn through older adult. Students will have the opportunity to acquire proficiency in the execution of clinical assessment skills through various teaching/learning methods such as lecture, faculty and video demonstrations, practice sessions, interactive activities, and assignments.

NU 938 Advanced Concepts in Physiology and Pathophysiology (3 credits)

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.

NU 939 Advanced Concepts in Pharmacology (3 credits)

This course focuses on the pharmacologic concepts important to nursing practice. These concepts include receptor theory, receptor-effector coupling, dose-response relationships, mechanisms of action of important classes of drugs, pharmacokinetics, pharmacodynamics, and pharmacogenomics. Course will provide the student with an understanding of basic pharmacologic principles that can be applied to new drugs as they become available in the future. Application of these principles to practice situations will also be emphasized.

NU 942 Teaching and Learning in the Age of Technology (4 credits)

Prerequisites: NU908, NU937, NU939

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.

NU 943 Practicum in Teaching & Learning (5 credits)

Prerequisites: NU908, NU937, NU939, NU942

Students matriculated in the post-masters

Certificate are waived from these prerequisites.

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.

NU 946 Biostatistics (3 credits)

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.

NU 951 Nursing Leadership and Administration (3 credits)

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.

* *Course descriptions for all undergraduate courses may be found in the Worcester State University undergraduate catalog.*

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, 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.worcester.edu/graduate)
- Official undergraduate and graduate transcripts
- Two letters of recommendation
- Copy of current, unencumbered license to practice nursing

Required Courses

NU908	Professional Role Development: Philosophical and Theoretical Foundations of Nursing Education (3 credits)*
NU942	Teaching and Learning in the Age of Technology (4 credits)*
NU943	Practicum in Teaching and Learning (5 credits)*

Please note: Students are not able to transfer in courses to complete this certificate.

*Indicates that the course is delivered in the blended-learning format.

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/graduate)
- Official undergraduate and graduate transcripts
- Two letters of recommendation
- Copy of current, unencumbered license to practice nursing

Required Courses

NU910	Professional Role Development (3 credits)
NU961	Nursing Science I: Community/Public Health Leadership Theory and Practicum (6 credits)
NU966	Nursing Science II: Community/Public Health Leadership Theory and Practicum (6 credits)

Please note: Students are not able to transfer in courses to complete this certificate.

MASTER OF SCIENCE IN HEALTH CARE ADMINISTRATION

Interim Program Coordinator: Dr. Elizabeth Wark

Phone: 508-929-88743

Email: ewark@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.

Core Courses

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.

HC 900	Health Care Systems
HC 901	Management and Organizational Behavior for Health Care Professionals
HC 902	Statistical Methods and Inference for Health Care Professionals
HC 903	Accounting and Budgeting for HealthCare Professionals
HC 904	Financial Management in the Health Care Organization
HC 905	Marketing the Health Care Organization
HC 906	Health Care Management Information Systems
HC 907	Operations and Quality Management in the Health Care Organization
HC 908	Legal, Regulatory and Ethical Issues in Health Care

Electives

6 credit hours, choose 2 of the following:

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 HealthCare
HC 976	Seminar: Current Issues in Health Care

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

Capstone

3 credit hours, choose 1 of the following

HC 986	Internship in Health Care*
HC 996	Health Care Action/Research Project

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

Total Program: 12 courses, 36 credit hours

*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. Generally, with the exception of HC900 and HC902, all other HC core courses are only offered once during the calendar year. International students are considered full time if they enroll in 2 or more graduate courses in the fall, spring, and summer terms.)

First Year

Fall: (6 credits)

HC 900 Health Care Systems

HC 901 Management/Organizational Behavior for Health Care Professionals

Spring: (6 credits)

HC 902 Statistical Methods and Inference for Health Care Professionals

HC 906 Health Care Management Information Systems

Summer: (6 credits)

HC 908 Legal, Regulatory and Ethical Issues in Health Care

XXxxx Elective

Second Year

Fall: (6 credits)

HC 903 Accounting and Budgeting for Health Care Professionals

XXxxx Elective

Spring: (9 credits)

HC 907 Operations and Quality Management in the Health Care Organization

HC 904 Financial Management in the Health Care Organization

HC 905 Marketing the Health Care Organization

Summer: (3 credits)

HC 986 or 996 Capstone internship or research course

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

Prerequisite: HC 900, 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

Prerequisite: HC 900, HC 901

The accounting cycle, cost analysis, cost-volume relationships, typical budgeting systems, responsibility accounting and variance analysis, cash-budgeting systems, responsibility accounting and variance analysis, 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, HC 901, HC 903

The role of finance in strategic planning for the health care organization, theory of value with special considerations for nonprofits, 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/NM 905 Marketing the Health Care Organization

Prerequisites: HC 900, 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, HC 902

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, 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/NM 908 Legal, Regulatory and Ethical Issues in Health Care

Prerequisite: HC 900

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, patients' rights, informed consent, privacy and confidentiality, negligence and malpractice.

3 credits

Electives: 6 credit hours, choose 2 of the following

(Please note: Students may choose other non-health care elective courses with the prior approval of the coordinator.)

HC 926 Human Resources Management in the Health Care Organization

Prerequisites: HC 900, HC 901

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

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

Prerequisites: HC 900, HC 902

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

Prerequisite: HC 900

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 nonprofit agencies.

3 credits

HC 976 Seminar: Current Issues in Health Care

Prerequisites: Completion of all required Core courses or permission of the coordinator

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.

3 credits

Capstone: 3-credit hours, choose one of the following HC**986 Internship in Health Care**

Prerequisites: Completion of all required Core courses or permission of the coordinator

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.

3 credits

HC 996 Health Care Action/Research Project

Prerequisites: Completion of all required Core courses

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.

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 work 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 are graduate eligible can 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 3.25 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—BA910 Information Technology, BA912 Marketing, BA914 Organizational Behavior, or BA915 Corporate Finance. 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.

1. BA960: Leadership (may count in the BA electives or in the management concentration)
2. BA962: Ethics and Social Responsibility of Leadership (may count in the BA electives or in the management concentration)
3. BA915: Corporate Finance (this may be counted as a substitute for BA404 in the BA electives or within the finance concentration.)
4. BA912: Marketing Management (this may count in the BA electives or within the marketing concentration).

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

Master of Science in Management Core Courses (all students):

BA910	Information Technology ¹
BA911	Accounting for Managerial Decisions ²
BA912	Marketing ¹
BA913	Managerial Economics
BA914	Organizational Behavior ¹
BA915	Corporate Finance ¹
BA916	Quantitative Analysis and Research Methods
BA990	Integrative Business Strategy

Accounting Concentration Required Courses:

AC910	Taxation of Individuals and Proprietors
AC911	Taxation of Corporations and Shareholders
AC912	Advanced Accounting Theory
AC913	Advanced Auditing Theory and Practice
AC923	Advanced Government and Nonprofit Accounting ³

Accounting Concentration Elective Courses (offered when sufficient demand exists):

AC920	Advanced Problems in Accounting
AC921	Advanced Cost Accounting
AC922	International Accounting
AC930	Advanced Financial Theory
AC932	International Finance and Economics
AC950	Seminar Topics in Taxation
AC951	Seminar in Issues in Accounting Ethics

Managerial Leadership Concentration Required Courses:

BA960	Leadership Theory and Skills
BA961	Organizational Development and Change
BA962	Ethics and Social Responsibility of Leadership
BA963	Action Learning Professional Leadership Project

Managerial Leadership Concentration Elective Courses (offered when sufficient demand exists):

BA970	Seminar in Leadership
BA971	Entrepreneurship and Small Business Management
BA972	Motivation and Leadership of Teams
BA973	Leading in the International Business Environment
BA974	Negotiations
BA975	Leadership Perspectives of Human Resources and the Legal Environment
BA976	Selected Topics in Leadership

Marketing Concentration Required Courses:

BA920	- Global Marketing Management
BA921	- Consumer Behavior
BA922	- Research Methods for Marketing Decisions
BA923	- Integrated Marketing Communications

Marketing Concentration Elective Course (offered when sufficient demand exists):

BA924	- Sales Management
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¹May be waived for students with consultation of the graduate coordinator

²May be waived for students in the accounting concentration

³Replaces BA911 for students in the accounting concentration, but is not offered on a regular basis

Graduate Management Course Descriptions

Core 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 will be employed to understand how organizations have implemented IT to integrate process 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, risk analysis and management, 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, factor, discriminant, and cluster 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 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 principle 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

Elective Courses**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

Accounting Courses:

AC 910 Taxation of Individuals and Proprietors

This course will provide a detailed analysis of federal laws, regulations, and other authorities affecting the taxation of individuals. 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

Elective Courses in Accounting:

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 and Nonprofit 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 structures 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

Managerial Leadership courses:**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 change is 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

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

Elective Courses in Leadership:**BA 970 Seminar in Leadership**

This course complement the theoretical components offered throughout 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 center, 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, issues, 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 the course schedule book.

3 credits

Marketing courses:**BA 920 Global Marketing Management**

Building on the core courses in Marketing and International Marketing, students examine the types of decisions that marketing manager's 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 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 on the formulation of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization

3 credits

Elective Courses in Marketing:**BA 924 Sales Management**

This course will examine the elements of an effective sales force as an indispensable component of the organization's total 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

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

Core Courses

NM 901 The Nonprofit World: NGOs, the State & Civil Society (3 credits)

NM 934 Ethics and Management of Human Resources (3 credits)

NM 942 Organizational Theory (3 credits)

NM 945 Financial Management (3 credits)

NM 949 Strategic Leadership and Planning (3 credits)

NM 951 Grant Writing (4 credits)

NM 993 Marketing & Resource Development (3 credits)

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: Action Research (3 credits), NM 980: Thesis I (1 credit), and NM 981: Thesis II (4 credits) 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 COURSE DESCRIPTIONS**NM 980: Thesis I (Thesis Series) [NM 980 must be taken concurrently with 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 (Thesis Series)

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 (Thesis Series)

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 901: The Nonprofit World: NGOs, the State & Civil Society (Core)

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 934: Ethics and Management of Human Resources (Core)

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 942: Organizational Theory (Core)

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 945: Financial Management (Core)

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

3 credits

NM 949: Strategic Leadership and Planning (Core)

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.

3 credits

NM 951: Grant Writing (Core)

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 993 Marketing and Resource Development (Core)

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 902 Internship (Elective)

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 /HC 905 Marketing the Health Care Organization (Elective)

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

3 credits

NM /HC 908 Legal, Regulatory and Ethical Issues in Health Care (Elective)

Prerequisite: HC 900

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, patients' rights, informed consent, privacy and confidentiality, negligence and malpractice.

3 credits

NM 911 Global Health Issues and Human Rights (Elective)

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 930 Communications for Effective Management (Elective)

This course stresses the behavioral aspects of organizational communication, such as impact of power, persuasion, values, status, and role of the communication process; barriers to communication; conflict management; and, group communication. Examination of the principles and practices of effective communication, focusing on oral and written communication styles.

3 credits

NM 931 Seminar in Critical Issues for Nonprofit Management (Elective)

Discussion of cutting-edge issues in nonprofit management and the larger surrounding society, including reinvention, outsourcing, total quality (TQM), technological advances, and global positioning. The seminar will provide opportunities for students to explore critical issues with visiting field practitioners and a variety of regular faculty members. The course is designed to allow students to stay current in the field of nonprofit management.

3 credits

NM 932 Practices in Community Organization (Elective)

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 940 Leadership Skills and Group Dynamics (Elective)

Explores the nature and principles of effective group and organizational leadership. 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 followership in small groups and organizations. Group formation, group roles, group stages, and group conflicts are studied.

3 credits

NM 946 Seminar in Program Analysis and Evaluation (Elective)

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

3 credits

NM 954 Ethics, Professionalism, & Leadership (Elective)

In-depth exploration of the fundamental and moral issues that pose dilemmas for leaders and managers of various public, nonprofit and health care organizations. Course provides comprehensive discussion of the meaning of professionalism and the role of leadership under difficult circumstances and/or settings. Topics include: organizational mission, funding sources, clients or constituencies, board of directors, volunteers and staff.

3 credits

NM 944 Politics and Public Policy (Elective)

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.

3 credits

NM 948 Advanced Staff Development (Elective)

Examines the management and implementation of staff development and training programs in organizations. Explores basic concepts and theories of management styles relative to the learning styles of both employee and supervisor. Participants assess their management styles by means of self-assessment instruments and simulations.

3 credits

NM 950 Unions and the Public Sector (Elective)

An intensive examination of key collective bargaining topics. Topics include grievance-arbitration processes, productivity bargaining, and impasse resolutions in the public sector.

3 credits

NM 955 Board Relationships & Volunteer Management (Elective)

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 (Elective)

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 (Elective)

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 (Elective)

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 963 Nonprofit Law (Elective)

Course provides a comprehensive overview of the legal, regulatory and policy issues governing nonprofit organizations today. Includes discussion of legal principles and research methods challenging contemporary nonprofit organizations. Specific procedures such as steps for incorporation, reporting and maintaining tax-exempt status, and other legal requirements will also be addressed.

3 credits

NM 970 Issues in Clinical Case Management (Elective)

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 (Elective)

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 (Variable credits)

This course is an in depth exploration of contemporary topics/issues in the field of nonprofit management.

NM 992 Fundraising, Development and Community Relations (Elective)

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; communications with publics; internal and external public relations programs.

3 credits

NM 994 Assigned Readings (Independent Study - Elective)

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 (Elective)

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 996 Public Law (Elective)

Legal framework and constraints within which nonprofit administrators operate. Discussion of rights and responsibilities, and discretionary limits of managerial decision-making.

3 credits

NM 998 Research (Elective)

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 organizations.

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 graduate program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association and 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.

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:

- 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 science*

* 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 complete within the past 7 years.

- 3 credit hours in biological sciences** Biological Science must be human and/or animal biology.
- 3 credit hours in human neuroanatomy** 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.
- 3 credit hours in physical science** 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.
- 3 credit hours in mathematics, not including statistics**
- 3 credit hours in statistics**
- 6 credit hours in the behavioral and/or social sciences** (a course in Developmental Psychology / Child Growth and Development must be included)

** 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.

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.

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.

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 at gradadmissions@worchester.edu.

General Requirements for Program Completion:

1. The minimum requirement for a master’s degree in speech-language pathology is fifty-five (55) semester hours of credit.
2. 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.
3. Courses are taught in the afternoon, late afternoon and evening. A maximum load is four courses per semester and takes at least two full years including summers to complete. A three course per semester load takes two and one-half years to complete. A two course per semester program would take at least three and one-half years.
4. Students must maintain a 3.0 or better grade point average while in the program. Students receiving a grade of C+ or below in a course must repeat that course and change their program of study. Two grades of C+ or below in clinical assignments or courses will result in dismissal from the Graduate School.
5. All work for the degree must be completed within a period of six years.

6. 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

Course Requirements:

CD 901	Introduction to Graduate and Clinical Skills (summer) 2 credits
CD 920	Articulation & Phonological Disorders (fall) 3 credits
CD 921	Language Disorders in Children (fall) 3 credits
CD 922	Language Disorders in Adults (spring) 3 credits
CD 923	Fluency Disorders (fall) 3 credits
CD 924	Voice Disorders (summer) 3 credits
CD 925	Motor Speech Disorders (fall) 3 credits
CD 926	Reading and Writing Disabilities (summer) 2 credits
CD 927	Audiology (fall) 3 credits
CD 928	Aural Rehabilitation (spring) 3 credits
CD 929	Dysphagia (spring) 3 credits
CD 940	Evaluation & Diagnosis in Speech-Language Pathology (spring) 3 credits
CD 946	Organization of S/L Programs in Schools (summer) 1 credit
CD 947	Augmentative/Alternative Communication (summer) 1 credit CD 950 Cognitive Aspects of Communication (summer) 2 credits
CD 980	Research in Communication Sciences & Disorders (spring) 3 credits
CD 987	Selected Topics in Communication Sciences & Disorders – take two topics for one credit each (summer or spring) 2 credits
CD 990	Speech-Language-Hearing Practicum: College Clinic (spring, summer, fall) (A minimum of 2 semesters is required in the WSU Speech-Language- Hearing Clinic) 3 credits each time
CD 991	Speech-Language-Hearing Practicum: Externships. (A minimum of 2 semesters is required in externships) 3 credits each time

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:

Students will be expected to submit a passing score from the NESPA examination in Speech- Language Pathology and complete a departmental comprehensive examination.

Communication Disorders Courses

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.

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.

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.

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.

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.

3 credits

CD 924 Voice Disorders

Study of etiology, characteristics, prevention, evaluation, and intervention of voice and resonance disorders in children and adults.

3 credits

CD 925 Motor Speech Disorders

Study of neurological basis, etiology, characteristics, prevention, evaluation, and intervention of motor speech disorders in children and adults.

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.

2 credits.

CD 927 Audiology

A speech-language pathology focus course about prevention etiology, characteristics, evaluation/interpretation and social aspects of hearing loss across diverse populations.

3 credits

CD 928 Aural Rehabilitation

Prerequisite: 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.

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.

3 credits

CD 940 Evaluation and Diagnosis in Speech-Language Pathology

Prerequisites: CD 920, CD 921 or CD 922

Intensive study of theory, psychometrics, concepts of assessment, and diagnosis. Focuses on scientific method. Includes planning, interpretation, report writing, recommendations.

3 credits

CD 946 Organization of Speech Language Programs in Schools

Prerequisites: CD 920, CD 921

Issues related to SLP's in schools. Includes state and federal regulations, case selection, referral process, scheduling, collaboration, inclusion, support personnel.

1 credit

CD 947 Augmentative/Alternative Communication

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.

2 credits.

CD 970 Independent Study in Communication Sciences and Disorders

Prerequisite: Accepted into the Graduate Speech-Language Pathology Program

Students may elect to take an independent study in course content, practicum experience, or independent research.

1-3 credits

CD 980 Research in Communication Sciences and Disorders

Prerequisite: 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.

3 credits

CD 987 Special Topics in Communication Sciences and Disorders

Prerequisites: CD 920, CD 921, CD 922

In-depth studies of contemporary issues in communication sciences and disorders.

1-3 credits

CD 990 Speech-Language-Hearing Practicum: College Clinic

Prerequisites: CD 920, CD 921 or CD 922

Experience in evaluation and intervention of speech, language, and hearing disorders in the college clinic with direct supervision.

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 evaluation and intervention of speech, language, and hearing disorders in externships with direct supervision.

3 credits

CD 997Thesis Research in Communication Disorders

Prerequisite: CD 980

Original research in Communication Disorders under the supervision of a member of the faculty, and an acceptable thesis.

3 credits per semester for two semesters.

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 2.7 or higher, and meet the admissions requirements below.

Admission Requirements:

The following is to be submitted to the Graduate School:

- 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 & Literacy Skills Massachusetts Test for Educator Licensure (MTEL)
- Results of a language proficiency assessment, if applicable

In addition, candidates are also 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 – *required prior to beginning the practicum*

Core Requirements (29):

ES 924	Linguistics for Teachers of English Language Learners (3)
CD 910	Speech/Lang Dev/Diff/Diversity (3)
ED 978	Contemporary Issues in the Teaching of Bilingual and ELLs (3)
ES 928	Second Language Acquisition (3)
ES 914	Methods & Materials of Teaching English Language Skills to the ELL (3)
ED 986	Literacy Instruction for the English Language Learner (3)
ED 955	Assessing English Language Learners (3)
ES 930	Sheltered Instruction & Assessment in Immersion Classroom (3)
ES 940	Practicum & Seminar in the Teaching ESL Pre-K-6 (5) or
ES 945	Practicum & Seminar in the Teaching ESL 5-12 (5)

Total Minimum Program Credits: 29

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@worcester.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 (prek-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 18-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.

ES 924 Linguistics for Teachers of English Language Learners (3)

Scientific study of English using current theory, research and practice for the understanding and teaching of English Language Learners.

ES 928 Second Language Acquisition (3)

Surveys the complex variables underlying second language acquisition (SLA) and the various perspectives that inform second language acquisition theories.

ES 914 Methods. & Materials of Teaching English Language Skills to the ELL (3)

Participants will analyze language learning processes for English Language Learners and appropriate method for teaching English language skills

ED 986 Literacy Instruction for the English Language Learner (3)

Focuses on current approaches and theories of second language literacy and integrates reading and writing in classroom environments

ES 932 Teaching Adult ESL and SIFE (3)

Designed to enhance teacher effectiveness in the adult ESL classroom taking into consideration their unique circumstances

For more information, or to apply, please contact the program coordinator listed above.

POST-BACCALAUREATE CERTIFICATE PROGRAM FOR INITIAL TEACHER LICENSE IN MIDDLE OR SECONDARY SCHOOL EDUCATION

Program Coordinator: William Downey

Phone: 508-929-8663

Email: wdowney@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.* 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+).

*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.

Secondary School Program Requirements:**Stage 1**

ED 949	American Education: Contexts and Influences (pre-practicum course)*	3 credits
ED 973	Instructional Design and Evaluation (pre-practicum course)*	3 credits

Stage 2

ED 909	RETELL: Best Practices for English Language Learners	3 credits
ES 925	Inclusive Settings: Learning Strategies and Management	3 credits
ES 905	Methods and Materials for Teaching Humanities OR	
ES 906	Methods and Materials for Teaching Science and Mathematics	3 credits
ES 921	Clinical Experience in Secondary Grades (8-12)	1 credit

Stage 3 (*full-time experiential semester; courses taken concurrently*)**

ES 911	Teaching Practicum	5 credits
ES 908	Teaching Practicum Seminar	3 credits

***25 hours of classroom observation required**

****Pre-requisites: Minimum Graduate GPA of 3.0 and a graduate or undergraduate child development course; *ED 972 The Adolescent Learner, Needs and Characteristics* preferred

Total 24 credits

Middle School Program Requirements:**Stage 1**

ED 949	American Education: Context and Influences (pre-practicum course)*	3 credits
ED 957	Instructional Design and Evaluation (pre-practicum course)*	3 credits

Stage 2

ED 909	RETELL: Best Practices for English Language Learners	3 credits
ES 925	Inclusive Settings: Learning Strategies and Management	3 credits
ES 905	Methods and Materials for Teaching Humanities OR	
ES 906	Methods and Materials for Teaching Science and Mathematics	3 credits
ES 920	Clinical Experience in the Middle Grades	1 credit

Stage 3 (*full-time experiential semester; courses taken concurrently*)**

ES 911	Teaching Practicum	5 credits
ES 908	Teaching Practicum Seminar	3 credits

***25 hours of classroom observation required**

**Pre-requisites: Minimum Graduate GPA of 3.0 and a graduate or undergraduate child development course; *ED 972 The Adolescent Learner, Needs and Characteristics* preferred

Total 24 credits

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

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 for this program must pass three MTEs.

For candidates who are seeking licensure P-8, they must pass 1) Communication and Literacy, 2) Foundations of Reading, and 3) General Curriculum – multi subject test and mathematic sub-test.

For candidates who are seeking licensure 5-12, they must pass 1) Communication and Literacy, 2) Foundations of Reading, 3) General Curriculum – multi subject test and mathematic sub-test or Subject Matter test.

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. 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:

- ED 921 Developmental Patterns of Children with Special Needs (3 cr)
- ED 923 Development and Implementation of an Individualized Education Program (3 cr)
- ED 922 Analysis and Interpretation of Behavior and Learning Environments (3 cr)
- ED 924 Strategies for Teaching and Assessing Students with Moderate Special Needs (3 cr)
- ED 909 RETELL: Best Practices for English Language Learners (3 cr)
- ED 926 Curriculum Development and Instructional Techniques (Seminar)(3 cr)
- ED 928 Practicum for the Moderate Special Needs Teacher (3 cr)

Candidates begin by taking ED 921 Developmental Patterns of Children with Special Needs and ED 909 RETELL: Best Practices for English Language Learners as a pre-requisite before taking the other courses. ED921 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. Students must complete ED 923 Development and Implementation of an Individualized Education Program, ED 922 Analysis and Interpretation of Behavior and Learning Environments, ED 924 Strategies for Assessing and Teaching Students with Moderate Special Needs prior to doing the practicum and seminar. Extensive pre-practicum experiences are built into these courses, as students 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 Curriculum Development and Instructional Techniques, and complete a full semester practicum experience ED 928 Practicum for the Moderate Special Needs Teacher that meets guidelines outlined in the Massachusetts Department of Education licensureregulations.

At the end of this sequence of experiences, students 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)].

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.com

POST-BACCALAUREATE CERTIFICATE PROGRAM FOR INITIAL TEACHER LICENSE FOR READING SPECIALIST

Reading Graduate Coordinator: Dr. Pamela Hollander

Phone: 508-929-8347

Email: phollander@worcester.edu

Admission Requirements: <http://worcester.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:

ED 911	Advanced Foundations of Literacy	3 credits
ED 918	Reading as Lang: Teaching Cult & Ling Diverse Learners	3 credits
ED 979	Technology and Literacy in the Classroom	3 credits
ED 914	Teaching and Learning Literacy Across Multiple Disc	3 credits
ER 903	Teaching Writing to Striving Readers	3 credits
EE 915	Detection and Remediation of Early Reading Difficulties	3 credits
ED 917	Diagnosis, Analysis and Remediation of Reading Difficulties	3 credits
ED 915	Leadership in Literacy: Consultation, Administration & Superv.	3 credits
ED 984	Portfolio Evaluation	1 credit
ED 919	Reading Practicum	3-6 cr

EDUCATION COURSE DESCRIPTIONS (GRADUATE)

(For School Psychology and M.Ed. School Leadership and Administration course descriptions, please see individual program pages.)

EA 920 School Business Management and Administration

Pre-requisite: EA 912

Studies the interaction between school management services and the total educational organization and its environment.

3 credits

EA 921 Fundamentals of School Finance

Pre-requisite: EA 912

Considers the financial support and the allocation of resources in public education.

3 credits

EA 922 Public School Administration

Pre-requisite: EA 912

Historical, philosophical, and sociological study of American school administration with major emphasis on the function, duties, and responsibilities of the school administrator.

3 credits

EA 925 Staff Development: Theory and Practice

Pre-requisite: EA 912

Theories and methods of staff development and in-service education for program aims and personnel. Participants will develop strategies to plan, conduct, and evaluate school-based professional development activities.

3 credits

EA 927 School Plant and Development

Pre-requisite: EA 912

A practical investigation of the planning, developing and implementing of renovations, or construction of new facilities. Topics include evaluating public relations and the community, hiring an architect, warrants and bonds, building and developing facilities.

3 credits

EA 931 Administration of Programs for Children with Special Needs

Pre-requisite: EA 912

The implications of legislation for administrators who are responsible for implementing these programs.

3 credits

EA 932 Educational Personnel Administration

Pre-requisite: EA 912

Study of the policies and problems associated with the selection, assignment, orientation, in-service programs, evaluations, promotion, and retention of the professional and nonprofessional staff of a school system.

3 credits

EA 933 Collective Bargaining Strategies

Pre-requisite: EA 912

A survey of the basic designs, strategies, and mechanisms used in preparing collective bargaining packages, counter proposals, and final proposals.

3 credits

EA 939 Action Research Project I and 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.

3 credits per semester.

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.

3 credits

ED 910 The Child, Family, Community, and Diversity in Education

Advanced study of how differences in home experience, background knowledge and language proficiency impact school experience. Considers services provided by state and local agencies.

3 credits

ED 911 Advanced Foundations of Literacy

Prerequisite: A prior course in reading

Current approaches to teaching reading and comprehension with an emphasis on classroom evaluation and decisions, research, and application.

3 credits

ED 912 Psychology in Teaching Reading

Provides an understanding of the psychological bases of the reading process; applies the theories of the psychologist to classroom situations.

3 credits

ED 913 Differentiated Reading Instruction

Stresses interrelationships of oral/written communication; investigates application of concepts, skills, and procedures for teaching literacy across a broad spectrum of student needs. Methods of differentiation instructions are discussed.

3 credits

ED 914 Teaching & Learning Literacy Across Multi Disciplines

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, Admin and Supervision

Design, implementation and evaluation of reading programs, legislation affecting reading programs, and reading staff development for the Teacher of Reading.

3 credits

ED 916 Literature in the Classroom

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

Prerequisite: ED 911, ED 914, EL 907

Focuses on causes and symptoms of reading deficiencies and methods of treatment for 4-12 students in remedial situations; case study required.

3 credits

ED 918 Reading as Language: Teaching Literacy to English Language Learners

Explores knowledge, perspectives, and procedures for teaching literacy to English language learners, focusing 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.

6 credits

ED 920 Cognitive/Affective Learning for Typical and Atypical Children

Prerequisite: ED 981

Investigates cognitive/affective learning in typically developing children and children with special needs. Explores alternative instructional strategies for inclusion and IEP (Individualized Educational Plan) and IFSP (Individual Family Service Plan) implementation.

3 credits

ED 921 Developmental Patterns of Children with Special Needs

Study of the child/adolescent with special needs including characteristic psychological, educational, and sociological impact of developmental differences. Includes educational terminology for students with mild/moderatedisabilities.

3 credits

ED 922 Analysis and Interpretation of the Behavior and Learning Environment of Children

Prerequisite: ED 921

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. Behavior management plans and assistive technologies are included. Pre-practicum. 3 credits

ED 923 Development and Implementation of an Individual Educational Program

Prerequisite: ED 921

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

3 credits

ED 924 Strategies for Teaching and Assessing Students with Moderate Special Needs

Prerequisite: ED 921

Emphasis on MA curriculum frameworks, reading, writing, and mathematics, strategies for students with disabilities to access the general curriculum, alternate assessment procedures. Pre-practicum.

3 credits

ED 925 Seminar: 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

Principles of curriculum development and the use of instructional techniques for special needs students. Some field work.

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

Prerequisite: ED 921, ED 922, ED 923, ED 924

A field-based experience 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.

3 credits

ED 936 Counseling the Adolescent

Designed for students preparing to counsel adolescents. Focuses on adolescent patterns of development and the behaviors associated with them. Typical adolescent crises are explored with specific strategies to deal with them.

3 credits

ED 939 Individual Intelligence Appraisal (WAIS-WISC)

Prerequisite: Introductory course in measurement

Study of two major Wechsler tests, Wechsler Adult Intelligence Scale (WAIS), and the Wechsler Intelligence Scale for Children (WISC). Includes administration and interpretation of both of these scales.

3 credits

ED 941 Counseling the Elementary School Child

Investigates the various age-related problems found in the elementary school age child of today. Various counseling strategies to deal with these problems will be explored.

3 credits

ED 949 American Education: Contexts and Influences

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.

3 credits

ED 950 Integrating Science and Social Studies in the Elementary/Middle Schools

Curriculum development workshop focusing on creation of thematic units integrating science and social studies using cooperative learning models.

3-4 credits

ED 951 Integrating Language Arts and Social Studies in the Elementary/Middle Schools

Curriculum development workshop focusing on integrating Language Arts and Social Studies utilizing children's literature, reading, and writing skills.

3 credits

ED 953 Integrating Science and Mathematics in the Elementary/Middle Schools

Curriculum development workshop focusing on the creation of thematic units integrating science and mathematics using cooperative learning models.

3 credits

ED 954 The Nature and Needs of Young Adolescents

Examines the needs and characteristics of young adolescents and the corresponding implications for middle school curriculum, instruction, classroom management and organization.

3 credits

ED 955 Assessing English Language Learners

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 956 The Middle School: History, Philosophy and Organization

Prerequisite: The three required core courses

A comprehensive examination of the Middle Schools in terms of history, philosophy, structure, curriculum patterns and organization, team planning and team teaching, block scheduling, etc. Student characteristics and societal factors which impact upon students' behavior in the Middle Schools are addressed.

3 credits

ED 957 Instructional Design and Evaluation for Middle School Grades

Prerequisite: ED 949

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.

3 credits

ED 958 Middle School Curriculum and Instruction: Strategies and Modification

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 and Classroom Management in The Middle School

Designed to give students the ability to plan and implement overall assessment strategies appropriate for middle school grades. The course examines developmentally appropriate classroom management strategies and techniques.

3 credits

ED 960 Educational Law

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

Designed to develop competency in the supervision and evaluation of teachers.

3 credits

ED 963 The Understanding and Teaching of Culture

Approaches to cultural analysis and survey of techniques used to teach culture in the classroom.

3 credits

ED 964 Current Issues in Education

Emphasis will be placed on problem solving and case study approaches.

Variable credit.

ED 965 Principles of Curriculum Development

Aspects of curriculum development, society, culture, learning theories, taxonomies of educational objectives, structure, hierarchy, balance, politics, strategy for change.

3 credits

ED 968 Seminar in Curriculum and Instruction

Prerequisite: ED 965

Discussion and evaluation of curriculum and instruction as applied to real or theoretical construct.

3 credits

ED 969 Teaching to Diversity: Methods and Materials (Middle School)

Prerequisite: Completion of all core courses

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 considers relevant methods of building bridges between the learner and the curriculum through instructional adaptations.

3 credits

ED 970 Workshop for Educators

Specialized workshop experiences structured to enhance teacher abilities to implement new educational practices.

Variable credit.

ED 971 Special Topics

In-depth exploration of contemporary educational topics or issues.

Variable credit.

ED 972 The Adolescent Learner: Needs and Characteristics

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

Prerequisite: ED 949

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

3 credits

ED 974 Curriculum Development and Innovations (Secondary School)

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.

3 credits

ED 975 Assessment and Classroom Management in The Secondary School

Designed to give students the ability to plan and implement overall assessment strategies appropriate for secondary school grades. The course examines developmentally appropriate classroom management strategies and techniques.

3 credits

ED 976 Teaching to Diversity: Methods and Materials (Secondary School)

Prerequisite: Completion of all core courses

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 considers relevant methods of building bridges between the learner and the curriculum through instructional adaptation.

3 credits

ED 977 Seminar in Contemporary Trends and Issues in Middle & Secondary Schools

Prerequisite: Completion of the core courses

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 Teaching of Bilingual and English as a Second Language

Language policies for educating ELLs, including bilingual, national language models, heritage languages and multicultural education as managed in multilingual nations.

ED 980 Independent 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

Explores historical, philosophical, psychological, legal, and cultural foundations for education and school practices. Sets the stage for philosophical and theoretical requirements in ES 926 Portfolio Evaluation.

3 credits

ED 982 Research in Education

Examines research methods and designs in education and/or content areas; involves writing, hypotheses, reviewing literature, gathering data, and preparing research proposals.

3 credits

ED 983 Theory and Research in Reading

Prerequisite: ED 982, Completion of all reading core courses

Investigates theories and research regarding current trends in reading instruction and provides for completing a research project.

3 credits

ED 984 Reading Portfolio

Prerequisite: Approval of Program Coordinator, completion of all program courses

Capstone experience for Teacher of Reading Candidates to document accomplishment of state certification competencies and program requirements.

1 credit.

ED 986: Literacy for the English Language Learner

Focuses on current approaches and theories of second language literacy and integrates reading and writing in classroom environments

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

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

Prerequisite: Matriculated Graduate Student

For students wishing to pursue an independent research study in a specialized area of education.

ED 991 Technology and Literacy in the Classroom

Prerequisite: None

This 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 992 Portfolio Evaluation

Prerequisite: All required license courses and approval of program coordinator

Documents the student's learning and provides a basis for evaluation of student's overall performance and mastery of the certification standards.

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.

In-depth research course in the issues of childhood education. 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

Prerequisites: ED 981, ED982, ED 910, ED920, EL 906, EL 907

Teaching experience, grades 1 through 6. Involves planning, implementing, and evaluating learning in a setting with typical and atypical students.

5 credits.

ED 996 Research and Evaluation

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

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

Analysis of 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-clock-hour internship in an area of professional education. 3, 6, or 12 credits.

EE 900 Literature for Young Children

Survey of quality literature appropriate for early childhood, development of programs in literature and effective storytelling procedures.

3 credits

EE 901 ECE: Curriculum and Evaluation

Addresses design, implementation, evaluation of integrated, developmentally appropriate programs; evaluation of children's development and learning; curriculum content; play learning.

3 credits

EE 902 Methods and Materials in Early Childhood Education

Focuses on activities designed to enable young children to use their abilities to the fullest.

3 credits

EE 903 Language Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials

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

Uses MA Frameworks to develop and assess activities that foster learning and discovery. Connects science with literacy, mathematics, and social studies.

3 credits

EE 905 Evaluation and Remediation Techniques of Young Children with Special Needs

Multidisciplinary approach to the evaluation of children with special needs.

3 credits

EE 906 Practicum In Early Childhood Education

An intensive supervised field experience involving daily interaction with young children of ages three to five.

3 credits

EE 907 Intellectual Development in Early Education

Examines the intellectual levels of children based on current research including Piaget and others.

3 credits

EE 908 Evaluation of the Young Child

Understanding and interpreting the results of psychological and educational tests of pre-school age children.

3 credits

EE 909 Supervision and Administration in Early Childhood Education

Outlines steps for the organization and administration of day care centers, nursery schools, and other programs for young children.

3 credits

EE 910 The Pre-School Child with Special Needs

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

Prerequisites: ED 920, EE 901, or Permission of Instructor

Adapts programs, materials, practices, environments for individuals. Implements theories integrating special needs children into regular classroom and early intervention strategies.

3 credits

EE 913 Social Studies in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials

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

Prerequisite: A course in teaching reading to children

Addresses beginning reading difficulties, identification techniques, including observational surveys and running records, causes and prevention strategies, remedial material/techniques, national programs.

3 credits

EE 916 Mathematics in Early Childhood Education: Content, Curriculum, Evaluation, Methods and Materials

Addresses design, implementation and evaluation of successful, integrated, developmentally appropriate mathematics programs. Explores topics from MA Curriculum Frameworks.

3 credits

EE 917 The Fine Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials

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

Prerequisite: Permission of Instructor

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

Theory and research regarding typically developing and at risk infants/toddlers are studied. 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. Involves planning, implementing, evaluating learning. Minimum 200 hours over a minimum 8 week period – 3 credits; 400 hours (entire semester) – 6 credits.

3 or 6 credits.

EE 952 Special Topics in Early Childhood Education

In-depth exploration of contemporary issues and topics in early childhood education.

3 credits

EE 955 Clinical Experience in Early Childhood Education: Kindergarten – Grade 3 Level

Prerequisite: Permission of the Department

Teaching experience, kindergarten through grade 3. Involves planning, implementing, evaluating learning with typical and atypical children. 200 hours: 3 credits; 400 hours: 6 credits.

3 to 6 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 of Middle and Secondary School

The role of the principal and assistant principal in the administration.

3 credits

ES 901 Language and Language Teaching

Prerequisite: Completion of at least two secondary education courses

A survey of linguistic theories and derived methodologies relevant to teaching a foreign language. 20 hour field experience included.

3 credits

ES 902 Learning Skills for Adolescents

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

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

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

Prerequisite: ED973 and ED949

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

Prerequisite: ED973 and ED949

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

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

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 & Secondary Schools

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

Prerequisite: Completion of required education courses and other eligibility requirements.

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

Addresses the unique nature of the middle school curriculum; with a focus on learning centers, mastery learning and learning activity packets.

3 credits

ES 913 Methods and Materials for Teaching in the Middle School

Focuses on the interdisciplinary nature of instruction in the middle school with particular emphasis placed on the role of team teaching.

3 credits

ES 914 Methods and Materials for Teaching English Language Skills to the ELL

Participants will analyze language learning processes for English Language Learners and appropriate method for teaching English language skills

3 credits

ES 915 Secondary School Curriculum Development: Theory and Practice

Prerequisites: ED 981, ED 982

Examines relevant theoretical frameworks for instructional design and implementation, noting individual differences and societal factors in curriculum adaptation and evaluation.

ES 916 Approaches To Teaching in the Middle School: Theory and Practice

Prerequisites: ED 981, ED 982, ES 922 (ES 922 may be taken concurrently)

Examines teaching strategies appropriate to the middle school with an emphasis on team teaching and an integrated curriculum.

3 credits

ES 917 Approaches to Teaching in the Secondary Schools: Theory and Practice

Prerequisites: ED 981, ED 982, ES 915 (ES 915 may be taken concurrently)

Examines advanced pedagogy and develops and implements teaching strategies which promote meaningful learning for all students at the high school level.

4 credits.

ES 918 Assessing Teaching and Learning at the Middle School: Theory and Practice

Prerequisites: ED 981, ED 982, ES 922 (ES 922 may be taken concurrently)

Concepts taught include writing instructional objectives, constructing various types of instruments to assess student learning in middle grades including alternative assessment, grading, standardized testing.

3 credits

ES 919 Assessing Teaching and Learning in Secondary Schools: Theory and Practice

Prerequisites: ED 981, ED 982, ES 915 (ES 915 May be taken concurrently)

Writing instructional objectives, constructing various types of instruments to assess student learning in the high school, to include alternative assessments, grading, and standardized testing.

3 credits

ES 920 Clinical Experience in the Middle Grades (5-8)

Prerequisites: ED973 and ED949. Co-requisite: ES905 or ES906.

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.

1-6 credits.

ES 921 Clinical Experience in Secondary Grades (8-12)

Prerequisites: ED973 and ED949. Co-requisite: ES905 or ES906

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.

1-6 credits

ES 922 Middle School Curriculum Development: Theory and Practice

Prerequisites: ED 981, ED 982

Examines relevant theoretical frameworks for instructional design and implementation at the middle school in keeping with national reports.

3 credits

ES 923 Mathematics Assessment and Instruction for Diverse Learner

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

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) Learning and behavior needs of children with disabilities. Developing strategies to improve teaching and learning for all students in inclusive grade 5-12 classrooms.

3 credits

ES 926 Portfolio Evaluation (Middle/Secondary)

1 credit.

ES 928 Second Language Acquisition

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 ELLs with Disabilities

Considers differences between typical and atypical second language acquisition.

3 credits

ES 930 Sheltered Instruction and Assessment in the Immersion Classroom

Examines theories, principles and practices that assist English language learners in achieving academic proficiency while developing English language skills

3 credits

ES 931 Leading an Effective English Learner Program

Considers the expectations for program implementation, evaluation, instruction and best practice for English learners in sheltered and bilingual educational programs.

3 credits

ES 932 Teaching Adult ESL and SIFE

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

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 Seminar: Research in Language & Education

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 Pract and Seminar in the Teaching of 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 Areas

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

ADDITIONAL GRADUATE COURSES

Chemistry

CH 941 Biochemistry of Nucleic Acids

Prerequisites: Biochemistry I, Modern Biochemistry, or Biological Chemistry

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

Prerequisites: Biochemistry I, Modern Biochemistry, or Biological Chemistry

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

Prerequisites: Biochemistry I, Modern Biochemistry, or Biological Chemistry

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

Prerequisite: Consent of department

A laboratory or library research project conducted in consultation with a faculty member.

3 credits

CH 991 Directed Study

Prerequisite: Consent of department

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 in Chemistry

Prerequisite: Consent of department

Research project completed at an institution other than WSU by a student with a non-WSU sponsor and WSU liaison. Requires a final typewritten report.

3 credits

Mathematics

MA 916 Probability

Probability, combinatorial methods, random variables, probability functions, moments, moment generating functions, central limit theorem, sampling.

3 credits

MA 918 Mathematical Statistics

Decision theory, estimation, hypothesis testing, regression and correlation, analysis of variance.

3 credits

MA 920 Linear Algebra

Fundamental concepts of systems of linear equations, matrices, vector spaces, linear transformations, determinants, inner products, eigenvalues, and eigenvectors.

3 credits

MA 925 Number Theory

Includes divisibility, primes, congruence, primitive roots, and quadratic residues.

3 credits

MA 975 Abstract Algebra

Elementary properties of groups, rings, integral domains, and fields. Groups through Sylow theory and 1) field theory through Galois theory 2) ring theory through primary decomposition or 3) linear algebra through Jordan canonical forms.

3 credits

MT 910 Understanding K–8 Mathematics: Number and Operations

Develops and strengthens teachers' knowledge and understanding of the number sense and operations strand of elementary and 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 elementary and 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 933 Understanding High School Mathematics: Geometry

Teachers will develop and strengthen their knowledge of Euclidean Geometry.

3 credits

MT 935 Discrete Mathematics for High School Teachers

Teachers will develop and strengthen their knowledge of discrete mathematics. The course will emphasize connections to high school mathematics curriculum.

3 credits

MT 971 Special Topics

Special topics in elementary, middle and/or school mathematics.

3 credits.

Physical and Earth Sciences

NS 999 Independent Study in Natural Science

Individualized course of research or study undertaken in consultation with a faculty member.

3 credits

GS 999 Independent Study in Earth Science

Individualized course of research or study undertaken in consultation with a faculty member.

3 credits

GE 999 Independent Study in Human Geography

Individualized course of research or study undertaken in consultation with a faculty member.

3 credits

Sociology

SO 901 Introduction to Social Enterprise

3 credits

Visual and Performing Arts

MU 990 Special Topics

An exploration of a topic of mutual interest to a student and faculty.

1-6 credits

CENTER FOR EFFECTIVE INSTRUCTION (CEI)

Program Director: David Roach

Administrative Assistant: Dona Edwards

Phone: 508-929-8873

Email: dedwards@worcester.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.

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. Our 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 can also benefit from such teaching certificate programs, as they may be very 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
 - CT 911: Teaching with Discussion
 - CT 912: Legal Issues in College Teaching
 - CT 913: Teaching with Technology
 - CT 914: Learner-Centered Assessment
 - CT 915: Designing Assignments & Activities to Promote Learning
 - CT 916: Applying the Scholarship of Teaching and Learning to Enhance Classroom Effectiveness
 - CT 917: Teaching with Writing
 - CT 918: Developing and Teaching an Online Course
 - CT 919: Teaching and Learning in a Diverse Classroom
 - CT 920: Teaching with Cases
 - CT 921: Mentoring Undergraduate Research
 - Teaching in a Discipline: CT 931: Engineering, CT 932: Humanities, CT 933: Foreign Language, CT 934: Sciences
 - CT 935: Universal Design for Learning
 - CT 936: The Learner's Perspective: Engaging Students in Their Own Learning

- **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.

Certificate in College Teaching Courses

CT 901: Seminar in College Teaching (2 credits)

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.

CT 902: Practicum in College Teaching (1 credit)

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.

CT 911: Teaching with Discussion (1 credit)

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.

CT 912: Legal Issues in College Teaching (1 credit)

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.

CT 913: Teaching with Technology (1 credit)

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.

CT 914: Learner-Centered Assessment (1 credit)

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.

CT 915: Designing Assignments & Activities to Promote Learning (1 credit)

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.

CT 916: Applying the Scholarship of Teaching and Learning to Enhance Classroom Effectiveness (1 credit)

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.

CT 917: Teaching with Writing (1 credit)

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.

CT 918: Developing and Teaching an Online Course (1 credit)

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.

CT 919: Teaching and Learning in the Diverse Classroom (1 credit)

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.

CT 920: Teaching with Cases (1 credit)

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.

CT 921: Mentoring Undergraduate Research (1 credit)

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.

CT 931: Teaching Engineering (1 credit)

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.

CT 932: Teaching Humanities (1 credit)

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.

CT 933: Teaching Foreign Languages: Methodology in Practice (1 credit)

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.

CT 934: Teaching in the Sciences – online (1 credit)

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.

CT 935: Universal Design for Learning--online (1 credit)

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.

CT 936: The Learner's Perspective: Engaging Students in Their Own Learning --hybrid (1 credit)

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.

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)

Directions to the 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)

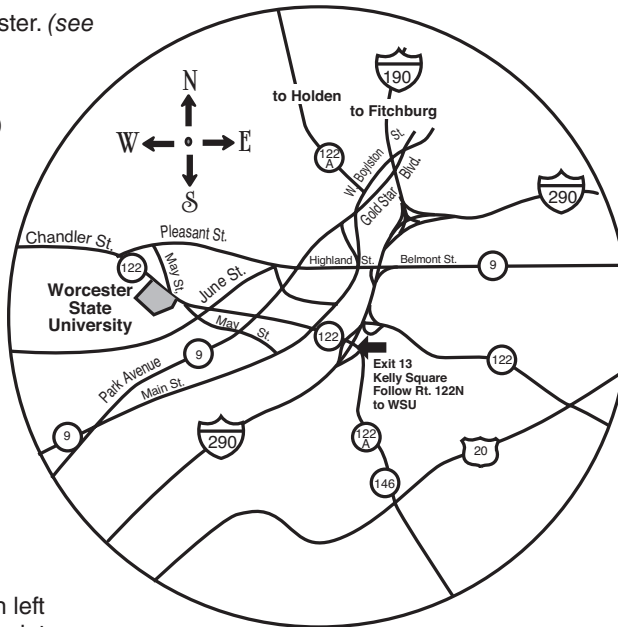
From Rt. 290 East:

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

