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ACADEMIC CALENDAR

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 2015 |
| 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: day, evening, graduate |
| 30 | Deadline to Add/Drop Spring Classes |

February

| | |
|----|------------------------------------|
| 20 | President's Day: NO CLASSES |
|----|------------------------------------|

March

| | |
|-------|---|
| 7 | Summer Registration Begins |
| 16 | Failure warning due in Registrar's Office |
| 20-25 | Spring Break: NO CLASSES |
| 28 | Last day to withdraw from courses/school |

April

| | |
|---------|----------------------------------|
| 17 | Patriot's Day: NO CLASSES |
| 4/24-28 | Student evaluation of faculty |

May

| | |
|----|-------------------------|
| 2 | All classes end |
| 12 | Graduate Commencement |
| 22 | Summer Session I Begins |

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

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Academic Dismissal Appeal Procedure

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

1. A student's written appeal to the Council must include: the student's name/Identification Number/program; a discussion of the circumstances contributing to the academic deficiency; and permission for Graduate Education Council to review academic records.
2. The Graduate Council will consider the appeal at its next scheduled meeting. If the student is dismissed as a result of Spring grades, please note that the Graduate Education Council may not hear the appeal until late September. If the appeal is approved, the student may need to wait until the following Spring term to re-enroll in classes.
3. In its written response to the student, the Council will outline the conditions and rationale of its action:

- a. if the appeal is granted, Council will outline conditions of reinstatement and time frame for program continuation/completion
 - b. if the appeal is denied, the student is administratively withdrawn from the program; he/she may not re-apply to the same program; and cannot apply for re-admission to another program for 12 months.
4. A second dismissal for academic deficiency is not subject to appeal.
 5. Evaluation of academic standing will take place after each semester/session.

The decision of the Graduate Education Council is final.

Appeals for Academic Dismissal should be mailed to:

Chair, Graduate Education Council
 Graduate School
 Worcester State University
 486 Chandler Street
 Worcester, MA 01602

Academic Honesty

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

Academic Standing

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

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

Attendance

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

Audit Grade for Graduate Courses

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

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

Change of Grade

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

Comprehensive Examination

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

Course Repeat

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

Grading System

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

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

- Option 1: A, A-, B+, B, B-, C+, C, U, W, I, IP
- Option 2: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, E, U, W, I, IP

Graduate Grade Appeal Procedure

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

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

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

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

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

The appeal process ends at this point.

In Progress Grading System

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

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

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

Incomplete – Administrative Entry

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

Independent Study

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

Leave of Absence

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

Matriculated vs. Non-Matriculated Status

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

Non-Academic Dismissal Appeal Procedure

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

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

- 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

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.

commencement ceremony, this must be relayed to the registrar for planning. The representative of the decedent's estate has the right to refuse.

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

Miscellaneous Details/Considerations

1. A posthumous degree will be printed in commencement programs. If the representative of the decedent's estate chooses not to participate, this award may still be read during the ceremony (unless explicitly requested otherwise by the family).
2. If the student had financial debt to the university, this debt will be waived.
3. Exceptions to the aforementioned minimum requirements may be considered in special cases, with the support of the Dean and Provost and approval of the president.
4. The statement "awarded posthumously" will be printed on both the student's academic record and on the diploma.

Program of Study

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

Residency

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

Term Limit/Intent to Graduate Form

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

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

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

Transcripts

Official transcripts of 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 written 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 or credit card information provided on the request form.

Transfer Credit

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

Withdrawal from Courses

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

Withdrawal from Program

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

ADMINISTRATIVE OFFICES

Office of the President

Barry M. Maloney, President of the University (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

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 Lavallee, 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.A., Worcester 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 Poueriet, 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

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
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

DIRECTIONS TO CAMPUS

By Auto

From Massachusetts Turnpike (I-90):

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

From Rt. 495:

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

From Rt. 9 West:

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

From Rt. 146 North:

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

From Rt. 190 South:

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

From Rt. 290 West:

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

From Rt. 290 East:

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

From Highland Street:

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

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

For GPS Purposes - Main Campus:

486 Chandler Street, Worcester, MA 01602

DISCIPLINE/IMPORTANT PHONE INFORMATION

University Switchboard: 508-929-8000

Web Site: <http://www.worcester.edu>

| Discipline | Location | Sponsoring Department | Phone | Fax |
|------------------------------------|---|---------------------------------------|--------------|--------------|
| Art | Learning Resource Center (LRC325) | Visual Performing Arts | 508-929-8145 | 508-929-8166 |
| Biology | Science & Tech Bldg (ST 310) | Biology | 508-929-8569 | 508-929-8148 |
| Biotechnology | Science & Tech Bldg (ST 310) | Biology | 508-929-8569 | 508-929-8148 |
| Business Administration | Sullivan Academic Center (S203) | Business Administration and Economics | 508-929-8091 | 508-929-8048 |
| Chemistry | Science & Tech Bldg (ST410) | Chemistry | 508-929-8583 | 508-929-8171 |
| Communication | Learning Resource Center (L332B) | Communication | 508-929-8829 | 508-929-8170 |
| Communication Sciences & Disorders | Science & Tech Bldg (ST115L) | Communication Sciences & Disorders | 508-929-8055 | 508-929-8175 |
| Computer Science | Science & Tech Bldg (ST110) | Computer Science | 508-929-8832 | 508-929-8156 |
| Criminal Justice | Learning Resource Center (L120) | Criminal Justice | 508-929-8417 | 508-929-8426 |
| Economics | Sullivan Academic Center (S203) | Business Administration and Economics | 508-929-8091 | 508-929-8048 |
| Education | Sullivan Academic Center (S226, S227, S218) | Education | 508-929-8671 | 508-929-8164 |
| English | Sullivan Academic Center (S303) | English | 508-929-8154 | 508-929-8174 |
| Environmental Science | Science & Tech Bldg (ST410) | Earth, Environment & Physics | 508-929-8583 | 508-929-8171 |
| French | Sullivan Academic Center (S303) | World Languages | 508-929-8154 | 508-929-8174 |
| Geography | Science & Tech Bldg (ST410) | Earth, Environment & Physics | 508-929-8583 | 508-929-8171 |

| | | | | |
|----------------------|--|------------------------------|--------------|--------------|
| Health | Science & Tech Bldg (ST110Q) | Health Science | 508-929-8832 | 508-929-8176 |
| History | Sullivan Academic Center (S327) | History & Political Science | 508-929-8162 | 508-929-8155 |
| Mathematics | Sullivan Academic Center (S145) | Mathematics | 508-929-8912 | 508-929-8197 |
| Music | Learning Resource Center (LRC325) | Visual Performing Arts | 508-929-8145 | 508-929-8166 |
| Nursing | Science & Tech Bldg (ST222) | Nursing | 508-929-8129 | 508-929-8168 |
| Occupational Therapy | Science & Tech Bldg (ST210B) | Occupational Therapy | 508-929-8624 | 508-929-8178 |
| Philosophy | Sullivan Academic Center (S316) | Philosophy | 508-929-8406 | 508-929-8105 |
| Physical Education | Science & Tech Bldg (ST110Q) | Health Science | 508-929-8832 | 508-929-8156 |
| Physics | Science & Tech Bldg (ST410) | Earth, Environment & Physics | 508-929-8583 | 508-929-8171 |
| Political Science | Sullivan Academic Center (S327) | History & Political Science | 508-929-8162 | 508-929-8155 |
| Psychology | Sullivan Academic Center (S241) | Psychology | 508-929-8159 | 508-929-8172 |
| Sociology | May Street Building (TBA) | Sociology | 508-929-8408 | 508-929-8177 |
| Spanish | Sullivan Academic Center (S303) | World Languages | 508-929-8154 | 508-929-8174 |
| Theatre | Learning Resource Center (LCR Suite 325) | Visual Performing Arts | 508-929-8145 | 508-929-8166 |
| Urban Studies | Sullivan Academic Center (S129) | Urban Studies | 508-929-8940 | 508-929-8144 |
| Visual/Perform Arts | Learning Resource Center (L132B) | Visual Performing Arts | 508-929-8145 | 508-929-8166 |
| World Languages | Sullivan Academic Center (S303) | World Languages | 508-929-8154 | 508-929-8174 |

GENERAL GRADUATE ADMISSION INFORMATION

The Graduate School Mission Statement

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

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

Graduate Education

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

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

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

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

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

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

Degree Programs

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

Master of Education in:

- Early Childhood Education
- Elementary Education
- English as a Second Language
- Health Education
- Leadership and Administration
- Middle School Education
- Moderate Disabilities
- Reading
- Secondary School Education

Education Specialist Programs

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

Post-Baccalaureate Certificate Programs

- Middle School Initial Licensure
- Secondary School Initial Licensure
- Reading Specialist Initial Licensure
- Moderate Disabilities Initial Licensure
- English as a Second Language Initial License
- 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.

GENERAL INFORMATION

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

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

Accreditation

Worcester State University is accredited by the New England Association of Schools and Colleges, 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
3 BURLINGTON WOODS DRIVE #100
BURLINGTON, MASSACHUSETTS 01803

(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 | • 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 | • Accreditation Council for Occupational Therapy Education (ACOTE) |
| Nursing | • Commission on Collegiate Nursing Education (CCNE) • Massachusetts Board of Registration in Nursing |
| Education | • Massachusetts Department of Elementary and Secondary Education (DESE) • Teacher Education Accreditation Council (TEAC) for Initial Licensure Teacher Education |
| Education - School Psychology | • Massachusetts Department of Elementary and Secondary Education (DESE) • National Association of School Psychologists (NASP) |

Campus

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

Helen G. Shaughnessy Administration Building

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

of the Education Department, director of student teaching, director of personnel and labor relations, associate dean of Academic Affairs, and acting executive vice president.

Wellness Center

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

Kalyan K. Ghosh Science and Technology Building

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

Learning Resource Center

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

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

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

Printing Services, Multicultural Affairs Center, and the Communication and the Criminal Justice academic departments are located in this building along with seminar rooms, classrooms, and lecture halls.

Outdoor Facilities

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

May Street Building

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

Student Center

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

Sullivan Academic Center

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

Change of Catalog Information

This catalog was prepared in the summer of 2017, with information available at the time of preparation. Provisions of this catalog are subject to change by order of the Massachusetts Department of Higher Education or the Worcester State University Board of Trustees. It is the policy of Worcester State University to provide advance notice of changes whenever it is reasonable and practical to do so. Changes to the Catalog need to be approved by the Associate Vice President for Academic Affairs.

Community Relations

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

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

Campus Communications

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

Marketing

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

Family Educational Rights and Privacy Act

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

1. Inspect and review their education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed.

2. Request the amendment of the education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. To file a complaint with the U.S. Department of Education concerning the alleged failures by Worcester State University to comply with the requirements of FERPA, the name and address of the Office that administers FERPA is:

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

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

the University reserves the right to disclose information to parents of a student under 18 and/or the parents of a student who is dependent upon such parents for Federal Income Tax purposes.

Mission

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

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

Policy on Nondiscrimination

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

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

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

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

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

Discrimination:

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

Student Accessibility:

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

Title IX / Sexual Violence:

Rosemary Naughton; Office of Student Affairs; Title IX Coordinator; 508-929-8964

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

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

Title IX Policies and Inquiries

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

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

Title IX forbids sex discrimination in all university Student Services and Academic programs including, but not limited to, Admissions, Financial Aid, Academic advising, Office of Residence Life and housing, Athletics, Health Services, Counseling, Office of Student Accessibility Services, Registrar's office, and classroom assignments, grading and discipline.

Title IX also forbids discrimination because of sex in employment and recruitment consideration or selection, whether full or part time, under any education program or activity operated by an institution receiving or benefiting from federal financial assistance.

Worcester State University has equitable procedures in place to promptly, thoroughly and fairly address concerns and complaints of harassment or discrimination while being mindful of the rights and unique needs of all parties and of due process.

In certain instances Title IX issues may impact a student's academic performance and decisions regarding withdrawals, repeats, and the ability to continue in high-stakes programs need to be made. Academic accommodations related to Title IX will be handled on a case by case basis by the Provost and Vice President for Academic Affairs or her/his designee.

Complaints and reports may be made by contacting Rosemary Naughton, Associate Dean of Students and Title IX Coordinator at 508-929-8964 or wsu_titleix@worchester.edu. (wsu_titleix@worchester.edu)

For more information, please visit the Title IX website.

GRADUATE FINANCIAL AID INFORMATION

General Information

Graduate students are encouraged to apply for financial aid to help them meet their educational costs. To receive financial assistance from the University, students must be enrolled in, and accepted for enrollment, in a degree-granting or federally approved certification program at Worcester State University. Graduate students are eligible for Federal Unsubsidized Direct Loans. Applicants must also meet all eligibility requirements and must be in good academic standing. Complete information on financial aid programs, application procedures, and the award process is available on the Financial Aid Office website at 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.

Course Cancellation/Processing of Tuition Refunds

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

Entrance Interviews & Master Promissory Notes

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

Exit Interviews

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

General University Refund Policy

Applicability

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

Withdrawal Requirements

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

Withdrawal Refund Policy

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

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

Programs and Resources

State Employees' Tuition Remission

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

Massachusetts Rehabilitation Benefits Program

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

Veterans' Benefits

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

Federal Unsubsidized Direct Loan

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

Graduate Assistantships

Graduate assistantships are available for matriculated 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.

Return of Title IV Funds

Refund Policy for Students Who Receive Federal Financial Aid

Applicability

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

Withdrawal Requirements

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

Refund Policy

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

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

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

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

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

Student Health Insurance

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

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

Tuition Information

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

Graduate Programs

| | |
|-------------------------------|--------------------|
| Graduate Tuition (per credit) | \$169.00 |
| Graduate Fees (per credit) | \$153.00 |
| Special Fees: | |
| Student Teaching | \$75.00 per course |
| Lab Instruction | \$90.00 per course |
| Art Model Fee | \$25.00 per course |
| Field Work Supervision | \$15.00 per credit |
| Internship | \$15.00 per credit |
| Practicum | \$15.00 per credit |
| Transcript | \$5.00 per copy |
| Rush Transcript | \$10.00 per copy |

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

OFFICIALS OF THE UNIVERSITY

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Francis Ransom Lane 1909-1912

William B. Aspinwall 1912-1939

Clinton Carpenter 1940-1946

Eugene A. Sullivan 1947-1970

Robert E. Leestamper 1970-1975

Joseph J. Orze 1975-1982

Philip D. Vairo 1982-1991

Kalyan K. Ghosh 1992-2002

Janelle C. Ashley 2002-2011

Barry M. Maloney 2011-

PROGRAMS

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Center for Effective Instruction (CEI)

Program Director: David Roach

Administrative Assistant: Dona Edwards

Phone: 508-929-8873

Email: dedwards@worchester.edu

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

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

Special offerings for teachers include:

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

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

Center for Effective Instruction Courses

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

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

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

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

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

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

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

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

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

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

Phone: 508-755-9400

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

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

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

Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worcester.edu

The Education Specialist (Ed.S.) program in Curriculum and Instruction is designed for people interested in curriculum leadership who already have a Master's degree in Education, a cognate area, or a Master's in a field related to their teaching license. An Ed.S. degree is the equivalent degree to a Certificate of Advanced Graduate Study (C.A.G.S.). Graduate students may use the program for professional development, to further their career advancement—and as a possible pathway to professional

educator licensure through the Massachusetts Department of Elementary and Secondary Education. The Ed.S. in Curriculum and Instruction is appropriate for all levels of Education from Pre-K through higher education, as well as those in non-formal Education and administration.

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

12 Credits in Curriculum, Instruction and Assessment Courses selected from courses such as:

ED-955 Assessing the English Language Learner 3 credits

ED-958 Middle School Curriculum & Instruction: Strategies & Modifications 3 credits

ED-959 Assessment in Middle School 3 credits

ED-965 Principles of Curriculum Development 3 credits

ED-968 Seminar: Curriculum/Instruction 3 credits

ED-974 Curriculum Developments & Innovations in Secondary Schools 3 credits

ED-975 Assessment in Secondary School 3 credits

ED 978 Contemporary Issues in Teaching Bilingual and ELLs 3 credits

ED 979 Technology and Literacy in the Classroom 3 credits

ED 988 Brain Based Learning 3 credits

ES 932 Teaching Adult ESL and SIFE 3 credits

12 Credits in Content Electives selected from areas such as:

- Language, Literacy and Culture
- STEM - Science, Technology, Engineering and Math
- English Language Learners
- Moderate Disabilities
- Health Education
- Math
- English
- Biology
- History
- Spanish

6 Credits in Advanced Research Methods and Research Project such as:

EA 939 Action Research I 3 credits

EA 940 Action Research II 3 credits

2 Credits in Seminar/Comprehensive Exam

EA 941 Educational Leadership Research Forum 2 credits

Education Specialist (Ed.S.) in 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 Psychology¹
- Passing score on the MTEL Communication and Literacy Skills Test at the time of application is strongly recommended.

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

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

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

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

For information regarding the PRAXIS tests please click on the following link. www.ets.org/

| Course | Title | Credits |
|-----------------------|--|---------|
| Year One | | |
| Semester One | | |
| EP-901 | Intro to School Psychology: Ethical Standards, Legal Issues & Professional Topics | 3 |
| EP-920 | Research, Design and Evaluation | 3 |
| EP-902 | Intro to Counseling Theory, Practice & Psychotherapy | 3 |
| EP-903 | Principles of Cognitive and Psycho-Educational Assessment And Intervention I | 3 |
| EP-903L | | 1 |
| Credits | | 13 |
| Semester Two | | |
| EP-904 | Principles of Cognitive and Psycho-Educational Assessment and Intervention II | 3 |
| EP-904L | | 1 |
| EP-905 | Behavioral Assessment and Interventions | 3 |
| EP-921 | Human Development: -Lifespan | 3 |
| EP-927 | Exceptionalities: Developmental Processes, Identification and Intervention | 3 |
| Credits | | 13 |
| Summer | | |
| EP-907 | Child & Adolescent Psychopathology | 3 |
| EP-930 | Group Processes: Theories and Practice | 3 |
| Credits | | 6 |
| Year Two | | |
| Semester Three | | |
| EP-906 | Personality Assessment: Social, Emotional and Affective Functioning | 3 |
| EP-922 | Child and Adolescent Therapy | 3 |
| EP-923 | Learning: Principles, Theories and Applications | 3 |
| EP-990 | Seminar & Practicum in School Psychology Professional Seminar & Practicum in School Psychology I | 3 |
| Credits | | 12 |
| Semester Four | | |
| EP-925 | Advanced Counseling Theory, Practice and Psychotherapy | 3 |
| EP-929 | Fundamentals of Consulting: Theory and Practice | 3 |
| EP-926 | Family Systems Theory & Practice | 3 |
| EP-991 | Seminar and Practicum in School Psychology II | 3 |
| Credits | | 12 |
| Summer | | |
| EP-908 | Community Psychology | 3 |
| EP-924 | Principles of Neuropsychology | 3 |
| Credits | | 6 |

Year Three

Semester Five

| | | |
|---------|---|---|
| EP-928 | Applied Neuropsychology in the Schools | 3 |
| EP-992 | Professional Seminar and Internship School Psychology I | 3 |
| Credits | | 6 |

Semester Six

| | | |
|---------------|---|----|
| EP-993 | Professional Seminar and Internship in School Psychology II | 3 |
| EP-932 | Neuropsychology in Schools (Elective) | 3 |
| Credits | | 6 |
| Total Credits | | 74 |

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

Education Specialist (Ed.S.) in Secondary Education

Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

The Ed.S. program in Secondary Education is designed for Middle and High School teachers and curriculum leaders who already have a Master's degree in Education, a cognate area, or a 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 enroll in a 2 Credit Research Forum for their Comprehensive Exam.

Requirements of the Program

Minimum of 30 credits plus 2 credit Research Forum including:

| | |
|-----------------------|-------|
| Education Foundations | 3 |
| Secondary Education | 6-9 |
| Disciplinary Focus | 12-15 |

| | |
|--|-----|
| Research Design and Methodology | 3 |
| Research Project | 3-6 |
| Comprehensive Exam in Secondary Education/Research Forum | 2 |

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 (p. 36)
- Master of Education Elementary with Literacy Concentration, Licensure Option (p. 37)
- Master of Education Reading with Licensure Option (p. 39)
- Post-Baccalaureate Initial Teacher Reading Licensure Option (p. 62)

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

Master of Arts in English

Program Coordinator: Dr. Dennis Quinn
Phone: 508-929-8705
Email: dwquinn@worchester.edu

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

The program has the following convenient features:

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

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

Requirements of the Program

| | |
|--|--------------|
| English Foundation courses | (3 credits) |
| EN-901 Methods of Graduate Research | 3 |
| English Elective courses | (21 credits) |
| Students will select, with the approval of a graduate advisor, 21 credits from the graduate English courses listed in the catalog. | 21 |

| | |
|---|-------------|
| Additional electives | (9 credits) |
| Students will select, with the approval of a graduate advisor, 9 graduate credits in English or another area. | 9 |

| | |
|---------------------------|-------------|
| Thesis/Exam Option | (0 credits) |
|---------------------------|-------------|

Upon completion of their course work, candidates must successfully fulfill a last requirement in the form of either two substantial area examinations or a thesis. While the general focus of the examinations and the thesis must deal with literature and/or rhetoric, the individual student and his or her advisor together will decide on the specific subject(s) to be explored.

| | |
|--------|--|
| EN-999 | Thesis Research & Writing (option in place of an elective course.) |
|--------|--|

| | |
|---------------|----|
| Total Credits | 33 |
|---------------|----|

Graduate English Courses

EN-900 History and Structure of the English Language

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

3 Credits

EN-901 Methods of Graduate Research

An introduction to graduate-level research and writing.

3 Credits

EN-903 Theory and Teaching of Writing

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

3 Credits

EN-905 Modern Rhetorical Theory

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

3 Credits

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

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

3 Credits

EN-907 Pastoral Literature

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

3 Credits

EN-908 Milton

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

3 Credits

EN-909 Critical Approaches to Literature

An in-depth examination and interpretive application of the works of a critical theorist or a critical perspective, to be chosen by the instructor. Every year. 3 Credits

EN-910 Literature of the English Renaissance

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

3 Credits

EN-911 Young Adult Literature

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

3 Credits

EN-912 Shakespeare

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

3 Credits

EN-921 Antislavery Literature in the Atlantic World

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

Every 2-3 years. 3 Credits

EN-925 Eighteenth-Century Novel

Explores the origins of the novel genre.

3 Credits

EN-931 Nineteenth-Century Novel

Explores British prose fiction of the nineteenth century.

3 Credits

EN-932 English Theatre: 1660-1780

3 Credits

EN-933 Romantic and Victorian Gothic

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

3 Credits

EN-934 The Romantics and the Victorians 1798-1901

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

3 Credits

EN-935 Modern Drama

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

3 Credits

EN-938 The World of Dickens

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

3 Credits

EN-941 Modern Poetry

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

3 Credits

EN-942 Three Modern Poets

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

3 Credits

EN-943 Medieval Literature

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

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 Hawthorn.

Fall and Spring and other or on demand. 3 Credits

EN-956 Classical Mythology

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

3 Credits

EN-957 American Novel II

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

Fall and Spring and other or on demand. 3 Credits

EN-958 Women in American Literature

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

3 Credits

EN-961 Film and Literature: Page and Screen

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

3 Credits

EN-995 Seminar

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

Fall and Spring and other or on demand. 3 Credits

EN-997 Graduate Independent Study

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

Fall and Spring and every year. 3 Credits

EN-998 Special Topics

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

Fall and Spring and other or on demand. 3 Credits

EN-999 Thesis Research & Writing

Guided work relating to the student's thesis.

3 Credits

Master of Arts in History

Program Coordinator: Dr. Erika Briesacher

Phone: 508-929-8692

Email: ebriesacher@worcester.edu

Admission Requirements

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

| | | |
|--------|-----------------------|---|
| HI-103 | World Civilization I | 3 |
| HI-104 | World Civilization II | 3 |
| HI-111 | US History I | 3 |
| HI-112 | US History II | 3 |

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

Requirements of Track 1 (Portfolio)

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

Requirements of Track 2 (Thesis)

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

Graduate History Courses

HI-910 Study and Writing of History

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

3 Credits

HI-912 Industrial Revolution: Past, Present, Future

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

3 Credits

HI-914 The Gilded Age: 1865-1900

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

3 Credits

HI-915 Populism, Progressivism and Socialism In the Us

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

3 Credits

HI-916 Revolution in the 20th Century

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

3 Credits

HI-918 The US and the Middle East

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

3 Credits

HI-920 Japan in the Twentieth Century

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

3 Credits

HI-924 Selected Topics in Us-East Asian Relations

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

3 Credits

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

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

3 Credits

HI-936 History of the American South

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

3 Credits

HI-937 American Revolutionary Period

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

3 Credits

HI-938 The American Civil War

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

3 Credits

HI-939 American History At the Movies

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

3 Credits

HI-940 Teaching History With Film

A study of history through film and media.

3 Credits

HI-941 Medieval History

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

3 Credits

HI-942 Tudor-Stuart England

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

3 Credits

HI-943 World War I

The period 1870-1918, focusing upon the origins

3 Credits

HI-944 World War II

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

3 Credits

HI-945 The Rise of Islam

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

3 Credits

HI-946 Eur Intell Hist Enlighten-Pres

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

Fall and Spring and every year. 3 Credits

HI-970 China in the Twentieth Century

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

3 Credits

HI-990 Special Topics in History

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

Fall and Spring and other or on demand. 3 Credits

HI-992 Sem: American Const History

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

3 Credits

HI-995 Thesis Option (research)

Research of thesis.

3 Credits

HI-996 Thesis Option (writing)

Writing of thesis.

3 Credits

HI-999 Graduate Independent Study in History

1-3 Credits

Master of Arts in Spanish

Program Coordinator: Dr. Antonio Guijarro-Donados

Phone: 508-929-8619

Email: aguijarrodonados@worcester.edu

(aperezmanrique@worcester.edu)

Admission Requirements

General admission requirements for the graduate school are located here.

Applicants interested in the Master of Arts in Spanish program must possess a B.A. in Spanish or related field and/or interview with a faculty member. Please contact the program coordinator for additional information.

Curriculum

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

Graduate Spanish Courses

SP-901 Advanced Study:Special Topics

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

3 Credits

SP-923 History/Culture of Puerto Rico

An in-depth study of the country.

3 Credits

SP-924 The Latin Americans in US

Their origins, distribution, sociocultural organizations and attitudes.

Special attention to the Spanish-speaking community of the area.

Classes conducted in Spanish.

3 Credits

SP-925 Travel Study Course

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

3 Credits

SP-926 Sem Intercul Estudio Hisp-Amer

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

3 Credits

SP-930 Spanish Novel of 19-20th Cent

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

3 Credits

SP-931 Spanish Civilization

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

3 Credits

SP-933 The Hispanic Presence in the United Stat

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

3 Credits

SP-935 A Sociocultural Study of Latin America

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

SP-937 Projects & Issues in Spanish for the Professions

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

SP-940 Ind Study: Spanish

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

SP-941 Special Problems in Spanish

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

SP-942 Introduction to Latin American Literature I

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

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

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

SP-949 Spanish-American Literature

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

SP-955 Effective Teaching of a Foreign Language

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

SP-956 Theory & Practice of Translation

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

SP-957 Topics in the History of the Spanish Language

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

SP-994 Thesis Seminar/Comprehensive Exam

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

SP-997 Independent Study: Spanish

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

Master of Education

Graduate Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

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

Admissions Requirements

In addition to the general admission requirements for graduate study at WSU, candidates must 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 | | (9 credits) |
| ED-981 | Advanced Foundations of Education | 3 |
| ED-982 | Research in Education | 3 |
| ED-994 | Thesis Seminar | 3 |
| Elective Requirements | | (27 credits) |
| 1 Course in Educational Administration/Leadership in Curriculum | | 3 |
| 1 Course in Curriculum Development | | 3 |
| 1 Course in Educational Technology | | 3 |
| 1 Course in Assessment | | 3 |
| 1 Course in Diversity | | 3 |
| 4 Elective Courses – either Education or content area courses | | 12 |
| Total Credits | | 36 |

Master of Education Moderate Disabilities (Non-Licensure) Track

Program Coordinator: Dr. Sue F. Foo

Phone: 508-929-8071

Email: sfoo@worchester.edu

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

The program allows candidates 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 and ED-926 (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 | 3 |
| ED-923 | Development and Implementation of an Individualized Education Plan | 3 |
| ED-922 | Analysis and Interpretation of the Behavior and Learning Environment of Children | 3 |
| ED-924 | Strategies for Teaching and Assessing Students With Moderate Special Needs | 3 |

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

Program of Study

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

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

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

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

Candidates are advised to take the course, ED-981 early in the program as it provides the foundation for the graduate program. The research course ED-982 informs candidates on interesting areas of research as well as a foundation for ED-993. The seminar course is completed near the end

of the program and leads to a completed research paper in the area of Moderate Disabilities (Non-Licensure). ED-992 must be taken during the last semester. The course guides candidates in compiling a program portfolio that demonstrates successful attainment of the state standards and the college standards for the Master in Education Degree.

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

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

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

| Elective Courses (Suggested choices but not limited to) | | (24 credits) |
|---|---|--------------|
| EA-931 | Administration of Programs for Children with Special Needs | 3 |
| ED-911 | Advanced Foundations of Literacy | 3 |
| ED-918 | Reading As Language: Teaching Literacy to English Language Learners | 3 |
| ED-925 | Communication and Interpersonal Skills | 3 |
| ED-901 | Technology in Education | 3 |
| ED-951 | Integrating Language Arts and Social Studies in the Elementary/Middle Schools | 3 |
| ED-953 | Integrating Science and Mathematics in the Elementary/Middle Schools | 3 |
| ED-917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades | 3 |
| or EE-915 | Detection and Remediation of Early Reading Difficulties | |

Master of Education: Concentration in English as a Second Language

Graduate Program Coordinator: Dr. Margarita Perez

Phone: 508-929-8609

Email: mperez@worcester.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.

Program of Study

| Required Courses | | (10 credits) |
|---|--|--------------|
| ED-981 | Advanced Foundations of Education | 3 |
| ED-982 | Research in Education | 3 |
| ES-934 | ESL Sem: Research in Language & Education | 3 |
| ES-935 | ESL Portfolio Evaluation | 1 |
| ESL Concentration (to be chosen in consultation with Program Coordinator) | | (24 credits) |
| ES-924 | Linguistics for Teachers of English Language Learners | 3 |
| CD-910 | Speech/Language Development, Differences and Diversity | 3 |
| ED-978 | Contemporary Issues in the Teaching of Bilingual and English Language Learners | 3 |
| ES-928 | Second Language Acquisition | 3 |
| ES-914 | Methods and Materials for Teaching English Language Skills to the ELL | 3 |
| ED-986 | Literacy Instruction for the English Language Learner (ELL) | 3 |
| ED-955 | Assessing English Language Learners | 3 |

| | | |
|---------------|---|----|
| ES-930 | Sheltered Instruction and Assessment in the Immersion Classroom | 3 |
| Total Credits | | 34 |

Electives

| | | |
|--------|--|---|
| ES-929 | Assessing and Teaching English Language Learners With Disabilities | 3 |
| ES-931 | Leading an Effective English Learner Education Program | 3 |
| ES-932 | Teaching Adult ESL and SIFE | 3 |
| ES-933 | Global Perspectives in Cultural Diversity | 3 |

Master of Education—Early Childhood Education

Early Childhood Graduate Coordinator: Dr. Carol Donnelly

Phone: 508 929-8667

Email: cdonnelly@worchester.edu

The Master of Education in Early Childhood Education is designed for students who possess the Initial License or its equivalent, or for those who wish to enhance competence within an existing career in 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:

| Core requirements | | (10 credits) |
|---------------------|---|--------------|
| ED-981 | Advanced Foundations of Education | 3 |
| ED-982 | Research in Education | 3 |
| ED-993 | Seminar: Research in Content Concentration | 3 |
| ED-992 | Portfolio Evaluation (to be taken last) | 1 |
| Pedagogical Courses | | (9 credits) |
| ED-910 | The Child, Family, Community, and Diversity in Education | 3 |
| EE-912 | Young Children and Integrated Early Childhood Education Practices | 3 |
| ED-979 | Technology and Literacy in the Classroom | 3 |
| Content Courses | | (12 credits) |

| | | |
|--|--|-------------|
| ED-914 | Teaching and Learning Literacy Across Multiple Disciplines | 3 |
| EE-904 | Exploring Science in Early Childhood Education | 3 |
| EE-913 | Social Studies in Early Childhood: Content Curriculum, Evaluation, Methods And Materials | 3 |
| ED-929 | Mathematics Assessment and Instruction For Diverse Learners | 3 |
| Electives | | (3 credits) |
| Select one elective of the following or with consent of the program coordinator: | | 3 |
| ED-971 | Spec Topics in Education | |
| EE-917 | The Fine Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials | |
| EE-915 | Detection and Remediation of Early Reading Difficulties | |
| Total Credits | | 34 |

Master of Education in Early Childhood Education with Literacy Concentration

The program consists of the following courses:

| | | |
|---|---|--------------|
| Core requirements | | (10 credits) |
| ED-981 | Advanced Foundations of Education | 3 |
| ED-982 | Research in Education | 3 |
| ED-983 | Theory and Research in Reading | 3 |
| ED-984 | Reading Portfolio (to be taken last) | 1 |
| Reading Content Courses | | (21 credits) |
| ED-911 or EE-911 | Advanced Foundations of Literacy Early Literacy for Young Children | 3 |
| ED-918 | Reading As Language: Teaching Literacy to English Language Learners | 3 |
| ED-979 | Technology and Literacy in the Classroom | 3 |
| ED-914 | Teaching and Learning Literacy Across Multiple Disciplines | 3 |
| ER-903 | Teaching Writing to Striving Readers | 3 |
| EE-915 | Detection and Remediation of Early Reading Difficulties | 3 |
| ED-917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades | 3 |
| Electives | | (3 credits) |
| Select one elective chosen with consent of the program coordinator | | 3 |
| Requirement 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 and Supervision | 3 |
| ED-919 | Reading Practicum/Internship | 6 |
| Total Credits | | 43 |

Master of Education—Elementary Education

Elementary Education Graduate Coordinator: Dr. Christina Bebas
Phone: 508-929-8753

Email: cbebas@worcester.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:

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

Master of Education in Elementary Education with Literacy Concentration

The program consists of the following courses:

| | | |
|--------------------------------|---|--------------|
| Core requirements | | (10 credits) |
| ED-981 | Advanced Foundations of Education | 3 |
| ED-982 | Research in Education | 3 |
| ED-983 | Theory and Research in Reading | 3 |
| ED-984 | Reading Portfolio (to be taken last) | 1 |
| Reading Content Courses | | (21 credits) |
| ED-911 or EE-911 | Advanced Foundations of Literacy Early Literacy for Young Children | 3 |
| ED-918 | Reading As Language: Teaching Literacy to English Language Learners | 3 |

| | | |
|--|---|-------------|
| ED-979 | Technology and Literacy in the Classroom | 3 |
| ED-914 | Teaching and Learning Literacy Across Multiple Disciplines | 3 |
| ER-903 | Teaching Writing to Striving Readers | 3 |
| EE-915 | Detection and Remediation of Early Reading Difficulties | 3 |
| ED-917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades | 3 |
| Electives | | (3 credits) |
| Select one elective chosen with consent of the program coordinator | | 3 |
| Requirements for Reading Licensure Option | | (9 credits) |
| ED-915 | Leadership in Literacy: Consultation, Administration and Supervision | 3 |
| ED-919 | Reading Practicum/Internship | 6 |
| Total Credits | | 43 |

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) support the content field of licensure. All students take ES 950 Disciplinary, Multimodal and Critical Literacies Across the Curriculum as well as five (5) classes in their field of licensure (Humanities, Math,

Biology, General Science, Foreign Language/Spanish, English, History, or Mathematics/Science). The remaining one credit is awarded for completing a program portfolio encompassing both content and pedagogy.

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

Master of Education—Moderate Disabilities

Program Coordinator: Dr. Sue F. Foo
Phone: 508-929-8071
Email: sfoo@worchester.edu

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

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

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

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

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

Core M.Ed. Requirements

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

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

Core Content/Pedagogical Courses

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

These four courses are required to complete the M.Ed. with a concentration in Moderate Disabilities to meet the state regulations regarding "content or pedagogical courses beyond those for the initial license based on the academic discipline, developed or taught in collaboration with experts who hold at least a master's degree in that discipline or hold a full time faculty position in that discipline in the arts or sciences or appropriate professional school other than education." Candidates are 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 |
| ED-901 | Technology in Education | 3 |
| ED-911 | Advanced Foundations of Literacy | 3 |
| ED-918 | Reading As Language: Teaching Literacy to English Language Learners | 3 |
| ED-925 | Communication and Interpersonal Skills | 3 |
| ED-951 | Integrating Language Arts and Social Studies in the Elementary/Middle Schools | 3 |
| ED-953 | Integrating Science and Mathematics in the Elementary/Middle Schools | 3 |
| ED-917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades | 3 |
| or EE-915 | Detection and Remediation of Early Reading Difficulties | |

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.

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

Total 34 credits without reading specialist licensure

Total 43 credits with reading specialist licensure

The program consists of the following courses:

| Core requirements | | (10 credits) |
|-------------------------|--------------------------------------|--------------|
| ED-981 | Advanced Foundations of Education | 3 |
| ED-982 | Research in Education | 3 |
| ED-983 | Theory and Research in Reading | 3 |
| ED-984 | Reading Portfolio (to be taken last) | 1 |
| or ED-992 | Portfolio Evaluation | |
| Reading Content Courses | | (21 credits) |
| ED-911 | Advanced Foundations of Literacy | 3 |

| | | |
|---|---|-------------|
| ED-918 | Reading As Language: Teaching Literacy to English Language Learners | 3 |
| ED-979 | Technology and Literacy in the Classroom | 3 |
| ED-914 | Teaching and Learning Literacy Across Multiple Disciplines | 3 |
| ER-903 | Teaching Writing to Striving Readers | 3 |
| EE-915 | Detection and Remediation of Early Reading Difficulties | 3 |
| ED-917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades | 3 |
| Electives | | (3 credits) |
| One elective chosen with consent of the program coordinator | | 3 |
| Requirements for Licensure Option | | (9 credits) |
| Candidates must pass the Reading Specialist MTEL before registering for the 150 hour practicum. | | |
| ED-915 | Leadership in Literacy: Consultation, Administration and Supervision | 3 |
| ED-919 | Reading Practicum/Internship | 6 |
| Total Credits | | 43 |

Master of Education—School Leadership and Administration

Coordinator of District-Based Off-Campus Leadership Programs: 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/apply)
- Essay explaining why the applicant is interested in becoming a school administrator, addressing the four professional standards for administrative leadership
- Copy of a Massachusetts initial or professional teaching license
- Minimum of at least two years of teaching experience; at least three years of teaching experience is required to earn the license
- Official transcripts of all college-level work, both undergraduate and graduate

- Evidence of passing scores on the Communication & 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 ME in Leadership Letter of Recommendation form online at www.worcester.edu/ME-School-Leadership-and-Administration/ under Admissions Requirements)

Application Deadlines

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

Program of Study

| | | |
|---|--|---|
| EA-912 | Introduction to Educational Leadership | 2 |
| EA-913 | Action Research for School Administrators | 2 |
| EA-918 | Family and Community Engagement | 3 |
| Select one of the following: ¹ | | 1 |
| EA-950 | Family and Community Practicum-Elementary | |
| EA-951 | Family and Community Practicum-Middle School | |
| EA-952 | Family and Community Practicum-Secondary School | |
| EA-953 | Family and Community Practicum-Supervisor/Director | |
| EA-970 | Professional Culture | 3 |
| Select one of the following: ¹ | | 1 |
| EA-954 | Professional Culture Practicum-Elementary Standard 4 | |
| EA-955 | Professional Culture Practicum Middle School Standard 4 | |
| EA-956 | Professional Culture Practicum Secondary School Standard 4 | |
| EA-957 | Professional Culture Practicum Supervisor/Director Standard 4 | |
| ES-931 | Leading an Effective English Learner Education Program (Approved course as part of ELL program) ² | 3 |
| EA-924 | Curriculum, Instruction, & Assessment for Aspiring Leaders | 3 |
| EA-972 | Enhancing Teacher and Student Performance | 3 |
| EA-973 | Building the Capacity for Educational Change | 3 |
| Select one of the following: ¹ | | 1 |
| EA-958 | Instructional Leadership Practicum Elementary Standard I | |
| EA-959 | Instructional Leadership Practicum Middle School Standard I | |
| EA-960 | Instructional Leadership Practicum High School Standard I | |
| EA-961 | Instructional Leadership Practicum - Supervisor/Director Standard I | |
| EA-915 | Economic and Operational Dimensions of Education | 3 |
| EA-923 | Governance, Ethics, & Law in Education | 3 |

| | | |
|---|---|----|
| Select one of the following: ¹ | | 1 |
| EA-962 | Management and Operations Practicum Elementary Standard 2 | |
| EA-963 | Management and Operations Practicum Middle School Standard 2 | |
| EA-964 | Management and Operations Practicum Secondary School Standard 2 | |
| EA-965 | Management and Operations Practicum Supervisor/Director Standard 2 | |
| Select one of the following: ^{3,4} | | 3 |
| EA-966 | Educational Leadership Capstone Practicum & Seminar Elementary School | |
| EA-967 | Educational Leadership Capstone Practicum and Culminating Seminar Middle School | |
| EA-968 | Educational Leadership Capstone Practicum & Seminar High School | |
| EA-969 | Educational Leadership Capstone Practicum Supervisor/Director ² | |
| EA-929 | Educational Leadership Capstone Assessment/Evaluation | 1 |
| Total Credits | | 36 |

¹ 75 clock hours = 1 credit

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

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

⁴ 200 clock hours and seminars = 3 credits

Master of Education—Secondary Education

Graduate Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

The Education Department at WSU is committed to creating a teaching/learning-based environment that will provide caring, competent, creative teachers for the Commonwealth 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 (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. All students take ES 950 Disciplinary, Multimodal and Critical Literacies Across the Curriculum as well as five (5) classes in their field of licensure (i.e. Math, Biology, Foreign Language/Spanish, English, or History). The remaining one credit is awarded for completing a program portfolio encompassing both content and pedagogy.

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

Master of Occupational Therapy

Program Coordinator: Dr. Cheryl Lucas

Phone: 508-929-8795

Email: clucas2@worchester.edu (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).

Prerequisites for Entry

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

Requirements of the Program

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

| Course | Title | Credits |
|------------------|--|---------|
| Year One | | |
| Summer I | | |
| OT-101 | Introduction of Occupational Studies of Wellnes/Disability | 3 |
| BI-271 | Basic Kinesiology | 3 |
| OT-211 | Kinesiology Lab | 1 |
| | | Credits |
| | | 7 |
| Summer II | | |
| OT-102 | Occupational Studies of Wellness/ Disability Groups | 3 |
| OT-203 | Occupational Therapy Theories | 3 |
| | | Credits |
| | | 6 |
| Fall | | |
| OT-301 | Psychosocial Wellness/Disability | 2 |
| OT-302 | Psychosocial Therapeutic Approaches | 3 |
| OT-304 | Psychosocial Therapeutic Approaches Lab | 2 |
| PS-322 | Psychology of Aging | 3 |

| | | |
|-------------------|---|---------------|
| OT-317 | Research I | 3 |
| | | Credits |
| | | 13 |
| Spring | | |
| OT-312 | Physiological Wellness/Disability | 2 |
| OT-313 | Physiological Therapeutic Approaches | 3 |
| OT-318 | Physiological Therapeutic Approaches Lab | 2 |
| | | Credits |
| | | 7 |
| Year Two | | |
| Fall | | |
| OT-401 | Occupational Performance and Context for Elders | 2 |
| OT-402 | Therapeutic Approaches for Elders | 3 |
| OT-403 | Therapeutic Apporaches Lab for Elders | 2 |
| OT-404 | Assistive Technology I | 3 |
| OT-407 | Research II | 3 |
| | | Credits |
| | | 13 |
| Spring | | |
| OT-421 | Occupational Performance and Context for Children/Adolescents | 2 |
| OT-423 | Therapeutic Approaches Lab for Children/ Adolescents | 2 |
| OT-424 | Assistive Technology II | 3 |
| OT-426 | Organizational and Professional Issues I | 3 |
| OT-427 | Therapeutic Approaches for Children/ Adolescents | 2 |
| OT-928 | Thesis Seminar I | 3 |
| | | Credits |
| | | 15 |
| Year Three | | |
| Summer | | |
| OT-903 | Clinical Reasoning I | 3 |
| OT-908 | Community Health | 3 |
| OT-929 | Thesis Seminar II | 3 |
| OT-933 | Assessment and Evaluation Across the Lifespan | 3 |
| | | Credits |
| | | 12 |
| Fall | | |
| OT-905 | Clinical Reasoning II | 3 |
| OT-906 | Global Health Issues | 3 |
| OT-930 | Thesis Seminar III | 3 |
| OT-931 | Organizational and Professional Issues II | 3 |
| | | Credits |
| | | 12 |
| Spring | | |
| OT-920 | Physical Disabilities Fieldwork II | 3 |
| OT-921 | Psychosocial Fieldwork II | 3 |
| | | Credits |
| | | 6 |
| | | Total Credits |
| | | 91 |

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

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

Prerequisites for Admission to the Program

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

Program of Study for the Degree

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

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

Degree Requirements required of all students

Required Courses

| | | |
|---|----------------------------------|----|
| BI-921 | Biotechnology and DNA | 4 |
| BI-927 | Tissue Culture Techniques | 3 |
| BI-930 | Biological Chemistry | 3 |
| BI/CH 900-Level Biology or Chemistry electives (see list below) | | 14 |
| BI-990 | Seminar in Biology/Biotechnology | 3 |

| | | |
|---|---|----|
| BI-995 | Research in Biology/Biotechnology (Acceptable thesis and thesis defense) | 6 |
| Ancillary requirement in statistics or computer science | | 0 |
| Total Credits | | 33 |

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

| | | |
|--------|--|-----|
| BI-905 | Historical Perspectives in Biology | 3 |
| BI-910 | Public Health Parasitology | 4 |
| BI-915 | Topics in Advanced Botany | 4 |
| BI-935 | Biochemical Techniques | 3 |
| BI-936 | Immunology | 3 |
| BI-937 | Molecular Virology | 3 |
| BI-938 | Toxicology | 3 |
| BI-940 | | 4 |
| BI-945 | | 3 |
| BI-980 | Selected Topics: Advanced Biology | 1-4 |
| BI-981 | Independent Study in Biology/ Biotechnology | 1-6 |
| BI-985 | Graduate Internship in Biology/ Biotechnology | 3-4 |
| CH-941 | Biochemistry of Nucleic Acids | 3 |
| CH-942 | Structure and Function of Proteins | 3 |
| CH-943 | Laboratory Techniques in Biochemistry | 3 |
| CH-990 | Special Problems in Chemistry | 3 |
| CH-991 | Directed Study | 1-4 |
| CH-996 | Internship: Chemistry | 3 |

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

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

A minimum of four weeks prior to the defense, the completed written thesis must be presented to the candidate's graduate research advisor. The comprehensive exam/thesis defense will be scheduled with the candidate's thesis committee, comprised of the thesis advisor, the program coordinator and another member of the program graduate faculty.

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

Comprehensive Examination/Thesis defense

The Master of Science in Biotechnology candidate is required to pass a comprehensive examination/thesis defense in the candidate's area of specialization. At least twenty-four approved graduate credits must be earned before the candidate can submit a request for the scheduling of a comprehensive exam/thesis defense. If the candidate fails the

examination, he/she will be granted one additional opportunity to fulfill this requirement. All work for the degree must be completed within a period of six years from the date of admission to the program.

Master of Science in Health Care Administration

Interim Program Coordinator: Dr. Elizabeth Wark

Phone: 508-929-8743

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.

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.

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

- ¹ Students may choose non-health care courses as electives with the prior approval of the coordinator.
- ² Students must meet with the graduate coordinator at least one semester prior to develop a proposal for the capstone project.
- ³ Note: Students are responsible for finding their own internships and working with the graduate coordinator to complete the appropriate paperwork.

Suggested Sequence of Courses for a Typical Part-Time Student

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

| Course | Title | Credits |
|-----------------------|--|---------|
| Year One | | |
| Semester One | | |
| HC-900 | Health Care Systems | 3 |
| HC-901 | Management and Organizational Behavior For Health Care Professionals | 3 |
| Credits | | 6 |
| Semester Two | | |
| HC-902 | Statistical Methods and Inference for Health Care Organizations | 3 |
| HC-906 | Health Care Management Information Systems | 3 |
| Credits | | 6 |
| Summer | | |
| HC-908 | Legal, Regulatory and Ethical Issues In Health Care | 3 |
| XX-XXX | Elective | 3 |
| Credits | | 6 |
| Year Two | | |
| Semester Three | | |
| HC-903 | Accounting and Budgeting for Health Care Professionals | 3 |
| XX-XXX | Elective | 3 |
| Credits | | 6 |
| Semester Four | | |
| HC-907 | Operations and Quality Management in the Health Care Organization | 3 |
| HC-904 | Financial Management in the Health Care Organization | 3 |
| HC-905 | Marketing the Health Care Organization | 3 |
| Credits | | 9 |
| Summer | | |
| HC-986 | Internship in Health Care | 3 |
| or HC-996 | or Health Care Action Research Project | |
| Credits | | 3 |
| Total Credits | | 36 |

Health Care Administration Courses

HC-900 Health Care Systems

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

3 Credits

HC-901 Management and Organizational Behavior For Health Care Professionals

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

3 Credits

HC-902 Statistical Methods and Inference for Health Care Organizations

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

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

3 Credits

HC-903 Accounting and Budgeting for Health Care Professionals

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

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

3 Credits

HC-904 Financial Management in the Health Care Organization

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

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

3 Credits

HC-905 Marketing the Health Care Organization

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

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

3 Credits

HC-906 Health Care Management Information Systems

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

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

3 Credits

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

Prerequisites: HC-900 or NU-930

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

3 Credits

HC-926 Human Resources Management in the Health Care Organization

Prerequisites: HC-900 or NU-930

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

3 Credits

HC-936 Economics of Health Care

Prerequisites: HC-900 or NU-930

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

3 Credits

HC-946 Epidemiology

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

3 Credits

HC-956 Politics and Policies in Health Care

Prerequisites: HC-900 or NU-930

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

3 Credits

HC-976 Seminar: Current Issues in Health Care

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

3 Credits

HC-986 Internship in Health Care

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

3 Credits

HC-996 Health Care Action Research Project

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

3 Credits

Master of Science in Management

Program Coordinator: Dr. Elizabeth Wark

Phone: 508-929-8743

Email: ewark@worchester.edu

Admission Requirements

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

In addition, applicants must also have the results of the Graduate Management Admission Test (GMAT) sent to the Office of Graduate and Continuing Education. Typical scores should be at the 50th percentile or higher for accepted students and typical undergraduate GPAs are 3.0 or higher on a U.S. scale of 4.0. The GMAT will be waived for students meeting the following criteria—3.0 GPA and a Bachelor's degree in Business Administration from an accredited U.S. university or college. In addition, students must prepare an essay describing their career plans and interest in graduate study. Three letters of recommendation from former professors or supervisors are required. Admission to this program is a rolling admissions process and applicants who 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—BA-910, BA-912, BA-914, or BA-915. See program coordinator for details. The curriculum includes prerequisites, eight core courses, four required courses in each concentration, and possible electives. Prerequisites may be completed at the undergraduate level. A minimum grade of a B in prior courses is required for all waived and transferred courses. All waivers require the approval of the program coordinator.

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

| | | |
|--------|---|---|
| BA-960 | Leadership Theory and Skills (may count in the BA electives or in the management concentration) | 3 |
| BA-962 | Ethics and Social Responsibility of Leadership (may count in the BA electives or in the management concentration) | 3 |

| | | |
|--------|---|---|
| BA-915 | Corporate Finance (this may be counted as a substitute for BA404 in the BA electives or within the finance concentration) | 3 |
| BA-912 | Marketing Management (this may count in the BA electives or within the marketing concentration) | 3 |

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) | | (24 credits) |
|---|--|--------------|
| BA-910 | Information Technology ¹ | 3 |
| BA-911 | Accounting for Managerial Decisions ² | 3 |
| BA-912 | Marketing Management | 3 |
| BA-913 | Managerial Economics | 3 |
| BA-914 | Organizational Behavior ¹ | 3 |
| BA-915 | Corporate Finance | 3 |
| BA-916 | Quantitative Analysis and Research Methods | 3 |
| BA-990 | Integrated Business Strategy | 3 |
| Total Credits | | 24 |

Accounting Concentration

| Accounting Concentration Required Courses | | (15 credits) |
|---|--|--------------|
| AC-910 | Taxation of Individuals & Proprietors | 3 |
| AC-911 | Taxation of Corporations and Shareholders | 3 |
| AC-912 | Advanced Accounting Theory | 3 |
| AC-913 | Advanced Auditing Theory and Practice | 3 |
| AC-923 | Advanced Government & Non-Profit Accounting ³ | 3 |
| Accounting Concentration Elective Courses (offered when sufficient demand exists) | | (21 credits) |
| AC-920 | Advanced Problems in Accounting | 3 |
| AC-921 | Advanced Cost Accounting | 3 |
| AC-922 | International Accounting | 3 |
| AC-930 | Advanced Financial Theory | 3 |
| AC-932 | International Finance and Economics | 3 |

| | | |
|---------------|--|----|
| AC-950 | Seminar Topics in Taxation | 3 |
| AC-951 | Seminar in Issues in Accounting Ethics | 3 |
| Total Credits | | 36 |

Managerial Leadership Concentration

Managerial Leadership Concentration Required Courses (offered when sufficient demand exists) (12 credits)

| | | |
|--------|---|---|
| BA-960 | Leadership Theory and Skills | 3 |
| BA-961 | Organizational Development and Change | 3 |
| BA-962 | Ethics and Social Responsibility of Leadership | 3 |
| BA-963 | Action Learning Professional Leadership Project | 3 |

Managerial Leadership Concentration Elective Courses (21 credits)

| | | |
|---------------|--|----|
| BA-970 | Seminar in Leadership | 3 |
| BA-971 | Entrepreneurship and Small Business Management | 3 |
| BA-972 | Motivation and Leadership of Teams | 3 |
| BA-973 | Leading in the International Business Environment | 3 |
| BA-974 | Negotiations | 3 |
| BA-975 | Leadership Perspectives of Human Resources and the Legal Environment | 3 |
| BA-976 | Selected Topics in Leadership | 3 |
| Total Credits | | 33 |

Marketing Concentration

Marketing Concentration Required Courses (offered when sufficient demand exists) (12 credits)

| | | |
|--------|--|---|
| BA-920 | Global Marketing Management | 3 |
| BA-921 | Consumer Behavior | 3 |
| BA-922 | Research Methods for Marketing Decisions | 3 |
| BA-923 | Integrated Marketing Communications | 3 |

Marketing Concentration Elective Course (3 credits)

| | | |
|---------------|------------------|----|
| BA-924 | Sales Management | 3 |
| Total Credits | | 15 |

¹ May be waived for students with consultation of the graduate coordinator

² May be waived for students in the accounting concentration

³ Replaces BA-911 for students in the accounting concentration, but is not offered on a regular basis

Graduate Management Courses

BA-910 Information Technology

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

3 Credits

BA-911 Accounting for Managerial Decisions

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

3 Credits

BA-912 Marketing Management

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

3 Credits

BA-913 Managerial Economics

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

3 Credits

BA-914 Organizational Behavior

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

3 Credits

BA-915 Corporate Finance

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

3 Credits

BA-916 Quantitative Analysis and Research Methods

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

3 Credits

BA-920 Global Marketing Management

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

3 Credits

BA-921 Consumer Behavior

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

3 Credits

BA-924 Sales Management

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

3 Credits

BA-960 Leadership Theory and Skills

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

3 Credits

BA-961 Organizational Development and Change

This course focuses on improving organizational effectiveness and leading the change processes. It draws upon a variety of behavioral science approaches to planned development and change. Regaining control after unplanned 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

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

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

3 Credits

BA-970 Seminar in Leadership

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

3 Credits

BA-971 Entrepreneurship and Small Business Management

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

3 Credits

BA-972 Motivation and Leadership of Teams

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

3 Credits

BA-973 Leading in the International Business Environment

This course is an in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations, including foreign profit 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

BA-986 Internship in Management

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

1-6 Credits

BA-990 Integrated Business Strategy

This course will expose students to the concepts of strategic management and processes and provide them with the opportunity to integrate knowledge and skills developed in previous courses. The 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

Graduate Accounting Courses**AC-910 Taxation of Individuals & Proprietors**

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

3 Credits

AC-911 Taxation of Corporations and Shareholders

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

3 Credits

AC-912 Advanced Accounting Theory

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

3 Credits

AC-913 Advanced Auditing Theory and Practice

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

3 Credits

AC-920 Advanced Problems in Accounting

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

3 Credits

AC-921 Advanced Cost Accounting

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

3 Credits

AC-922 International Accounting

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

3 Credits

AC-923 Advanced Government & Non-Profit Accounting

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

3 Credits

AC-930 Advanced Financial Theory

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

3 Credits

AC-932 International Finance and Economics

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

3 Credits

AC-950 Seminar Topics in Taxation

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

3 Credits

AC-951 Seminar in Issues in Accounting Ethics

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

3 Credits

Master of Science in Nonprofit Management

Program Coordinator: Dr. Shiko Gathuo

Phone: 508-929-8892

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

Elective Courses

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

Thesis Project

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

Non-Profit Management Courses

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

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

NM-902 Internship

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

NM-905 Marketing the Health Care Organization

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

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

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

NM-911 Global Health Issues and Human Rights

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

NM-932 Practices in Community Organization

Studies the principles and methods of effective community organization as a process of helping people and communities to help themselves.

Range of theoretical and pragmatic approaches considered.

3 Credits

NM-934 Ethics and Management of Human Resources

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

3 Credits

NM-940 Leadership Skills and Group Dynamics

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

3 Credits

NM-942 Organizational Theory

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

3 Credits

NM-944 Politics and Public Policy

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

Every year. 3 Credits

NM-945 Financial Management for Non-Profit Organizations

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

Fall and Spring. 3 Credits

NM-946 Seminar in Program Analysis and Evaluation

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

3 Credits

NM-949 Strategic Leadership and Planning

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

Fall and Spring. 3 Credits

NM-951 Grant Writing

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

4 Credits

NM-955 Board Relationships and Volunteer Management

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

3 Credits

NM-960 Seminar in Critical Issues for Health Care Management

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

3 Credits

NM-961 Health Care Law

Exploration of the relationship between law and health care. Legal rights and duties of patients and providers of health services are discussed.

Topics include: hospital liability, hospital-physician relationships, patient rights and informed consent, privacy and confidentiality, negligence, and malpractice.

3 Credits

NM-962 Management of Gerontological Programs

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

3 Credits

NM-970 Issues in Clinical Case Management

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

3 Credits

NM-971 Issues in Residential and Long Term Care

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

3 Credits

NM-972 Special Topics in Non-Profit Management

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

1-6 Credits

NM-980 Thesis I**Prerequisites or Corequisite:** NM-990

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

1 Credit

NM-981 Thesis II

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

4 Credits

NM-990 Action Research**Prerequisites:** 5 courses From courses NM-901 NM-934 NM-942 NM-945 NM-949 NM-993 NM-951;

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

3 Credits

NM-992 Fundraising, Development and Community Relations

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

3 Credits

NM-993 Marketing and Resource Development

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

3 Credits

NM-994 Assigned Readings

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

3 Credits

NM-995 Accounting and Budgeting for Public Management

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

3 Credits

NM-998 Research

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

3 Credits

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

Program Coordinator: Dr. Stephanie Chalupka**Phone:** 508-929-8680**Email:** schalupka@worcester.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
- Population Health
- Home Health Care
- Ambulatory Care
- Case Management
- Occupational and Environmental Health
- School Nursing
- Emergency Preparedness
- Nursing Education

Specialty Area Information

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

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

Where do graduates work?

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

Examples of advanced public health nursing positions are:

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

Admission Process

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

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

Traditional Entry

Admissions Requirements

For students with a 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

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 | | (12 credits) |
|-------------------|--|--------------|
| NU-910 | Professional Role Development ¹ | 3 |
| NU-920 | Conceptual Foundations in Nursing ¹ | 3 |

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

¹ Courses offered in the blended-learning format.

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

Bridge Program Admissions Requirements

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

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

Requirements of the Program

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

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

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

| | | |
|---------------------------------|---|--------------|
| Bridge Core ¹ | | (9 credits) |
| NU-900 | Individual Assessment ² | 3 |
| NU-901 | Community Health and Health Policy ² | 3 |
| NU-902 | Transition to Advanced Nursing ² | 3 |
| Professional Core | | (12 credits) |
| NU-910 | Professional Role Development ² | 3 |
| NU-920 | Conceptual Foundations in Nursing ² | 3 |
| NU-925 | Research for Evidence-Based Practice ² | 3 |

| | | |
|---|---|--------------|
| NU-951 | Nursing Leadership & Administration ² | 3 |
| Interdisciplinary Courses | | (12 credits) |
| NU-936 | Epidemiology ² | 3 |
| NU-941 | Program Planning & Evaluation | 3 |
| NU-930 | Social Policy and the Economics of the Health Care Delivery System | 3 |
| NU-946 | Biostatistics | 3 |
| Specialty Courses in Community/Public Health Nursing | | (12 credits) |
| NU-961 | Nursing Science I: Community/Public Health Leadership Theory and Practicum I ² | 6 |
| NU-966 | Nursing Science II: Community/Public Health Leadership Theory and Practicum II ² | 6 |
| Total Credits | | 45 |

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

² Courses offered in the blended-learning format.

Bridge students must:

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

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

RN-to-MS Fast Track Admissions Requirements

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

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

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

Requirements of the Program

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

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

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

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

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

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

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

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

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 |
| NU-342 | Health Assessment | 4 |
| NU-525 | Research for Evidence Based Practice (Satisfies NU-925 Requirement in the RN-to-MS Fast Track Program) ¹ | 3 |
| NU-432 | Advanced Nursing Perspectives in Chronic Illness | 3 |
| NU-551 | Nursing Leadership and Administration (Satisfies NU-951 Requirement in the RN-to-MS Fast Track Program) | 3 |
| NU-472 | Community/Public Health Nursing | 6 |

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

RN-to-MS Specialty Courses

| | | |
|----------------------------------|---|--------------|
| Professional Core | | (12 credits) |
| NU-910 | Professional Role Development ¹ | 3 |
| NU-920 | Conceptual Foundations in Nursing ¹ | 3 |
| NU-925 | Research for Evidence-Based Practice ¹ | 3 |
| NU-951 | Nursing Leadership & Administration ¹ | 3 |
| Interdisciplinary Courses | | (12 credits) |

| | | |
|---|---|--------------|
| NU-930 | Social Policy and the Economics of the Health Care Delivery System | 3 |
| NU-936 | Epidemiology ¹ | 3 |
| NU-941 | Program Planning & Evaluation | 3 |
| NU-946 | Biostatistics | 3 |
| Specialty Courses in Community/Public Health Nursing | | (12 credits) |
| NU-961 | Nursing Science I: Community/Public Health Leadership Theory and Practicum I ¹ | 6 |
| NU-966 | Nursing Science II: Community/Public Health Leadership Theory and Practicum II ¹ | 6 |
| Total Credits | | 36 |

¹ Courses offered in the blended-learning format.

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

NU 961

This course provides the community/ public health nurse graduate student with opportunities to synthesize their clinical knowledge and expertise with theory to improve health outcomes of all populations. By addressing current public health issues through the application of system-level approaches and selected clinical practicum experiences, students will develop a mastery of population assessment, prevention strategies, health policy & advocacy, and interprofessional collaboration.

NU 966

This course provides the community health graduate nursing student with the opportunity to evaluate the various processes which are utilized to address multiple determinants of health and participate in the in the challenges of attaining and maintaining population health. Selected clinical practicum experiences encourage the student to utilize theory, research, and information technology to manage and evaluate program effectiveness and provide leadership for emerging advances in population health and health care. Students will be prepared to lead the delivery and evaluation of high quality, evidence-based, and population-centered care.

Graduate Nursing Courses

NU-900 Individual Assessment

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

1 Credit

NU-901 Community Health and Health Policy

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

3 Credits

NU-902 Transition to Advanced Nursing

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

3 Credits

NU-910 Professional Role Development

The role of the advanced public health nurse is analyzed in terms of professional scope of practice, standards of practice and components of the role. This course provides a framework for advanced nursing practice. 3 Credits

NU-920 Conceptual Foundations in Nursing

This course concentrates on the philosophical basis of theory development and application. Students are introduced to the levels of theory building, concept formation and the elements of a model while considering the values and goals of nursing actions. 3 Credits

NU-925 Research for Evidence-Based Practice

Prerequisites: NU-946

Students build upon previous learning of research design, methods and process. The critical relationship of research to nursing as a science, as well as its development as a professional discipline is emphasized. 3 Credits

NU-930 Social Policy and the Economics of the Health Care Delivery System

This course provides the student with the knowledge necessary to comprehend the political, economic and social elements that affect health and health services. The student develops an understanding of the regulatory environment and its impact on the delivery of nursing care. 3 Credits

NU-936 Epidemiology

Evaluation of epidemiological principles and techniques of investigation; measures of incidence and prevalence applied to health risk, morbidity and mortality in specific populations. 3 Credits

NU-937 Advanced Health Assessment

This 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. 3 Credits

NU-938 Advance Concepts in Physiology and Pathophysiology

This course is designed to present an orientation to disease as disordered physiology. Course focus is on pathological conditions encountered in clinical practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. The influence of environmental and genetic factors on the development of disease will be examined. 3 Credits

NU-939 Advanced Concepts in Pharmacology

This course focuses on the pharmacologic principals important to nursing practice including: pharmacokinetics, pharmacodynamics, and pharmacogenomics, and major drug classifications from the perspective of the Nurse Educator. This course will explore strategies for teaching pharmacological concepts to pre-licensure nursing students. Emphasis is placed on the utilization and application of the nursing process in the teaching of pharmacology and safe administration of medications. Other or on demand and every 2-3 years. 3 Credits

NU-951 Nursing Leadership & Administration

Provides the student with the necessary skills to integrate appropriate business, economic, financial, leadership and management concepts into effective strategies to effect change in community/public health agencies and healthcare organizations. 3 Credits

NU-961 Nursing Science I: Community/ Public Health Leadership Theory and Practicum I

This course provides the community/ public health nurse graduate student with opportunities to synthesize their clinical knowledge and expertise with theory to improve health outcomes of all populations. By addressing current public health issues through the application of systematic-level approaches, students will develop a mastery of population assessment, prevention strategies, health policy & advocacy, and interprofessional collaboration. 6 Credits

NU-966 Nursing Science II: Community/Public Health Leadership Theory and Practicum II

This course provides the community health graduate nursing student with the opportunity to evaluate the various processes which are utilized to address multiple determinants of health and participate in the in the challenges of attaining and maintaining population health. Selected clinical practices encourage the student to utilize theory, research, and information technology to manage and evaluate program effectiveness and provide leadership for emerging advances in population health and health care. Students will be prepared to lead the delivery and evaluation of high quality, evidence-based, and population-centered care. 6 Credits

NU-999 Clinical Nursing Education

3 Credits

Master of Science in Nursing: Nurse Educator Specialization

Program Coordinator: Dr. Melissa Duprey

Phone: 508-929-8419

Email: mduprey1@worcester.edu

Admission Requirements

See www.worcester.edu/graduate.

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 EducatorCM. 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 | | (12 credits) |
|---------------------------------------|---|--------------|
| NU-908 | Professional Role Development: Philosophical & Curricular Development In Nursing Education ¹ | 3 |
| NU-920 | Conceptual Foundations in Nursing ¹ | 3 |
| NU-925 | Research for Evidence-Based Practice ¹ | 3 |
| NU-951 | Nursing Leadership & Administration ¹ | 3 |
| Interdisciplinary Courses | | (6 credits) |
| NU-930 | Social Policy and the Economics of the Health Care Delivery System | 3 |
| NU-946 | Biostatistics | 3 |
| Specialty Courses in Education | | (18 credits) |
| NU-937 | Advanced Health Assessment ¹ | 3 |
| NU-938 | Advance Concepts in Physiology and Pathophysiology ¹ | 3 |
| NU-939 | Advanced Concepts in Pharmacology ¹ | 3 |
| NU-942 | Teaching and Learning in the Age of Technology ¹ | 4 |
| NU-943 | Practicum in Teaching & Learning ¹ | 5 |
| Total Credits | | 36 |

¹ Courses offered in the blended-learning format.

MSN Nurse Education Specialty Track – Bridge Program

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

| Bridge Core | | (9 credits) |
|---------------------------------------|---|--------------|
| NU-900 | Individual Assessment ¹ | 3 |
| NU-901 | Community Health and Health Policy ¹ | 3 |
| NU-902 | Transition to Advanced Nursing ¹ | 3 |
| Professional Core | | (12 credits) |
| NU-908 | Professional Role Development: Philosophical & Curricular Development In Nursing Education ² | 3 |
| NU-920 | Conceptual Foundations in Nursing ² | 3 |
| NU-925 | Research for Evidence-Based Practice ² | 3 |
| NU-951 | Nursing Leadership & Administration ² | 3 |
| Interdisciplinary Courses | | (6 credits) |
| NU-930 | Social Policy and the Economics of the Health Care Delivery System | 3 |
| NU-946 | Biostatistics | 3 |
| Specialty Courses in Education | | (18 credits) |
| NU-937 | Advanced Health Assessment ² | 3 |

| | | |
|---------------|---|----|
| NU-938 | Advance Concepts in Physiology and Pathophysiology ² | 3 |
| NU-939 | Advanced Concepts in Pharmacology ² | 3 |
| NU-942 | Teaching and Learning in the Age of Technology ² | 4 |
| NU-943 | Practicum in Teaching & Learning ² | 5 |
| Total Credits | | 45 |

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

² Courses offered in the blended-learning format.

Bridge students must:

1. Complete NU-900, NU-901, NU-902.
2. Meet with their assigned graduate program advisor to plan a course of study that bridges Bachelor of Science expectations and entry into graduate nursing studies.
3. Compile a portfolio of their professional activities according to the guidelines and submit it to the Graduate Program Coordinator. The portfolio will be evaluated by the Graduate Program Coordinator and an individualized educational plan will 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 72 credits transferable from associate degree colleges and a maximum of 90 credits from four year colleges or universities. WSU has articulation agreements with many area colleges for transfer credits (up to 29 credits may be approved for nursing credits).

The RN student who graduated from a nursing diploma program must take the NLN NACE II exams as a prerequisite, which allows the students to obtain up to 29 nursing credits. All RN students must hold a current license to practice nursing in the Commonwealth of Massachusetts.

Students interested in applying to the RN-to-MS program are advised to contact the Nursing Department at 508-929-8129.

RN-to-MS Foundational Nursing Courses

All nursing courses must be taken in sequence. Students must achieve a minimum grade of 80 in each nursing course. Only one nursing course may be repeated to obtain the minimum grade or required GPA and must be repeated within the 2 years.

| | | |
|---------------|---|----|
| NU-332 | Transition to Professional Nursing | 3 |
| NU-342A | | 4 |
| NU-525 | Research for Evidence Based Practice (Satisfies NU-925 Requirement in the RN-to-MS Fast Track Program) | 3 |
| NU-432 | Advanced Nursing Perspectives in Chronic Illness | 9 |
| NU-551 | Nursing Leadership and Administration (Satisfies NU-951 Requirement in the RN-to-MS Fast Track Program) | 3 |
| NU-472 | Community/Public Health Nursing | 9 |
| Total Credits | | 31 |

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

Specialty Courses: Nurse Educator Professional Core (12 credits)

| | | |
|--------|---|---|
| NU-908 | Professional Role Development: Philosophical & Curricular Development In Nursing Education ¹ | 3 |
| NU-920 | Conceptual Foundations in Nursing ¹ | 3 |
| NU-525 | Research for Evidence Based Practice ¹ | 3 |
| NU-551 | Nursing Leadership and Administration ¹ | 3 |

Interdisciplinary Courses (6 credits)

| | | |
|--------|--|---|
| NU-930 | Social Policy and the Economics of the Health Care Delivery System | 3 |
| NU-946 | Biostatistics | 3 |

Specialty Courses (18 credits)

| | | |
|---------------|---|----|
| NU-937 | Advanced Health Assessment ¹ | 3 |
| NU-938 | Advance Concepts in Physiology and Pathophysiology ¹ | 3 |
| NU-939 | Advanced Concepts in Pharmacology ¹ | 3 |
| NU-942 | Teaching and Learning in the Age of Technology ¹ | 4 |
| NU-943 | Practicum in Teaching & Learning ¹ | 5 |
| Total Credits | | 36 |

¹ Indicates that the course is delivered in the blended-learning format.

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

Nurse Educator Specialty Courses

NU-900 Individual Assessment

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

1 Credit

NU-901 Community Health and Health Policy

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

3 Credits

NU-902 Transition to Advanced Nursing

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

3 Credits

NU-908 Professional Role Development: Philosophical & Curricular Development In Nursing Education

This course provides the student with an overview of the role of the nurse educator and the philosophical, theoretical, legal, ethical, and professional foundations of nursing education. Content builds on philosophical traditions and influences, nursing theory, pedagogy and andragogy. These foundations provide the basis for an examination of the development of conceptual frameworks, curricula, and the teaching-learning process.

3 Credits

NU-920 Conceptual Foundations in Nursing

This course concentrates on the philosophical basis of theory development and application. Students are introduced to the levels of theory building, concept formation and the elements of a model while considering the values and goals of nursing actions.

3 Credits

NU-925 Research for Evidence-Based Practice

Prerequisites: NU-946

Students build upon previous learning of research design, methods and process. The critical relationship of research to nursing as a science, as well as its development as a professional discipline is emphasized.

3 Credits

NU-930 Social Policy and the Economics of the Health Care Delivery System

This course provides the student with the knowledge necessary to comprehend the political, economic and social elements that affect health and health services. The student develops an understanding of the regulatory environment and its impact on the delivery of nursing care.

3 Credits

NU-936 Epidemiology

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

3 Credits

NU-937 Advanced Health Assessment

This 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.

3 Credits

NU-938 Advance Concepts in Physiology and Pathophysiology

This course is designed to present an orientation to disease as disordered physiology. Course focus is on pathological conditions encountered in clinical practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. The influence of environmental and genetic factors on the development of disease will be examined.

3 Credits

NU-942 Teaching and Learning in the Age of Technology

Prerequisites: NU-908 NU-937 NU-939

Students matriculated in the post-masters certificate are waived from these prerequisites. This course examines driving societal forces for technology integration in nursing education in the emerging knowledge era. The student is provided with the opportunity to synthesize and apply diverse classroom and clinical teaching strategies integrating technology. Using theories of education, students will discuss and evaluate how the use of technology influences teaching, learning, and evaluation strategies as well as quality improvement and patient safety in clinical practice. Students will explore a variety of technologies and their applicability to learning goals, active learning strategies, and different learning environments such as clinical sites and simulation laboratories. Students will evaluate how teacher and learner roles are influenced with the use of technology. This course combines didactic and clinical components. Class includes experiences working with a preceptor in the academic and clinical setting.

4 Credits

NU-943 Practicum in Teaching & Learning

Prerequisites: NU-908 NU-937 NU-939 NU-942

This course combines didactic and clinical components to provide students with the opportunity to implement the components of the educator role under the guidance of a preceptor in an educational setting. Opportunities are provided to utilize diverse teaching and learning strategies, educational research findings, and evaluation methods with diverse students. Class includes experiences working with a preceptor in the academic and clinical setting.

5 Credits

NU-946 Biostatistics

This course links statistical methods to epidemiology and ultimately, to practice issues in diverse cultural populations and communities. Students draw upon knowledge acquired from the physical science to interpret and summarize statistical data in meaningful ways.

3 Credits

NU-951 Nursing Leadership & Administration

Provides the student with the necessary skills to integrate appropriate business, economic, financial, leadership and management concepts into effective strategies to effect change in community/public health agencies and healthcare organizations.

3 Credits

NU-999 Clinical Nursing Education

3 Credits

Master of Science in Speech-Language Pathology

Program Coordinator: Dr. Kenneth Melnick**Phone: 508-929-8836****Email: kmelnick@worchester.edu**

Worcester State University offers a graduate program leading to a Master's Degree in Speech-Language Pathology. This program is designed to provide a high caliber academic and clinical program for the preparation of speech-language pathologists. The program prepares students for positions in public schools, skilled nursing facilities, rehabilitation centers, hospitals, speech and hearing clinics, special-care facilities, and private practice. The 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.

Admissions Requirements

APPLICATION DEADLINE is February 1 for a summer start.

In addition to the WSU Graduate School's general admission requirements, applicants must meet the following criteria:

- A. Applicants must possess a baccalaureate degree from a regionally-accredited (or its equivalent) college or university.
- B. Candidates for admission are required to submit a completed application, which is available online, by February 1. Candidates must also print a copy of the Speech-Language Pathology Application Cover Sheet and mail this to the Graduate Admissions Office. Requirements and procedures for admission to graduate studies are specified on the application form. The applicant must comply with these requirements and procedures. Submission of two letters of recommendation is required. Submission of a third letter is optional.
- C. Candidates must submit official transcripts from all undergraduate programs that were part of the bachelor's degree and all programs where any prerequisite courses were taken, including Worcester State University. Applicants should have official transcripts sent to themselves, and should mail these sealed, official transcripts, along with Speech-Language Pathology Application Cover Sheet, to the Graduate Admissions Office.
- D. Candidates applying for admission must have taken or currently be enrolled in the following college-level prerequisite courses at the time of application for the master's degree program:

- 12 credit hours in basic human communication processes that include: anatomy of the speech & hearing mechanism, phonetics, normal development of speech and language, speech science, and hearing science¹
- 3 credit hours in biological sciences² Biological Science must be human and/or animal biology.
- 3 credit hours in human neuroanatomy² Appropriate course titles include, but are not limited to, Human Neuroanatomy, Human Neuroscience, Physiological Psychology. A neuroanatomy/neuroscience course within a communication sciences and disorders department is acceptable.
- 3 credit hours in physical science² Physical Science may be either physics or chemistry. Courses covering physics and/or chemistry but not explicitly named as such may be used to fulfill the physical science requirement subject to graduate coordinator approval.
- 3 credit hours in mathematics, not including statistics²
- 3 credit hours in statistics²
- 6 credit hours in the behavioral and/or social sciences² (a course in Developmental Psychology/Child Growth and Development must be included)
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.

- ¹ The majority (>50%) of coursework in basic human communication must be completed at the time of application, and if accepted to the program the remaining credits must be completed by May 31. These courses must have been complete within the past 7 years.
- ² 12 of the required 21 credits must be completed at the time of application, and if accepted to the program the remaining credits must be completed by August 31.

For more information regarding prerequisites and the MS-SLP program, please contact Dr. Melnick at Kenneth.Melnick@worchester.edu (santonucci@worchester.edu?subject=Prerequisites) and the MS-SLP program). For questions regarding the electronic application or to confirm receipt of materials, please contact Graduate Admissions (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 | (58 credits) |
|---------------------|--|
| CD-901 | Introduction to Graduate Clinical Skills 2 |
| CD-920 | Articulation and Phonological Disorders 3 |
| CD-921 | Language Disorders in Children 3 |
| CD-922 | Language Disorders in Adults 3 |
| CD-923 | Fluency Disorders 3 |
| CD-924 | Voice Disorders 3 |
| CD-925 | Motor Speech Disorders 3 |
| CD-926 | Reading and Writing Disabilities 2 |
| CD-927 | Audiology 3 |
| CD-928 | Aural Rehabilitation 3 |
| CD-929 | Dysphagia 3 |
| CD-940 | Evaluation and Diagnosis in Speech-Language Pathology 3 |
| CD-946 | Organization of Speech Language Programs In Schools 1 |
| CD-947 | Augumentative/Alternative Communication 1 |
| CD-950 | Cognitive Aspects of Communication 2 |
| CD-980 | Research in Communication Sciences and Disorders 3 |
| CD-987 | Special Topics in Communication Sciences And Disorders (Take two topics for one credit each) 2 |
| CD-990 | Speech-Language-Hearing Practicum: On-Campus Clinic 9 |

| | | |
|---------------|--|----|
| CD-991 | Speech-Language-Hearing Practicum: Externships | 6 |
| Total Credits | | 58 |

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-901 Introduction to Graduate Clinical Skills

Students gain foundation skills to engage in graduate level academic and clinical stuies. These skills include study behavior, observation, tehcnical and clinical writing, and ethical behavior.

2 Credits

CD-910 Speech/Language Development, Differences and Diversity

Students gain an in-depth understanding of speech/language development, knowledge of cultural differences and the disorders of speech/language.

Spring only and every year. 3 Credits

CD-920 Articulation and Phonological Disorders

Review of the anatomy/physiology of the articulatory mechanism. Study of etiology, diagnosis and treatment of developmental and organic disorders.

Fall only and every year. 3 Credits

CD-921 Language Disorders in Children

Prevention, etiology, characteristics, evaluation, intervention in children's language differences and disorders. Emphasis on spoken language with introduction to written language.

Fall only and every year. 3 Credits

CD-922 Language Disorders in Adults

Study of the neurological basis, etiology, characteristics, prevention, evaluation and intervention of acquired language disorders in adults.

Spring only and every year. 3 Credits

CD-923 Fluency Disorders

Etiology and characteristics of fluency disorders. In addition, the prevention, evaluation and intervention for people who have fluency disorders.

Fall only and every year. 3 Credits

CD-924 Voice Disorders

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

Every year. 3 Credits

CD-925 Motor Speech Disorders

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

Fall only and every year. 3 Credits

CD-926 Reading and Writing Disabilities

Reading and writing development/disorders across the lifespan. Topics: Integration of theories, research, practice, etiology, characteristics, prevention, assessment, and intervention.
Every year. 2 Credits

CD-927 Audiology

A speech-language pathology focused course about prevention, etiology, characteristics, evaluation/interpretation, and social aspects of hearing loss across diverse populations.
Fall only and every year. 3 Credits

CD-928 Aural Rehabilitation

Prerequisites: CD-927.

Evaluation and management of hearing related communication difficulties across the lifespan, including amplification, speech perception and communication training, speech-language therapy, and counseling.
Spring only and every year. 3 Credits

CD-929 Dysphagia

Study of the anatomy/physiology of the swallowing mechanism, the etiology of its disorders, and the assessment and management of patients with various diseases/injuries causing these disorders.
Spring only and every year. 3 Credits

CD-940 Evaluation and Diagnosis in Speech-Language Pathology

Intensive study of theory, psychometrics, concepts of assessment, and diagnosis. Focuses on scientific method. Includes planning, interpretation, report writing, recommendations.
Spring only and every year. 3 Credits

CD-946 Organization of Speech Language Programs In Schools

Issues related to SLP's in schools. Includes state and federal regulations, case selection, referral process, scheduling, collaboration, inclusion, support personnel.
Every year. 1 Credit

CD-947 Augumentative/Alternative Communication

Principles of sugumentative and alternative communication, evaluation, and intervention across diverse populations.
Every year. 1 Credit

CD-950 Cognitive Aspects of Communication

Etiology, characteristics, prevention, evaluation, intervention of developmental and acquired cognitive disorders related to communication sciences and disorders across the lifespan.
Every year. 2 Credits

CD-970 Independent Study in Communication Sciences and Disorders

Students may elect to take an independent study in course content, practicum experience, or independent research.
Other or on demand. 1-3 Credits

CD-980 Research in Communication Sciences and Disorders

Prerequisites: Completion of a minimum of 18 graduate credits in speech-language pathology.

Principals of research in communication sciences and disorders including ethics, methodology, design, statistics, evaluation and research writing.
Spring only and every year. 3 Credits

CD-987 Special Topics in Communication Sciences And Disorders

In-depth studies of contemporary issues in human communication disorders.
Every year. 1-3 Credits

CD-990 Speech-Language-Hearing Practicum: On-Campus Clinic

Experience in screening evaluation and intervention of speech, language and hearing disorders in the on campus clinic with direct supervision.
Every year. 3 Credits

CD-991 Speech-Language-Hearing Practicum: Externships

Prerequisites: CD-920 CD-921 CD-922 CD-927 CD-940 CD-946 CD-990
Experience in screening evaluation and intervention of speech, language, and hearing disorders in externships with direct supervision.
Every year. 3 Credits

CD-997 Thesis Research in Communication Disorders

Original research in Communication Disorders under the supervision of a member of the faculty, and an acceptable thesis. Three credits per semester for two semesters.
3 Credits

Post-Baccalaureate Certificate Program for Initial Teacher License for Reading Specialist

Reading Graduate Coordinator: Dr. Pamela Hollander

Phone: 508-929-8347

Email: phollander@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 |
| ED-918 | Reading As Language: Teaching Literacy to English Language Learners | 3 |
| ED-979 | Technology and Literacy in the Classroom | 3 |
| ED-914 | Teaching and Learning Literacy Across Multiple Disciplines | 3 |
| ER-903 | Teaching Writing to Striving Readers | 3 |
| EE-915 | Detection and Remediation of Early Reading Difficulties | 3 |
| ED-917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades | 3 |

| | | |
|---------------|--|-------|
| ED-915 | Leadership in Literacy: Consultation, Administration and Supervision | 3 |
| ED-984 | Reading Portfolio | 1 |
| ED-919 | Reading Practicum/Internship | 3-6 |
| Total Credits | | 28-31 |

Post-Baccalaureate Certificate Program for Initial Teacher License in English as a Second Language (Pre-K-6 and 5-12)

Graduate Program Coordinator: Dr. Margarita Perez
 Phone: 508-929-8609
 Email: mperez@worchester.edu

Candidates for this program must hold a bachelor's degree from an accredited institution with a cumulative GPA of 2.7 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 credits) |
|-------------------|--|--------------|
| ES-924 | Linguistics for Teachers of English Language Learners | 3 |
| CD-910 | Speech/Language Development, Differences and Diversity | 3 |
| ED-978 | Contemporary Issues in the Teaching of Bilingual and English Language Learners | 3 |
| ES-928 | Second Language Acquisition | 3 |
| ES-914 | Methods and Materials for Teaching English Language Skills to the ELL | 3 |

| | | |
|---------------|---|----|
| ED-986 | Literacy Instruction for the English Language Learner (ELL) | 3 |
| ED-955 | Assessing English Language Learners | 3 |
| ES-930 | Sheltered Instruction and Assessment in the Immersion Classroom | 3 |
| ES-940 | Practicum and Seminar in the Teaching of English as a Second Language (ESL) in Grades Pre-K-6 | 5 |
| or ES-945 | Practicum & Seminar in Teaching English as a Second Language (ESL) in Grades 5-12 | |
| Total Credits | | 29 |

Post-Baccalaureate Certificate Program for Initial Teacher License in Middle or Secondary School Education

Program Coordinator: Dr. Raynold Lewis
 Phone: 508-929-8883
 Email: rlewis1@worchester.edu (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.¹ A preliminary license in the desired content area is recommended. Passing scores on the Massachusetts Tests for Educator Licensure (MTEL) in the content area and on the Communication and Literacy Skills test are required.
- An undergraduate or graduate course in Adolescent Development is a pre-requisite for stage 3 of the program; or CLEP exam in Human Growth & Development (score of 50+).

¹ Candidates may be required to take additional courses in the content area. After reviewing the student's undergraduate transcript(s) and MTEL scores, the program coordinator will determine if the student must take additional content courses.

Coursework

Courses in this program prepare middle and secondary school teachers to demonstrate competency in the five professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education. These are: planning curriculum and instruction,

delivering effective instruction, classroom management, promoting equity, and meeting professional responsibilities. Each course addresses specific standards, while the entire program prepares candidates for the challenges of responding to the needs and developmental characteristics of middle and secondary school students.

This program also has a field-based component: 75 hours of pre-practicum fieldwork involving guided school observation, and a practicum (student teaching) experience of 300 clock hours in a middle or secondary school classroom under the supervision of a teacher and a university faculty member. The 75 hours of pre-practicum fieldwork is completed over three pre-practicum courses. The practicum/student teaching experience is a full semester-long experience. The practicum can be completed at the candidate's school where he/she is employed as the practicing teacher of record. A seminar course is offered concurrently with the teaching practicum to provide students the opportunity for reflection and shared experiences.

It is recommended that the courses in the program be taken in sequence. Stage 1 courses must be completed before Stage 2. All courses in Stage 1 and Stage 2 must be completed before beginning Stage 3.

Graduate application: www.worcester.edu/apply
MA Dept of Elementary and Secondary Education: www.doe.mass.edu
MTEL information: www.mtel.nesinc.com
Standards: www.worcester.edu/Education

Secondary School Program Requirements

| Stage 1 | | (6 credits) |
|--|--|--------------|
| ED-949 | American Education: Contexts and Influences ¹ | 3 |
| ED-973 | Instructional Design and Evaluation for Secondary School Grades ¹ | 3 |
| Stage 2 | | (10 credits) |
| ED-909 | RETELL: Best Practices for English Language Learners | 3 |
| ES-925 | Inclusive Settings: Learning Strategies and management Techniques (5-12) | 3 |
| ES-905 | Methods and Materials for Teaching Humanities | 3 |
| or ES-906 | Methods and Materials for Teaching Science and Math | |
| ES-921 | Clinical Experience in Secondary Grades (8-12) | 1 |
| Stage 3 (full-time experiential semester; courses taken concurrently) ² | | (8 credits) |
| ES-911 | Teaching Practicum | 5 |
| ES-908 | Teaching Practicum Seminar (Middle and Secondary Grades) | 3 |
| Total Credits | | 24 |

¹ 25 hours of classroom observation required

² Pre-requisites: Minimum Graduate GPA of 3.0 and a graduate or undergraduate child development course; ED-972 preferred

Middle School Program Requirements

| Stage 1 | | (6 credits) |
|---------|---|-------------|
| ED-949 | American Education: Contexts and Influences ¹ | 3 |
| ED-957 | Instructional Design and Evaluation for Middle School Grades ¹ | 3 |

| Stage 2 | | (10 credits) |
|--|--|--------------|
| ED-909 | RETELL: Best Practices for English Language Learners | 3 |
| ES-925 | Inclusive Settings: Learning Strategies and management Techniques (5-12) | 3 |
| ES-905 | Methods and Materials for Teaching Humanities | 3 |
| or ES-906 | Methods and Materials for Teaching Science and Math | |
| ES-920 | Clinical Experience in the Middle Grades (5-8) | 1 |
| Stage 3 (full-time experiential semester; courses taken concurrently) ² | | (8 credits) |
| ES-911 | Teaching Practicum | 5 |
| ES-908 | Teaching Practicum Seminar (Middle and Secondary Grades) | 3 |
| Total Credits | | 24 |

¹ 25 hours of classroom observation required

² Pre-requisites: Minimum Graduate GPA of 3.0 and a graduate or undergraduate child development course; ED-972 preferred

Post-Baccalaureate Certificate Program for Initial Teacher License in Moderate Disabilities

Program Coordinator: Dr. Sue F. Foo

Phone: 508 929-8071

Email: sfoo@worchester.edu

Admissions Requirements

Candidates for this program must hold a bachelor's degree from a regionally accredited school with a minimum grade point average (GPA) of 2.7. In addition, candidates 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.

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

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. Students who already have SEI endorsement are waived from 3 credits in ED-909 and only have to complete a total of 18 credits.

The program is designed so that candidates may complete it in a 12-18 month period while working in a school setting.

The courses are:

| | | |
|---------------|--|----|
| ED-921 | Developmental Patterns of Children With Special Needs | 3 |
| ED-923 | Development and Implementation of an Individualized Education Plan | 3 |
| ED-922 | Analysis and Interpretation of the Behavior and Learning Environment of Children | 3 |
| ED-924 | Strategies for Teaching and Assessing Students With Moderate Special Needs | 3 |
| ED-909 | RETELL: Best Practices for English Language Learners | 3 |
| ED-926 | Seminars Curriculum Development and Instructional Techniques | 3 |
| ED-928 | Practicum for the Moderate Special Needs Teacher | 3 |
| Total Credits | | 21 |

Candidates begin by taking ED-921 and ED-909 as a pre-requisite before taking the other courses. ED-921 establishes central principles of the program which include high standards for all students based on issues pertaining to Special Education Federal and State Laws, categories of disabilities, celebration of diversity, family involvement, with an emphasis on inclusion and collaboration. Students must complete ED-923, ED-922, ED-924 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, and complete a full semester practicum experience ED-928 that meets guidelines outlined in the Massachusetts Department of Education licensure regulations.

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

Post-Baccalaureate Program for Adult English as a Second Language (ESL) Certificate--Non-Licensure

Graduate Program Coordinator: Dr. Margarita Perez
Phone: 508-929-8609

Email: mperez@worchester.edu

Overview

Adult English language learners include immigrants, refugees, and migrants, each having particular experiences, strengths, and needs. Because of changing patterns of immigration, this population is continually changing in terms of country of origin, language background and literacy levels in the native language and in English (TESOL, Adult ESL and literacy instruction, 2000). Teachers of English to speakers of other languages (TESOL), working with adult learners, need knowledge of ESL pedagogy and the opportunity to apply these skills in an adult learning context.

With an increasing need to serve adult learners, the Adult ESL Certificate program at Worcester State University prepares students to work in a variety of program settings like adult education, citizenship education programs, refugee services, and community colleges. Classes are available in the late afternoons and evenings as well as online. Our convenient program is designed for working professionals, with the option to complete the program part-time, or at an accelerated pace.

Students have the option to use these credits to continue studies toward initial ESL teacher licensure (pre-k-grade 6 or grades 5-12). Credits earned through the Adult ESL Certificate program are easily transferred to WSU's Master of Education program upon acceptance to the program.

This 15-credit certificate program is designed to develop the capacity of teachers and others in educational settings to effectively teach adult English Language learners. In all courses students engage in field experiences where they can apply coursework within adult ESOL experiences.

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

| | | |
|---------------|---|----|
| ES-924 | Linguistics for Teachers of English Language Learners | 3 |
| ES-928 | Second Language Acquisition | 3 |
| ES-914 | Methods and Materials for Teaching English Language Skills to the ELL | 3 |
| ED-986 | Literacy Instruction for the English Language Learner (ELL) | 3 |
| ES-932 | Teaching Adult ESL and SIFE | 3 |
| Total Credits | | 15 |

Post-Master's Certificate in Community and Public Health Nursing

Program Coordinator: Dr. Stephanie Chalupka
Phone: 508-929-8680
Email: schalupka@worchester.edu

Overview

This 15-credit certificate program responds to the rapidly growing need for professional nurses who have specialty education in community and public health nursing. It is intended for nurses who hold a master's degree in nursing, a doctoral degree, or are matriculated in doctoral program.

Admissions Requirements

Students interested in this program should contact the Graduate School at 508-929-8127. The following items are required to apply to the certificate program:

- Graduate application, including career essay, and fee (www.worcester.edu/apply)
- Official undergraduate and graduate transcripts
- Two letters of recommendation
- Copy of current, unencumbered license to practice nursing

Required Courses

| | | |
|---------------|---|----|
| NU-910 | Professional Role Development | 3 |
| NU-961 | Nursing Science I: Community/ Public Health Leadership Theory and Practicum I | 6 |
| NU-966 | Nursing Science II: Community/ Public Health Leadership Theory and Practicum II | 6 |
| Total Credits | | 15 |

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

Post-Master's Certificate in Nursing Education

Program Coordinator: Dr. Melissa Duprey

Phone: 508-929-8419

Email: mduprey1@worchester.edu

Overview

The certificate program responds to the rapidly growing need for professional nurses who have specialty education in teaching methods and curriculum. It is intended for nurses who hold a master's degree in nursing, 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/apply)
- Official undergraduate and graduate transcripts
- Two letters of recommendation
- Copy of current, unencumbered license to practice nursing

Required Courses

| | | |
|---------------|---|----|
| NU-908 | Professional Role Development: Philosophical & Curricular Development In Nursing Education ¹ | 3 |
| NU-942 | Teaching and Learning in the Age of Technology ¹ | 4 |
| NU-943 | Practicum in Teaching & Learning ¹ | 5 |
| Total Credits | | 12 |

¹ Indicates that the course is delivered in the blended-learning format.

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

SERVICES FOR STUDENTS

Student Services is a collaboration of varied offices designed to enhance each student's experience at WSU. We offer career counseling, provide assistance for students with physical and/or learning disabilities, and present programs for students who may need additional academic preparation for college success.

- Athletics and Recreation (p. 67)
- Campus Ministry (p. 67)
- Career Services (p. 67)
- Counseling Services (p. 67)
- Health Services Office (p. 67)
- Lancer Dining Services (p. 68)
- Student Accessibility Services Office (SAS) (p. 68)
- Student Activities and Organizations (p. 69)
- University Bookstore (p. 69)
- University Police Department (p. 69)
- Veterans Information (p. 69)

Athletics and Recreation

The Athletics and Wellness office is an integral component of Worcester State University's efforts to provide a high-quality, affordable education and supportive environment that promotes the total development of the student. A brand new, state-of-the-art, 101,000 square foot Wellness Center opened in August of 2017. This building provides our students robust intramural and recreational opportunities, while our student-athletes compete in some of the nicest indoor facilities in New England. Employment opportunities for students may also be available in the Wellness and Recreation Center.

The Athletics and Wellness staff provides students with the opportunities to grow and learn through intercollegiate varsity athletics, intramurals, and wellness programs. Participation in these activities fosters physical, mental, leadership, and life skills development, while enhancing self-discipline and sportsmanship qualities.

Worcester State University is a Division III member of the National Collegiate Athletic Association (NCAA) and a proud member of the Massachusetts State Collegiate Athletic Conference (MASCAC). The Lancers also compete as affiliate members in select sports in the Little East Conference (LEC) and the Great Northeast Athletic Conference (GNAC). The University sponsors the varsity sports of baseball, men's and women's basketball, men's and women's cross country, field hockey, football, men's golf, men's ice hockey, men's and women's soccer, softball, women's tennis, men's and women's indoor and outdoor track and field, women's volleyball and women's lacrosse. In order to compete, graduate students must have an undergraduate degree from Worcester State University, have eligibility remaining and meet remaining NCAA requirements.

For those students interested in competing on a less formal level, Worcester offers an intramural sports program in such sports as football, basketball, street hockey, dodgeball, softball, soccer and volleyball. Any student who wishes to participate in intramural sports, regardless of ability or past experience is urged to do so.

The Wellness Center also offers less formal wellness opportunities such as use of the 9,000 square foot DeFeudis Fitness Center, three exercise rooms with daily group exercise classes as well as a golf simulator, smoothie bar and several academic classrooms.

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

Campus Ministry

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

Career Services

Career Services provides students with the opportunity to explore career fields and occupations and conduct self-assessment, link career planning to academic planning, obtain experience in a variety of professional areas, and make a successful transition from college to career or to further schooling. We have a wide variety of services and resources available. Please visit our website at <http://www.worcester.edu/careerservices>, or visit our office and the Career Resource Center on the third floor of the Student Center. Appointments with a Career Counselor are available year round to currently matriculated students. Please call us at 508-929-8072 to make an appointment or if you have any questions. We look forward to serving you.

Counseling Services

Counseling Office

The Counseling Center assists students in coping with personal issues that interfere with their academic and personal development and sense of well-being. Counseling services are available to graduate students based on counselor availability and on a limited basis, with a three counseling session limit. Additionally, should a student need further treatment beyond the three sessions they will be referred to resources within the community. On our website ([worchester.edu/sp-counseling](http://www.worcester.edu/sp-counseling)) students can access free online screenings for a variety of areas. These are available in Spanish, Portuguese, and English.

To schedule an appointment, please contact the Counseling Center at 508-929-8072.

Health Services Office

Health Forms and Immunization

Each full-time graduate student, and all full and part-time students in health science programs involving patient contact (Nursing, Occupational Therapy, and Communication Sciences and Disorders) and all students attending Worcester State University on a student visa, must present evidence of immunization in order to register for classes. Massachusetts law specifies the following immunizations:

1. two doses of measles, mumps and rubella vaccine given at least one month apart beginning at or after 12 months of age;
2. one dose of tetanus/diphtheria/ pertussis (Tdap) is required, if it has been 5 years or more since the last dose of tetanus/diphtheria (Td);
3. three doses of Hepatitis B vaccine; 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.

A copy of an immunization record from a school or medical provider's office indicating receipt of the required immunizations may be presented; or in the case of measles, mumps, rubella, Hepatitis B, or varicella, laboratory evidence of immunity. The law provides for medical and/or religious exemptions. Provision is also made to allow students to register on condition that the required immunizations are obtained within thirty days of enrollment.

Students must submit the Worcester State University Health and Immunization Form, completed by a medical provider, in order to register for classes. In addition to the required immunizations, this form includes a physical exam completed within 15 months of entrance to school, and the completion of the Tuberculosis Risk Screening Questionnaire.

All resident students must have a complete Worcester State University Health Form in order to move into the residence halls.

All students, listed previously, must have a complete Worcester State University Health Form in order to register for classes.

If a student does not have a complete Worcester State University Health Form within 30 days of enrollment, a Health Hold is placed on his/her account, and he/she will not be able to register for classes.

Contact Information

For additional information regarding the Worcester State University Health and Immunization Form or Health Holds, please contact:

Health Services - Sheehan Hall

508-929-8875

508-9298075 (fax)

Email: kasquith@worchester.edu

Webpage: Health Services

Health Insurance

The Commonwealth of Massachusetts requires that students must be covered by health insurance under their own policy or purchase the Worcester State health insurance plan. Health insurance is required for undergraduate students if they register for nine (9) or more semester hours of credit. Coverage for graduate students is required if they register for seven (7) or more semester hours of credit.

At the time of fall and spring registration, all full time students will be enrolled in and charged for the Worcester State Student Health Insurance Program. Students who do not wish to participate in Worcester State's plan must waive the insurance online at University Health Plans. Both the completed waiver form and proof of insurance coverage should be returned with payment of their bill to the Bursar's Office. Students who enroll only in summer session classes are not required to participate.

Lancer Dining Services

Worcester State Dining Services is managed by Chartwells, a Division of Compass Group North America. Chartwells is proud to present to you 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 eight dining locations on campus Sheehan Hall POD (Pulse on Dining), The Food Court, Woo Cafe, LRC Starbucks Café, C-Store, Woo Scoops and Chandler's Juicing & Smoothies. To find out about hours of operations, menus, prices, specials and upcoming events go to www.dineoncampus.com/wsu.

Meal Plans

Chartwells offers a wide variety of meal plans to both resident students and commuters. To find out more information about meal plans and see which plan is right for you please visit <http://www.dineoncampus.com/wsu>.

Student Accessibility Services Office (SAS)

Worcester State and the Student Accessibility Services Office (SAS) are committed to providing services that will enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) to participate fully in the activities of Worcester State. SAS is the primary support system on campus for students living with disabilities. Services have been established to ensure that facilities, activities, and programs at Worcester State are accessible to all students.

Current and comprehensive documentation is required from all students who request services, and it must demonstrate that the student's disability substantially limits one or more major life activities. For specific documentation criteria, please visit the SAS website at www.worcester.edu/sas. Accommodations and services are individually determined based on the functional limitation(s) that are identified by the diagnostic evaluation and during the intake interview.

An intake appointment is necessary to officially register with SAS to review documentation and subsequently receive reasonable accommodations. Once registered with SAS, it is the responsibility of the student to request accommodations on a semester-to-semester basis. A learning specialist, who provides time management, organizational, self-advocacy and academic strategies, is available to students registered with SAS.

Please contact SAS for more information. The office is located on the first floor of the Administration Building, Room 131. Telephone: 508-929-8733, fax: 508-929-8214, email: sas@worchester.edu, or web: www.worcester.edu/sas.

Student Activities and Organizations

A variety of cultural, social and service activities complement classroom instruction at Worcester State including films, lectures, novelty acts, comedy, and live musical performances. Students are encouraged to participate in one or more of the student organizations: the Student Events Committee, WSCW radio, Dance Company, Yearbook, The Student Voice Newspaper, Worcester State Pride Alliance, Student Government Association, Third World Alliance, Campus Ambassadors, the Dance Team, the Surreal Club, the Commuter Advisory Board, Lancervision TV, special interest groups, and honor societies, more than 25 in all.

There is an active Student Government Association with a President, Student Trustee, and a Student Senate comprised of elected representatives from each class. Annual campus events include Welcome Week, Family/Homecoming Weekend, Senior Capping, Winter Week, Commuter Appreciation Week, Spring Week, Multicultural Festival, and Fashion Show.

University Bookstore

All required course materials for classes are available at the WSU Bookstore located in the Student Center. This full service bookstore offers new and used textbooks, as well as textbook rental. To make the book selection process for classes easier, please bring your class schedule. The Bookstore also stocks school supplies, specialty books and a wide variety of gifts and clothing imprinted with the WSU logo.

Used Textbooks

We stock many used copies of textbooks, but the supply is limited and they sell quickly. Shop early for the best selection of used books.

Rent-A-Text

Students will have the option to use Rent-A-Text through the University bookstore saving on average half the price of a new book. You'll need to complete the short rental agreement online or at the register in the store. You must be 18 years of age and provide a valid ID and a credit card as collateral. With Rent-A-Text, students can highlight and write in the book. Normal wear and tear is anticipated. You can pick up rental textbooks in store or order online and have them shipped to your home.

Textbook Rental Return Policy

Any student who uses the University Bookstore Book Rental Program must abide by the contract he/she signs with the bookstore. All rented textbooks are due back by the rental due date. Students who fail to return books or pay the balance due will not be

able to register for the next semester. An administrative hold will remain in place until the student pays the balance owed. In addition, the student will not be eligible to participate in the Textbook Rental Program until he/she settles his/her debt.

Online Purchasing

Textbooks and many general merchandise items are available on the bookstore website at www.WSU.bkstr.com. Students can purchase or rent textbooks by clicking on the textbook tab, picking the proper term and selecting the course and section numbers. Online orders can be picked up at the bookstore or they can be shipped to your home.

Return Policy

are returnable for one week after the first day of the semester, with receipt, provided they are unmarked and are in the purchased condition with all materials intact. General merchandise is returnable at any time with receipt.

Ways to Pay

The bookstore accepts cash, personal checks, MasterCard, Visa, American Express, and Discover, as well as the One Card. The bookstore also has gift cards available for sale both in store and online.

Book Buy Back

The bookstore will purchase books back at any time, no matter where they were originally purchased, provided there is national demand for the book, as determined by the bookstore's buying guide. The bookstore purchases books back for resale from Worcester State students at half the new purchase price provided there is a current order and need for the book in the upcoming semester. The best time for students to sell books back is during finals when they are finished with it and the bookstore has the most-up-to-date information on the needs of the upcoming semester.

See bookstore website for hours. Bookstore Online: www.WSU.bkstr.com

University Police Department

The Worcester State University Police Department's main priority is to provide the safest and most secure environment possible for the students, faculty, staff and visitors that comprise the institution's community. We believe that safety is everyone's responsibility and encourage our students, faculty and staff to engage in community policing and to report any suspicious activity to Worcester State University Police. Policing is provided 24 hours a day throughout the calendar year by a full-time staff of 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. The University Police may be reached by visiting www.worcester.edu/police or by calling 508-929-8911.

Veterans Information

The Registrar's Office provides general information of interest to veterans and dependents of veterans enrolled at Worcester State. Spouses and dependents of 100% disabled or deceased veterans wishing to inquire about possible veterans' benefits should contact this office.

Students who receive any form of Financial Aid or Veterans Educational benefits should consult with the respective office PRIOR to dropping or withdrawing from a course. Reducing credit hour load may adversely affect eligibility to receive Financial Aid or Veterans Educational benefits. In addition, most private insurance companies require that students be full-time (12 credits or more) to be eligible for coverage.

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