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The listing of a course in this catalog is not a guarantee that the course will be offered in any particular semester. Course offerings are subject to change in response to student enrollment, faculty availability, changes in program requirements and other circumstances. The rules, regulations, policies, fees and other charges, courses of study, and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in the catalog, they are published for informational purposes and do not constitute a contract between Worcester State University and any student, applicant for admission, or other person. Whether noted elsewhere in this catalog or not, Worcester State University reserves the right to change, eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees or other charges, courses of study, and academic requirements. Whenever it does so, Worcester State University will give as much notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

Publication date of this catalog: 8/30/20.

Undergraduate information is available in the Undergraduate School Catalog.
# ACADEMIC CALENDAR

## Fall 2020 Academic Calendar

<table>
<thead>
<tr>
<th>September</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Classes Begin: day, evening, graduate</td>
</tr>
<tr>
<td>4</td>
<td>Graduate Welcome Orientation</td>
</tr>
<tr>
<td>7</td>
<td>Labor Day: NO CLASSES</td>
</tr>
<tr>
<td>15</td>
<td>Last day to add/drop evening/graduate courses (non state-supported)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>October</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Columbus Day: NO CLASSES</td>
</tr>
<tr>
<td>13</td>
<td>Last day to make up Incomplete grades from Spring/Summer 2020</td>
</tr>
<tr>
<td>23</td>
<td>Failure warnings due in the Registrar's Office</td>
</tr>
<tr>
<td>24</td>
<td>Failure warnings issued to students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Last day to withdraw from courses/school</td>
</tr>
<tr>
<td>11</td>
<td>Veterans' Day: NO CLASSES</td>
</tr>
<tr>
<td>25-28</td>
<td>Thanksgiving Recess</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12/4</td>
<td>Student evaluation of the faculty due</td>
</tr>
<tr>
<td>9</td>
<td>All classes end</td>
</tr>
<tr>
<td>28</td>
<td>Final grades for Fall 2020 due in to the Registrar's Office</td>
</tr>
<tr>
<td>31</td>
<td>Semester ends</td>
</tr>
</tbody>
</table>

## Winter 2021 Academic Calendar

<table>
<thead>
<tr>
<th>October 15-December 29</th>
<th>Wintersession 2020 Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, December 30</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>Tuesday, December 31</td>
<td>Deadline to add or drop Wintersession Class</td>
</tr>
<tr>
<td>Wednesday, January 2</td>
<td>Deadline to request Pass/Fail grading</td>
</tr>
<tr>
<td>Friday, January 10</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>Saturday, January 11</td>
<td>Snow Cancellation Make Up Day</td>
</tr>
</tbody>
</table>

## Spring and Summer 2021 Academic Calendar

<table>
<thead>
<tr>
<th>January</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Martin Luther King Day: NO CLASSES</td>
</tr>
<tr>
<td>19</td>
<td>Spring Classes begin: day, evening, graduate</td>
</tr>
<tr>
<td>26</td>
<td>Last day to add/drop evening/graduate courses (non-state supported)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>February</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>President's Day: NO CLASSES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Last day to make up incomplete grades from Fall 2020</td>
</tr>
<tr>
<td>10</td>
<td>Summer Registration Begins</td>
</tr>
<tr>
<td>8-12</td>
<td>Spring Break: NO CLASSES</td>
</tr>
<tr>
<td>22</td>
<td>Failure warnings due in Registrar's Office</td>
</tr>
<tr>
<td>23</td>
<td>Failure warnings issued to students</td>
</tr>
<tr>
<td>30</td>
<td>Last day to withdraw from courses/school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Patriot's Day: NO CLASSES</td>
</tr>
<tr>
<td>4/30</td>
<td>Student evaluation of faculty due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>All classes end</td>
</tr>
<tr>
<td>14</td>
<td>Older Student Registration</td>
</tr>
<tr>
<td>14</td>
<td>Graduate Commencement</td>
</tr>
<tr>
<td>18</td>
<td>Full Summer and Summer Session I Begin</td>
</tr>
<tr>
<td>21</td>
<td>Final grades for Spring 2021 due to Registrar's office</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>25</strong></td>
<td>Memorial Day: NO CLASSES</td>
</tr>
<tr>
<td><strong>26</strong></td>
<td>Last day to add/drop (Summer I)</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Last day to add/drop (Full Summer)</td>
</tr>
<tr>
<td>5</td>
<td>Last day to Withdraw or Pass/Fail (Summer I)</td>
</tr>
<tr>
<td>30</td>
<td>Registration shuts down at 11:30 a.m. then restarts on July 1</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td><strong>Summer Session I Ends</strong></td>
</tr>
<tr>
<td>4</td>
<td>*Independence Day Observed: NO CLASSES</td>
</tr>
<tr>
<td><strong>6-10</strong></td>
<td><strong>Full Summer Break (14 week classes) NO CLASSES</strong></td>
</tr>
<tr>
<td>10</td>
<td>Older Student Registration for Summer II</td>
</tr>
<tr>
<td>13</td>
<td><strong>Summer Session II Begins</strong></td>
</tr>
<tr>
<td>17</td>
<td>Last day to Withdraw (Full Summer)</td>
</tr>
<tr>
<td>20</td>
<td>Last day to Add/Drop (Summer II)</td>
</tr>
<tr>
<td>24</td>
<td>Last day to Pass/Fail (Full Summer)</td>
</tr>
<tr>
<td>31</td>
<td>Last day to Withdraw or Pass/Fail (Summer II)</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td></td>
</tr>
<tr>
<td><strong>28</strong></td>
<td><strong>Summer Session II and Full Summer End</strong></td>
</tr>
</tbody>
</table>
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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

Full-time, Half-time, and Part-time Status: Graduate students enrolled in 6 or more credits per semester are classified as full-time students; those enrolled in 4-5 credits per semester are classified as 3/4 time students; those enrolled in 3 credits per semester are classified as half-time students, and those enrolled in 1-2 credits per semester are classified as 1/4 time students.

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.


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.

Pass/Fail Grades for Graduate Courses

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

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

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

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

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

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

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

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

Residency
All candidates for the master’s degree must complete a minimum of 33 semester hours of credit, all of which must be earned exclusively in graduate-level courses. Only credits for which students have earned a grade of “B-” or higher within a two-year period immediately prior to the effective term of admission are transferable from an accredited institution, including credits earned at Worcester State University. A maximum of 12 such graduate
Student Conduct and Non-Academic Dismissal

Information about student conduct can be found at [https://www.worcester.edu/student-conduct/](https://www.worcester.edu/student-conduct/).

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

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

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

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

Appeals for Non-Academic Dismissal should be mailed to:

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

Term Limit/Intent to Graduate Form

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

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

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

Transcripts

Official transcripts of coursework taken at Worcester State University may be obtained by eligible students from the Office of the Registrar with the completion of the online transcript request process at ([http://www.worcester.edu/transcriptrequest](http://www.worcester.edu/transcriptrequest)). Transcripts are $10 per copy.

Transfer Credit

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

Withdrawal from Courses

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

Withdrawal from Program

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

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

Patrick D. Hare, Staff Associate/Assistant for Governmental & Community Affairs, President’s Office (2014) B.S., M.S., Worcester State University

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

Bridget Horton, Staff Associate, Conference and Event Services (2019) B.S., University of Massachusetts

Nicole D. Kapurch, Assistant Director/Special Assistant to the President & Liaison to Board of Trustees, President’s Office (2012) B.A., Worcester State College

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

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

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

Leisha Alcia, Staff Assistant, Academic Success Center (2020) B.S., University of Illinois Urbana - Champaign; M.A., Ashford University

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

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

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

Kenton Brister, Staff Associate/Lab Support Manager, Information Technology Services (2014) A.S., Quinsigamond Community College

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

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

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

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

Madeline Campbell, Associate Dean for Distance and Global Education, Academic Affairs (2019) B.A., M.A., Brown University; M.A., Ph.D. University of California Davis

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

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

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

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

Edward J. Crowley III, Staff Associate, Information Technology Services (2014) A.S., Quinsigamond Community College

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

Gert Dervishaj, Staff Associate/Student and Administrative IT Support Manager, Information Technology Services (2016) B.S., Worcester State University

Noah M. Dion, Director/Academic Affairs Support, Academic Affairs (2018) B.A., University of Connecticut; M.A., Brown University; Ph.D., Yale University
Thanas Dudo, Staff Assistant, Information Technology Services (2018) B.A., Assumption College

Teresita Encarnacion, Staff Assistant, Graduate and Continuing Education (2019) A.S., Mount Wachusett Community College; B.S., Nichols College

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

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

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

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

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

Sara Grajales, Assistant Director, Education (2019) B.A., Clark University; M.Ed, Concordia University

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

Victoria Gruznynski, Associate Librarian/Information Literacy, Library (2016) B.A., Illinois State University; M.A., M.S., Indiana University


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

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

Reynaldo House Museum of American Art

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


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

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

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

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

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

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

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


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

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

Elaine McKenna-Yeaw, Executive Director, Worcester Center for Crafts (2019) B.A., M.A., Rhode Island College

Eriberto Mora-Carrera, Staff Associate, Multicultural Affairs (2019) B.A., Clark University

Edgar A. Moros, Director, Intensive English Language Institute (2019) B.S., M.A., Kent State University; Ph.D., Binghamton University

David Needham, Assistant Director/Multimedia Services, Information Technology Services (2009) B.S., Worcester State University
Cuong C. Nguyen, Staff Assistant/Network Administrator, Information Technology Services (2011) A.S., Quinsigamond Community College; B.S., Worcester State University

Jessica O'Connor, Staff Associate/Academic Fieldwork Coordinator for Occupational Therapy, Occupational Therapy (2018) B.S., University of New Hampshire

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

Kathleen Orengo, Staff Assistant, Latino Education Institute (2001) B.S., Worcester State College

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

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

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

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

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

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

Hilda Ramirez, Executive Director, Latino Education Institute (2012) A.A., Bay State College; B.A., Lesley University; M.Ed., Harvard University

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

Jeremiah P. Riordon, Director/Center for Business and Industry, Graduate and Continuing Education (2018) B.S., M.Ed., Northern Arizona University; Ed.D., Northeastern University

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

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

Adam J. Shaughnessy, Staff Associate Academic Advisor/Tutoring Coordinator, Academic Success Center (2019) B.S., University of New Hampshire; M.Ed., Suffolk University

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

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

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


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

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

Maria Isabel Urbina, Staff Assistant/Data Analyst, Assessment and Planning (2019) B.S., Andrew University; M.S., Boston University


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

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

Karen Wigren, Staff Assistant to the Dean-School of Education, Health and Natural Sciences, Academic Affairs (2018)

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

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

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

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

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

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

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


Maria I. Gariepy, Director, Affirmative Action and Equal Opportunity (2019) B.S., San Martin University; M.B.A., Fitchburg State University

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


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

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

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

Kayla Klemba, Assistant Director/Student Accounts, Bursar (2012)

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

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

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

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

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

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

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


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

Johanie Rodriguez, Staff Assistant/Hiring and Benefits Administrator, Human Resources (2012) B.A., B.S., Worcester State University

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

Melissa A. Staiti, Staff Assistant/Manager, Administration and Finance (2005) A.A., Becker College; B.A., Worcester State College


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

**Enrollment Management**

Darron C. Bunt, Staff Assistant, Marketing (2019) B.A., Queen's University; M.A., University of Alberta

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

Julie A. Chaffee, Registrar, Registrar (1994) B.A., St. Anselm College
Tania S. Delehanty, Staff Associate, Marketing (2019) B.A., Gustavus Adolphus College


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

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

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

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

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

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

Hana Lasell, Assistant Director, Marketing (2019) B.A., Clark University


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

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

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

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

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

Maureen O. Stokes, Assistant Vice President/Communications and Marketing, Enrollment Management (2018) B.A., University of Southern California; M.A., Seton Hall University

Casey M. Sullivan, Staff Assistant, Financial Aid (2019) B.S., Bryant University

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

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

**Student Affairs**

Jason F. Anderson, Staff Assistant, Athletics (2019) B.S., University of Florida; M.S., Bridgewater State University


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

Alize J. Cordell, Staff Assistant/Residence Director, Residence Life and Housing (2018) B.A., Franklin Pierce University

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

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

Dawn A. Eades, Associate Dean/Student Engagement, Student Affairs (2019) B.S., Plymouth State University; M.S.Ed., Clemson University; Ed.D. Johnson & Wales University

Demetrius Evans, Staff Assistant/Residence Director, Residence Life and Housing (2019) B.A., University of Wisconsin; M.S.Ed., Southern Illinois University

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

Curtis Fraser, Staff Associate, Athletics (2018) B.A., Emmanuel College; M.S., Regis College

Adrian C. Gage, Assistant Dean/Director, Residence Life and Housing (2005) B.S., Oklahoma State University; M.Ed., Clemson University
Rebecca L. Giard, Assistant Director, Residence Life and Housing (2013) B.S., Nichols College

Stephanie M. Giguere, Staff Assistant, Student Accessibility Services (2019) B.A., Assumption College; M.Ed., Fitchburg State University

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

Bridget P. Joiner, Staff Assistant to the Dean, Student Affairs (2012)

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

Joshua L. Katz, Associate Director, Office of Student Conduct (2006) B.A., Worcester State University

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

David A. Lindberg, Assistant Director, Athletics (1994) B.S., Worcester State University

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

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

William J. Marrier, Assistant Director, University Police (2006) A.S., Quinsigamond Community College

Linzy Martinez, Assistant Director, Student Involvement and Leadership Development (2019) B.A., M.S., Central Connecticut State University

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

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

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

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

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

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

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


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

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

Jennifer A. Quinn, Director of Title IX & Alcohol and Other Drug Prevention and Education, Counseling Services (2010) B.S., M.Ed., Worcester State College

Brittany S. Rende, Staff Assistant, Athletics (2018) B.A., College of William and Mary; M.A., Fitchburg State University

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

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

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

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

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

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

**University Advancement**

Jodi M. Briggs-Pickett, Executive Director of Development, University Advancement (2019) A.S., B.A., Keene State College; M.A., Central Connecticut University
Andrea Dever, Associate Director, University Advancement (2020) B.A., Keene State College

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

Tara A. Hancock, Executive Director/Alumni Relations and Engagement, University Advancement (2005) B.A., University of Massachusetts Amherst; M.S., Worcester State College

Erica J. Jacobsen, Staff Assistant/Prospect Researcher, University Advancement (2020) B.S., Nyack College

Ashley M. King, Staff Assistant, University Advancement (2019) B.S., Worcester State University; M.S., Nichols College

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

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

Charisse Murphy, Director of Leadership Giving, University Advancement (2020) B.S., University of New Haven; M.S., Northeastern University

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

Susan L. Vigeant, Staff Assistant/Advancement Services Coordinator, University Advancement (2020) A.S., Becker College
**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](http://www.worcester.edu/directions)

**For GPS Purposes - Main Campus:**
486 Chandler Street, Worcester, MA 01602
<table>
<thead>
<tr>
<th>Discipline</th>
<th>Location</th>
<th>Sponsoring Department</th>
<th>Phone</th>
<th>Fax</th>
</tr>
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<tbody>
<tr>
<td>Art</td>
<td>Learning Resource Center (LRC325)</td>
<td>Visual Performing Arts</td>
<td>508-929-8145</td>
<td>508-929-8166</td>
</tr>
<tr>
<td>Biology</td>
<td>Science &amp; Tech Bldg (ST 310)</td>
<td>Biology</td>
<td>508-929-8569</td>
<td>508-929-8148</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Science &amp; Tech Bldg (ST 310)</td>
<td>Biology</td>
<td>508-929-8569</td>
<td>508-929-8148</td>
</tr>
<tr>
<td>Business Administration</td>
<td>Sullivan Academic Center (S203)</td>
<td>Business Administration and Economics</td>
<td>508-929-8091</td>
<td>508-929-8048</td>
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<tr>
<td>Chemistry</td>
<td>Science &amp; Tech Bldg (ST410)</td>
<td>Chemistry</td>
<td>508-929-8563</td>
<td>508-929-8171</td>
</tr>
<tr>
<td>Communication</td>
<td>Learning Resource Center (L332B)</td>
<td>Communication</td>
<td>508-929-8829</td>
<td>508-929-8170</td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders</td>
<td>Science &amp; Tech Bldg (ST1115L)</td>
<td>Communication Sciences &amp; Disorders</td>
<td>508-929-8055</td>
<td>508-929-8175</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Science &amp; Tech Bldg (ST110)</td>
<td>Computer Science</td>
<td>508-929-8832</td>
<td>508-929-8156</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Learning Resource Center (L120)</td>
<td>Criminal Justice</td>
<td>508-929-8417</td>
<td>508-929-8426</td>
</tr>
<tr>
<td>Economics</td>
<td>Sullivan Academic Center (S203)</td>
<td>Business Administration and Economics</td>
<td>508-929-8091</td>
<td>508-929-8048</td>
</tr>
<tr>
<td>Education</td>
<td>Sullivan Academic Center (S226, S227, S218)</td>
<td>Education</td>
<td>508-929-8671</td>
<td>508-929-8164</td>
</tr>
<tr>
<td>English</td>
<td>Sullivan Academic Center (S303)</td>
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<td>Environmental Science</td>
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</table>
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 Management
- Master of Science in Nonprofit Management
- Master of Science in Speech-Language Pathology
- Master of Occupational Therapy (MOT)
- Master of Public Administration and Policy
- Master of Public Management
Master of Education in:
- Early Childhood Education
- Elementary Education
- English as a Second Language
- Leadership and Administration
- Middle School Education
- Moderate Disabilities
- Reading
- Secondary School Education

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

Post-Baccalaureate Certificate Programs
- Middle School Initial Licensure
- Secondary School Initial Licensure
- Reading Specialist Initial Licensure
- Moderate Disabilities Initial Licensure
- English as a Second Language Initial License
- Post-Master's Certificate in Nursing Education

Admission
Applicants for admission to graduate studies must have completed a baccalaureate degree program at a regionally 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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 15</td>
<td>Fall semester</td>
</tr>
<tr>
<td>November 1</td>
<td>Spring semester</td>
</tr>
<tr>
<td>April 1</td>
<td>Summer semester</td>
</tr>
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</table>

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 2.7
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.

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 five (5) 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 (MTEL). 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 Commission on Higher Education, Inc. (NECHE), formerly the New England Association of Schools and Colleges (NEASC). NECHE is a non-governmental, nationally recognized, regional accreditation agency for colleges and universities in the six New England states.

Accreditation of an institution by NECHE indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited institution 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 NECHE applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance of the quality of opportunities available to students who attend the institution.

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

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100
Burlington, MA 01803-4514
781-425-7785
https://www.neche.org/

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

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

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

Graduate Programs with Professional Accreditation

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<th>Accrediting Body</th>
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<td>Speech-Language Pathology</td>
<td>• Council of Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. • Approved by the Massachusetts Department of Elementary and Secondary Education (DESE)</td>
</tr>
<tr>
<td>Nursing</td>
<td>• Commission on Collegiate Nursing Education (CCNE) • Massachusetts Board of Registration in Nursing</td>
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Campus

Worcester State University’s 58-acre campus is nestled in the residential west side of Worcester, the second largest city in Massachusetts and New England and a dynamic college city with over 30,000 students. The campus is a short drive from tranquil forests, hiking trails and beautiful vistas and an even shorter distance from a vibrant city life that offers popular entertainment venues, award-winning restaurants, cultural museums, historic parks, and so much more. Directions are available on the website at http://www.worcester.edu(directions). The physical facilities of the campus include the following:

Helen G. Shaughnessy Administration Building
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.

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 and Environmental 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, the Worcester State University’s Mary Cosgrove Dolphin Art Gallery, and the Imoigele P. Aisiku, M.D. STEM Center.

Learning Resource Center
The Learning Resource Center (LRC) brings together an impressive array of campus learning resources including the library, the WSU Archives and Special Collections, Information Technology, academic offices (Communication, Criminal Justice, Visual and Performing Arts, the Honors Program, and the Office of Multicultural Affairs), and more than twenty classrooms and music practice rooms. The LRC also features the Mail Center, Central Receiving, Publications and Printing Services, and a café with an assortment of beverages and foods.

The LRC is the hub for the complex of modern telecommunications and electronic learning facilities provided by the Information Technology department. The campus-wide computer network provides wired and wireless Internet connections for student devices, 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.

May Street Building
Formerly known as the Temple Emanuel, this 80,000 square foot colonial revival style building was built in 1949 to house the largest Reform Jewish Congregation in the Northeast at the time. In 2012, after many years ofleasing classroom space to Worcester State University, the Congregation of Temple Emanuel began exploring with Worcester State Foundation, Inc. (the University’s not-for-profit fundraising affiliate) the possibility of selling the facility and its adjacent 110-space parking lot. In June of 2015, the sale was completed and the University entered into a use agreement with the Worcester State Foundation for use of the entire building. 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 space evaluation.

Outdoor Facilities
Worcester State 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.

Residence Halls
Residence Halls at Worcester State University provide housing to full-time undergraduate students.
Chandler Village is a unique living area with 63 apartments in 26 interconnected townhouses. The apartments accommodate four, five, eight, nine, ten, or eleven persons and include furnished common living and kitchen areas.

Dowden Hall, more traditional in style, is a five-story residence hall that includes single, double, and triple rooms with study and recreational lounges. There are multipurpose rooms, laundry facilities, and a convenience store.

Sheehan Hall is a facility that accommodates 400 students and features the main campus dining hall overlooking the John F. Coughlin Field. Each unit consists of two double or four single rooms sharing a private bathroom. In addition to housing students, this residence hall contains Health Services, the Office of Residence Life and Housing, a multifunctional room, game room, small fitness center, student lounges, and a communal kitchen.

Wasylean Hall, named for Phillip M. Wasylean II ’64, is a six-story, suite-style building with multiple study and common rooms throughout. The suites are designed to accommodate four and six people. Each unit has single and double occupancy bedrooms with furnished common living and kitchen areas. Wasylean Hall is also home to the University Police.

Several housing opportunities exist which offer students the opportunity to live together, take classes together and participate in activities that focus on various special interests (See ‘Services for Students’ section for more information).

Sagamore Road Studios
Worcester State University forged an affiliation with the Worcester Center for Crafts in 2009, a center that offers public instruction in Ceramics/Glass/Metals/Photography, in the art and aesthetics of craft and creativity, and in the appreciation of the hand-made aesthetic object. The Worcester Center for Crafts is located in three locations: the main Sagamore Road Studios building at 25 Sagamore Road, Worcester, MA 01605; at 35 B New Street, Worcester, MA 01605, home of the state-of-the-art Glass Studio; and on the campus of Worcester State University where a Darkroom Photography program is sited.

The WSU Visual & Performing Arts Department art areas are housed at the Sagamore Road Studios in the same building as the Worcester Center for Crafts. VPA offers two craft center courses as part of its Division of Graduate and Continuing Education curriculum.

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.

Wellness Center
Worcester State University constructed a 100,000 square-foot Wellness Center which opened in 2016. The 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.

Change of Catalog Information
This catalog was prepared in the summer of 2020, and published on August 31, 2020, 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. Fundraising campaigns provide an array of benefits and services to current students, alumni, and friends. Contributions are used primarily for scholarships, academic awards, laboratory and classroom equipment, educational seminars, faculty research grants, and other support services to promote quality education. The office publishes a donor newsletter, manages an online alumni community, and works in partnership with both Marketing and Campus Communications to produce the Worcester Statement.

Campus Communications

The Assistant Vice President for Communications and Marketing 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, this individual 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. 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 on our Mission, Vision, & Core Values page.

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

Policy on Nondiscrimination

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

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

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

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

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

Discrimination: Maria Isabel Gariepy, Director of Diversity, Inclusion, Affirmative Action and Equal Opportunity: 508-929-8053

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

Title IX / Sexual Violence: Jennifer Quinn, Director of Title IX: 508-929-8243

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 university's sexual violence policy.

Title IX Policies and Inquiries

Worcester State University is committed to creating and maintaining an academic and work environment that is free from sex discrimination (including discrimination on the basis of sex, sexual orientation, gender identity, and gender expression) and sexual misconduct (including sexual harassment, sexual assault, domestic violence, dating violence, and stalking).
Adherence to this commitment is ensured by University policies against discrimination and compliance with The U.S. Department of Education's Office for Civil Rights (OCR) Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance.

Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Title IX Scope:

Title IX prohibits sex discrimination in all university programs and activities including but not limited to admissions, recruiting, financial aid, academic programs, student services, counseling and guidance, discipline, treatment of pregnant and parenting students, class assignment, grading, recreation, athletics, housing, and employment.

The Title IX coordinator is charged with managing the University's response to reports of sex discrimination, which includes reports of sexual assault, sexual harassment, gender-based harassment, dating violence, domestic violence, stalking, and retaliation. Guided by University and federal procedures, the Title IX coordinator aims to ensure that the University's response promptly, effectively, and equitably addresses the incident, prevents its recurrence, and remedies the effects of all forms of such prohibited conduct. In some instances, Title IX issues may impact a student's academic performance. Eligible recipients of academic accommodations will be determined and coordinated by the Title IX coordinator.

Inquiries regarding Title IX may be referred to the Title IX coordinator, Jennifer Quinn, Director of Title IX, at Jquinn@worcester.edu, wsu_titleix@worcester.edu, 508-929-8243, or in person in the Student Center, room 338. A report may also be filed at this link: https://cm.maxient.com/reportingform.php?WorcesterStateUniv&layout_id=7

Reports may be submitted at any time, even during non-business hours, but please note the Title IX coordinator does not monitor email on a 24-hour basis and my not review on weekends and evenings. Therefore, contact may not be available during non-business hours except by referral from University Police. If you are not safe, please contact University Police immediately at 508-929-8911.
GRADUATE FINANCIAL AID INFORMATION

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

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

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

Course Cancellation/Processing of Tuition Refunds
Worcester State University reserves the right to cancel any course for which there is insufficient enrollment. Students may transfer to another course by completing appropriate forms in the Registrar’s Office for day courses or the Division of Graduate and Continuing Education for evening courses. 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 tuition and fees paid
2. After the official add/drop period
   • No refund of any tuition or fees paid (unless registration is cancelled by the University)
3. Room Charge (if applicable)
• A. Agreement Releases

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

B. Buy-Out of Agreement

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

C. Returning Students Cancellation Policy

Current residents who complete a License Agreement, thereby reserving a space for the 2020-2021 academic year, may request, in writing, to cancel this Agreement according to the terms listed below: Before Residence Hall Opening for the fall semester will result in forfeiture of the housing deposit and being assessed a $500.00 cancellation charge. All cancellation dates will be established by date received in the Office of Residence Life and Housing.

D. Incoming Student Cancellation Policy

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

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

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

F. License Agreement Cancellation Appeal

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

Programs and Resources

State Employees’ Tuition Remission

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

Massachusetts Rehabilitation Benefits Program

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

TEACH Grant

The TEACH Grant Program provides grants to students who are completing or plan to complete course work needed to begin a career in teaching. As a condition for receiving a TEACH Grant, students must sign a TEACH Grant Agreement to Serve in which they agree to (among other requirements) teach:

• in a high-need field;
• at an elementary school, secondary school, or educational service agency that serves students from low-income families; and
• for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which the grant was received

Eligible graduate programs are English as a Second Language, Reading Specialist, and School Leadership & Administration.

If students do not meet the requirements of the service obligation, all TEACH Grants received will be converted to Direct Unsubsidized Loans. Students must repay these loans in full, with interest.
Veterans’ Benefits
The Department of Veterans Affairs and the Massachusetts State Approving Agency has approved Worcester State University for the purpose of certifying Veterans Educational Benefits. Questions concerning veteran’s benefits should be directed to the Office of the Registrar.

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 (three credits per semester for graduate students). 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.

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.

Graduate Assistantships
Graduate assistantships are available for matriculated, degree-seeking, graduate students who are not enrolled in accelerated online programs. For information and an application, call the Graduate Office at 508-929-8127 or visit www.worcester.edu/graduate-assistantships/.

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 4.5 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 three credits per semester. Graduate students enrolled in a minimum of six 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: $10.00 per copy
- Rush Transcript: $10.00 per copy

A returned check fee of $25 will be imposed for each instance of a personal check in payment of any Worcester State charge that is returned not honored. Students will incur all collection fees if Worcester State must place their accounts with a collection agency and with the Commonwealth of Massachusetts for intercept of other State payments (tax refunds, etc.).

Monthly payment plans through external agencies are available for families who wish to avoid a large outlay of cash at the beginning of each semester. For further information, contact the Student Accounts office.

Non-Payment Reinstatement Policy

Payment in full is required by the due date specified on the student bill. Students whose accounts are not paid in full will be subject to cancellation of class enrollment. Students who have not paid their bill in full will receive a non-payment registration hold. Further, if the account remains unpaid after the add/drop period, the Blackboard access will be suspended until paid along with a $75.00 reinstatement fee.

If after the suspension period, the account remains unpaid, the entire student schedule will be deleted and reinstatement into those courses will not be allowed.

[Tuition and fees are subject to change by Board of Trustees.]
The Library (http://www.worcester.edu/Library) is the intellectual heart of Worcester State University, a place where members of the campus community converge, collaborate, learn, and discover. Library staff assist users at the research help desk and by phone, email, and online chat. Library staff provide classroom instruction on information literacy and research skills helping students navigate the complex information network of Google, Wikipedia, print and electronic books, periodicals, and media.

The Library, located on the 2nd and 3rd floors of the Learning Resource Center, is open over 100 hours per week during the fall and spring semesters. Users will find a variety of spaces to meet their needs including collaborative areas with large, flat-screen displays, individual carrels for independent study, tables with ample space to spread out, lounge chairs with built-in desks, and comfortable café seating.

Print collections include more than 130,000 books, 200 journals, magazines, and newspapers, and 3,000 multimedia materials. Electronic collections include over 150,000 e-books, 140,000 e-journals, and a diversified selection of 250+ databases from ProQuest, EBSCO, Gale, and other authoritative publishers. Remote access to electronic materials is available 24/7/365. The WSU Archives and Special Collections features more than 200 linear feet of materials related to Worcester State University history, more than 400 rare books, and the papers of poet and activist, Dennis Brutus.

Library users may request items from other libraries via Interlibrary Loan. Moreover, the Library is a member of many local, state, and national networks, including the Academic and Research Collaborative, http://www.worcesterarc.org, a coalition 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.
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• Center for Effective Instruction (CEI) (p. 39)
• Education Specialist (Ed.S.) in Curriculum and Instruction (p. 40)
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• Master of Education—Middle School Education (p. 63)
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• Master of Occupational Therapy (p. 70)
• Master of Public Administration and Policy (p. 73)
• Master of Public Management (p. 76)
• Master of Science in Biotechnology (p. 79)
• Master of Science in Management (p. 83)
• Master of Science in Nonprofit Management (p. 89)
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• Post-Baccalaureate Certificate Program for Initial Teacher License in Moderate Disabilities (p. 106)
• Post-Baccalaureate Program for Adult English as a Second Language (ESL) Certificate—Non-Licensure (p. 108)
• Post-Master's Certificate in Nursing Education (p. 109)
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:

- RETELL Sheltered English Immersion
- License as an Administrator
- Using technology in the classroom

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

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

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

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ED-929</td>
<td>Mathematics Assessment and Instruction For Diverse Learners</td>
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<tr>
<td>ED-955</td>
<td>Assessing English Language Learners</td>
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<tr>
<td>ED-958</td>
<td>Middle School Curriculum and Instruction : Strategies and Modification</td>
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<td>ED-959</td>
<td>Assessment, Differentiation and Data Analysis in Middle School</td>
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<td>ED-963</td>
<td>The Understanding and Teaching of Culture</td>
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<td>ED-965</td>
<td>Principles of Curriculum Development</td>
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<td>ED-968</td>
<td>Seminar in Curriculum and Instruction</td>
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<td>Curriculum Development and Innovations (Secondary School)</td>
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<td>ED-975</td>
<td>Assessment, Differentiation and Data Analysis in Secondary Schools</td>
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<td>ED-978</td>
<td>Contemporary Issues in the Teaching of Bilingual and English Language Learners</td>
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<td>ED-979</td>
<td>Technology and Literacy in the Classroom</td>
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<td>ED-988</td>
<td>Brain Based Learning</td>
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<td>EE-912</td>
<td>Young Children and Integrated Early Childhood Education Practices</td>
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<tr>
<td>ES-932</td>
<td>Teaching Adult Esl and Sife</td>
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12 Credits in Content Electives selected from areas such as:

- Language, Literacy, and Culture
- STEM - Science, Technology, Engineering, and Mathematics
- English Language Learners
- Moderate Disabilities
- Reading and Writing
- Leadership and Administration
- Health Education
- Math (p. 135)
- English (p. 131)
- Biology (p. 111)
- History (p. 133)
Spanish (p. 146)

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<tr>
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<td>Action Research Project I</td>
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<td>EA-940</td>
<td>Action Research Project II</td>
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<tr>
<td></td>
<td>2 Credits in Seminar/Comprehensive Exam:</td>
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</table>
Education Specialist (Ed.S.) in School Psychology

School Psychology Graduate Program Coordinator: Dr. D. Tighe Cooke
Phone: 508-929-8673
Email: dcooke@worcester.edu

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

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

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

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

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

A cadre of professionals, faculty, adjunct faculty, and clinical supervisors work with students as partners and mentors as students undertake this arduous yet satisfying journey.

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

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

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

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

### Year One

#### Semester One

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP-901</td>
<td>Intro to School Psychology: Ethical Standards, Legal Issues &amp; Professional Topics</td>
<td>3</td>
</tr>
<tr>
<td>EP-920</td>
<td>Research, Design and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EP-902</td>
<td>Intro to Counseling Theory, Practice &amp; Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>EP-903</td>
<td>Principles of Cognitive and Psycho-Educational Assessment And Intervention I (includes lab)</td>
<td>3</td>
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</table>

**Credits** 12

#### Semester Two

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EP-904</td>
<td>Principles of Cognitive and Psycho-Educational Assessment and Intervention II (includes lab)</td>
<td>3</td>
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<tr>
<td>EP-905</td>
<td>Behavioral Assessment and Interventions</td>
<td>3</td>
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<tr>
<td>EP-921</td>
<td>Human Development: Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>EP-927</td>
<td>Exceptionalities: Developmental Processes, Identification and Intervention</td>
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**Credits** 12

#### Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EP-907</td>
<td>Child &amp; Adolescent Psychopathology</td>
<td>3</td>
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**Credits** 3
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<tr>
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<tbody>
<tr>
<td>EP-930</td>
<td>Group Processes: Theories and Practice</td>
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**Year Two**

**Semester Three**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EP-906</td>
<td>Personality Assessment: Social, Emotional and Affective Functioning</td>
<td>3</td>
</tr>
<tr>
<td>EP-922</td>
<td>Child and Adolescent Therapy</td>
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**Semester Four**

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EP-925</td>
<td>Advanced Counseling Theory, Practice and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>EP-926</td>
<td>Systems Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>EP-991</td>
<td>Seminar and Practicum in School Psychology II</td>
<td>3</td>
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**Summer**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EP-908</td>
<td>Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED-909</td>
<td>RETELL: Best Practices for English Language Learners</td>
<td>3</td>
</tr>
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</table>

**Year Three**

**Semester Five**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP-924</td>
<td>Principles of Neuropsychology</td>
<td>3</td>
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</table>

**Semester Six**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EP-993</td>
<td>Professional Seminar and Internship in School Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>EP-928</td>
<td>Applied Neuropsychology in the Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

This is a full-time program totaling 72 credits after 3 years (6 consecutive semesters, 2 complete summers, Spring graduation)
Education Specialist (Ed.S.) in Secondary Education

Program Coordinator: Dr. Sara Young
Phone: 508-929-8246
Email: syoung3@worcester.edu

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

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

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

Requirements of the Program
Minimum of 30 credits plus 2 credit Research Forum including:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-981</td>
<td>Advanced Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-987</td>
<td>Social, Political, and Cultural Issues in Education</td>
<td></td>
</tr>
<tr>
<td>ED-997</td>
<td>Advanced Philosophical Foundations of Education</td>
<td></td>
</tr>
<tr>
<td>ES-943</td>
<td>Foundations in International and Comparative Education</td>
<td></td>
</tr>
<tr>
<td>ED-958</td>
<td>Middle School Curriculum and Instruction: Strategies and Modification</td>
<td>6-9</td>
</tr>
<tr>
<td>ED-959</td>
<td>Assessment, Differentiation and Data Analysis in Middle School</td>
<td></td>
</tr>
<tr>
<td>ED-963</td>
<td>The Understanding and Teaching of Culture</td>
<td></td>
</tr>
<tr>
<td>ED-965</td>
<td>Principles of Curriculum Development</td>
<td></td>
</tr>
<tr>
<td>ED-968</td>
<td>Seminar in Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>ED-974</td>
<td>Curriculum Development and Innovations (Secondary School)</td>
<td></td>
</tr>
<tr>
<td>ED-975</td>
<td>Assessment, Differentiation and Data Analysis in Secondary Schools</td>
<td></td>
</tr>
<tr>
<td>ES-903</td>
<td>The Art of Teaching Adolescents</td>
<td></td>
</tr>
<tr>
<td>ES-915</td>
<td>Secondary School Curriculum Development: Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>ES-917</td>
<td>Approaches to Teaching in the Secondary Schools: Theory and Practice</td>
<td></td>
</tr>
</tbody>
</table>

12 Credits in a Disciplinary Focus such as:
- Math (p. 135)
- English (p. 131)
Biology (p. 111)
History (p. 133)
Spanish (p. 146)

English Language Learners

Reading and Writing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA-939</td>
<td>Action Research Project I</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EA-940</td>
<td>Action Research Project II</td>
<td>3-6</td>
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</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA-941</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
Graduate Programs Leading to Reading Specialist Licensure

Reading Graduate Coordinator: Dr. Pamela Hollander
Phone: 508-929-8347
Email: phollander@worcester.edu

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

- Master of Education Reading with Licensure Option (p. 66)
- Post-Baccalaureate Initial Teacher Reading Licensure Option (p. 102)

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. Donald Vescio
Phone: 508-929-8444
Email: dvescio@worcester.edu

In addition to the standard admission requirements set by Worcester State at: http://worcester.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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN-901</td>
<td>Methods of Graduate Research</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English Foundation courses</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>EN-903</td>
<td>Theory and Teaching of Writing</td>
<td>3</td>
</tr>
<tr>
<td>EN-905</td>
<td>Modern Rhetorical Theory</td>
<td>3</td>
</tr>
<tr>
<td>EN-906</td>
<td>Donne, Herbert, and Seventeenth-Century British Poetry</td>
<td>3</td>
</tr>
<tr>
<td>EN-907</td>
<td>Pastoral Literature</td>
<td>3</td>
</tr>
<tr>
<td>EN-999</td>
<td>Thesis Research &amp; Writing (option in place of an elective course.)</td>
<td>0</td>
</tr>
</tbody>
</table>

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
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 Shakespear's plays and poems.
3 Credits

EN-915 Community Writing
An advanced introduction to writing about, for, and with communities. Generally, students learn to consider the rhetorical, relationship building power of documents, and they specifically apply this understanding by working with an organization to complete a community writing project. For students, a foundation in community writing scholarship, increased genre knowledge, and practical consulting experience are outcomes.
Every year. 3 Credits

EN-921 Antislavery Literature in the Atlantic World
This course traces the literary history of the antislavery movement in the Atlantic World: writing in a range of genres (journalism, history, fiction, poetry, drama, slave narratives), antislavery writers made a significant contribution to the campaigns to end the slave trade and slavery. While the Atlantic system of legal slavery ended in the nineteenth century, an even larger system of illegal slavery still exists, and so the course concludes by considering the work of twenty-first century antislavery writers and what they might learn from their predecessors. In other words, can we use literary history to make slavery history?
Fall only and every 2-3 years. 3 Credits

EN-925 Eighteenth-Century Novel
Explores the origins of the novel genre.
3 Credits

EN-931 Nineteenth-Century Novel
Explores British prose fiction of the nineteenth century.
3 Credits

EN-932 English Theatre: 1660-1780
English Theatre introduces the student to the study of Restoration theatre, the tragedies of Dryden, but principally the great comedies of Etherege, Vanbrugh, Wycherley, Dryden, Behn, Rochester, Farquhar, and Congreve; the counter-movement of sentimental comedy that followed from 1710 to the 1750s, notably in the work of Cibber, Steele and Centlivre; and finally the return in the 1770s to "laughing comedy" found in the plays of Goldsmith and the witty comedy of manners in the plays of Sheridan.
Other or on demand and other or on demand. 3 Credits

EN-933 Romantic and Victorian Gothic
Romantic and Victorian Gothic is a subversive arena where major authors explore the issues bedeviling their eras.
3 Credits

EN-934 The Romantics and the Victorians 1798-1901
An historical and critical survey of the prose and poetry of the nineteenth century including Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Arnold and Browning.
3 Credits

EN-935 Modern Drama
A survey of British, American, Irish, and continental drama from Ibsen through O'Neill.
3 Credits

EN-938 The World of Dickens
Major aspects of the life and art of Dickens will be examined in a variety of contexts.
3 Credits
EN-941 Modern Poetry
A study of the major figures who shaped American and British poetry between 1920 and 1950.
3 Credits

EN-942 Three Modern Poets
Illustrates how modern poetry differs from that of earlier periods through study of W.B. Yeats, Wallace Stevens, and T.S. Eliot.
3 Credits

EN-943 Medieval Literature
This course covers the major genres of English medieval literature, such as drama, poetry, debate, prose, and riddles. The major works in medieval literature will be covered including Beowulf, Sir Gawain and the Green Knight, and the Corpus Christi plays. The themes of religion, courtly love, chivalry, women’s roles, and class will be considered.
Other or on demand and other or on demand. 3 Credits

EN-945 Contemporary Poetry
Concentrates on poets whose major work was written after World War II.
3 Credits

EN-950 The Romantic Flowering in American Literature
The development of Romantic idealism in the origins of American fiction and poetry.
3 Credits

EN-952 Realism and Naturalism
Realism as practiced by Twain and clarified by Howells, following the transition of realism to naturalism under Norris and Dreiser.
3 Credits

EN-953 The Short Story
The Short Story examines in depth the origin and evolution of the genre of short fiction. Nineteenth and early twentieth century American, British, and Continental European stories are studied to provide artistic, theoretical, and cultural contexts for the development of the genre. By the end of the course, representative modern short fiction from various nations is explored in an effort to situate the genre within emerging philosophies of form and narration.
3 Credits

EN-955 American Novel I
The development of the American novel from Charles Brockden Brown through Melville and Hawthorn.
Fall and Spring and other or on demand. 3 Credits

EN-956 Classical Mythology
Study of myths of ancient Greece and Rome through examination of major primary texts and secondary interpretative texts.
3 Credits

EN-957 American Novel II
The development of the American novel from naturalism and realism to the latest fiction of the twentieth century.
Fall and Spring and other or on demand. 3 Credits

EN-958 Women in American Literature
An advanced study of works by and about women in American literature, including Rowson, Foster, and Brown.
3 Credits

EN-961 Film and Literature: Page and Screen
This class explores film's artistic and cultural descent from literature.
3 Credits

EN-990 Directed Study: English
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits.
Fall and Spring and every year. 1-6 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. Tona Hangen
Phone: 508-929-8688
Email: thangen@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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HI-103</td>
<td>World Civilization I</td>
<td>3</td>
</tr>
<tr>
<td>HI-104</td>
<td>World Civilization II</td>
<td>3</td>
</tr>
<tr>
<td>HI-111</td>
<td>US History I</td>
<td>3</td>
</tr>
<tr>
<td>HI-112</td>
<td>US History II</td>
<td>3</td>
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There are two different tracks for Master of Arts in History: the portfolio track and the thesis track.

Requirements of Track 1 (Portfolio)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>Foundation courses</strong></td>
<td>[variable credits] (6 credits)</td>
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</tr>
<tr>
<td>HI-910</td>
<td>Study and Writing of History</td>
<td>3</td>
</tr>
<tr>
<td>History Research Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Distribution History courses</strong></td>
<td>[variable credits] (18 credits)</td>
<td></td>
</tr>
<tr>
<td>US History Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>European History Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Non-US/Non-European History Electives</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td><strong>Minor Concentration in History or a related field (developed in consultation with advisor)</strong></td>
<td>[variable credits] (9 credits)</td>
<td></td>
</tr>
</tbody>
</table>

The capstone of the program is the presentation of a portfolio. Students will present the portfolio to the graduate coordinator at a meeting after all course work has been completed. The portfolio should include five papers, plus an introductory narrative that reflects upon the student’s program as a whole, provides the necessary context for understanding the five papers, and explains why those particular papers were chosen. One of the papers must be a research paper incorporating primary sources. In addition, the papers should represent work in U.S. History, European History, Non-U.S/Non-European History, and the Minor Concentration. The portfolio will be assessed by departmental committee of at least 3 members.

Total Credits: 33

Requirements of Track 2 (Thesis)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation course</strong></td>
<td>[variable credits] (3 credits)</td>
<td></td>
</tr>
<tr>
<td>HI-910</td>
<td>Study and Writing of History</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major Concentration in U.S. History or World History</strong></td>
<td>[variable credits] (21 credits)</td>
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<tr>
<td>Elective History courses (U.S. or World)</td>
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<td>15</td>
</tr>
<tr>
<td>HI-995</td>
<td>Thesis Option (research)</td>
<td>3</td>
</tr>
<tr>
<td>HI-996</td>
<td>Thesis Option (writing)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Minor Concentration in History or a related field (developed in consultation with advisor)</strong></td>
<td>[variable credits] (9 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Students will form a thesis committee of at least two faculty members. One will be the primary advisor (and the instructor of record for the thesis courses) who will work closely with the student in their research and writing. The second will read the final version of the thesis. Upon completion of the thesis, the student will schedule an oral defense with the thesis committee.

Total Credits: 33

Graduate History Courses

HI-901 Directed Study: History
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits.
Fall and Spring and every year. 1-6 Credits
HI-908 Teaching History
In this course, graduate learners will gain knowledge and confidence developing their own rigorous and research-based pedagogical approach for effective teaching and learning in history and social studies, aligned with the emerging best practices in the discipline. 
Fall and Spring and other or on demand. 3 Credits

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-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-Donadios
Phone: 508-929-8619
Email: aguijarrodonadios@worcester.edu

Admission Requirements

General admission requirements for the Graduate School are located at http://worcester.edu/graduate and must be submitted with a research paper written in Spanish (approx. 4000 words). The GRE or MAT test is not required.

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

Please contact Dr. Antonio Guijarro-Donadiós at aguijarrodonadios@worcester.edu for additional information.

Curriculum

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

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-910 Southern Cone Literature and Film
Representative works by authors and film directors from the Southern Cone of Latin America. Content and focus will vary in response to particular student and faculty interest.
Spring only and other or on demand. 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 States
Sociocultural study of Hispanics in the United States with focus on major contemporary issues.
3 Credits

SP-934 Topics in Latin American Film
Representative works by Latin American film directors from early 20th century to the present. Content will vary in response to particular student and faculty interest.
Spring only and every 2-3 years. 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-990 Directed Study: Spanish
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits.
Fall and Spring and every year. 1-6 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@worcester.edu

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

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

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

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

Program of Study

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-981</td>
<td>Advanced Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-982</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-994</td>
<td>Thesis Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements (27 credits)

- 1 Course in Curriculum Development
- 1 Course in Diversity
- 1 Course in Assessment
- 1 Course in Educational Technology
- 1 Course in Educational Administration/Leadership in Curriculum
- 4 Elective Courses – either Education or content area courses

Total Credits 36
Master of Education Moderate Disabilities (Non-Licensure)

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

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

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

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

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

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

OR

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

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

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits (10 credits)</th>
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<tbody>
<tr>
<td>ED-981</td>
<td>Advanced Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-982</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-993</td>
<td>Seminar. Research in Content Concentration</td>
<td>3</td>
</tr>
<tr>
<td>ED-992</td>
<td>Portfolio Evaluation</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-905</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-906</td>
<td>Analysis and Implementation of Interventions to Support Learning Of Students With Moderate Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ED-907</td>
<td>Universal Design for Learning (UDL) and Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>ED-908</td>
<td>Special Education and Related Services: Consultation, Collaboration and Interprofessional Skills</td>
<td>3</td>
</tr>
<tr>
<td>ED-913</td>
<td>Differentiated Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>ED-914</td>
<td>Teaching and Learning Literacy Across Multiple Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ED-929</td>
<td>Mathematics Assessment and Instruction For Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CD-910</td>
<td>Speech/Language Development, Differences and Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 24

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

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

**Elective Courses (select from the following)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-911</td>
<td>Advanced Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED-918</td>
<td>Reading As Language: Teaching Literacy to English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-951</td>
<td>Integrating Language Arts and Social Studies in the Elementary/Middle Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED-953</td>
<td>Integrating Science and Mathematics in the Elementary/Middle Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED-979</td>
<td>Technology and Literacy in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED-978</td>
<td>Contemporary Issues in the Teaching of Bilingual and English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-917</td>
<td>Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades</td>
<td>3</td>
</tr>
<tr>
<td>EE-915</td>
<td>Detection and Remediation of Early Reading Difficulties</td>
<td>3</td>
</tr>
</tbody>
</table>

Other course approved by the Moderate Disabilities Graduate Coordinator.
Master of Education: Concentration in English as a Second Language

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

Admission Requirements for the Master of Education: Concentration in ESL

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

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

OR

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

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

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

Candidates who have obtained initial licensure in ESL from another program or by another route are required to take at least two other courses (e.g., SIFE or Global Perspectives, or a graduate course approved by the Graduate Coordinator e.g., History of the English Language or a reading course). Candidates who have not yet obtained initial licensure in ESL must take and pass the ESL MTEL before beginning practicum.

Program of Study

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES-929</td>
<td>Assessing and Teaching English Language Learners With Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ES-932</td>
<td>Teaching Adult Esl and Sife</td>
<td>3</td>
</tr>
<tr>
<td>ES-933</td>
<td>Global Perspectives in Cultural Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>
Master of Education—Early Childhood Education

Early Childhood Graduate Coordinator: Dr. Carol Donnelly
Phone: 508 929-8667
Email: cdonnelly@worcester.edu

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

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

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

### Master of Education in Early Childhood Education

The program consists of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-981</td>
<td>Advanced Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-982</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-993</td>
<td>Seminar: Research in Content Concentration</td>
<td>3</td>
</tr>
<tr>
<td>ED-992</td>
<td>Portfolio Evaluation (to be taken last)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Pedagogical Courses</strong></td>
<td></td>
<td><strong>9 credits</strong></td>
</tr>
<tr>
<td>ED-910</td>
<td>The Child, Family, Community, and Diversity in Education</td>
<td>3</td>
</tr>
<tr>
<td>EE-912</td>
<td>Young Children and Integrated Early Childhood Education Practices</td>
<td>3</td>
</tr>
<tr>
<td>ED-979</td>
<td>Technology and Literacy in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td><strong>Content Courses</strong></td>
<td></td>
<td><strong>12 credits</strong></td>
</tr>
<tr>
<td>ED-914</td>
<td>Teaching and Learning Literacy Across Multiple Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>EE-904</td>
<td>Exploring Science in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EE-913</td>
<td>Social Studies in Early Childhood: Content Curriculum, Evaluation, Methods And Materials</td>
<td>3</td>
</tr>
<tr>
<td>ED-929</td>
<td>Mathematics Assessment and Instruction For Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
<td><strong>3 credits</strong></td>
</tr>
<tr>
<td>ED-971</td>
<td>Spec Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>EE-917</td>
<td>The Fine Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials</td>
<td>3</td>
</tr>
<tr>
<td>EE-915</td>
<td>Detection and Remediation of Early Reading Difficulties</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 34
Master of Education—Elementary Education

Elementary Education Graduate Coordinator: Dr. Christina Kaniu
Phone: 508-929-8753
Email: christina.kaniu@worcester.edu

The Master of Education, Concentration in Elementary Education, will provide students with an in depth knowledge and understanding of the practical applications of the content, curriculum, and assessments used in elementary schools. Students enrolled in this program also will take a careful look at how social constructs, diversity, and equity issues impact schools. During the second half of the program students will engage in an action research project designed to address a current problem of practice in a school setting. The Master’s of Education in Elementary Education is designed for students who possess an initial teaching license or its equivalent from the Massachusetts Department of Elementary and Secondary Education 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. (This program will not lead to an initial license in elementary education from the Massachusetts Department of Elementary and Secondary Education).

(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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-981</td>
<td>Advanced Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-982</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-993</td>
<td>Seminar: Research in Content Concentration</td>
<td>3</td>
</tr>
<tr>
<td>ED-992</td>
<td>Portfolio Evaluation (to be taken last)</td>
<td>1</td>
</tr>
</tbody>
</table>

Core requirements (10 credits)

Content Courses (15 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-979</td>
<td>Technology and Literacy in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED-914</td>
<td>Teaching and Learning Literacy Across Multiple Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ED-929</td>
<td>Mathematics Assessment and Instruction For Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EL-908</td>
<td>Social Studies Content, Curriculum Assessment, &amp; Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EL-909</td>
<td>Science Content, Curriculum, Assessment And Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Diversity, Equity, and Differentiated Instruction Courses (6 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-918</td>
<td>Reading As Language: Teaching Literacy to English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or ED-927: Inclusive Settings: Learning Strategies and Management Techniques (1-6)</td>
<td></td>
</tr>
<tr>
<td>ED-910</td>
<td>The Child, Family, Community, and Diversity in Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (3 credits)

Select one elective with consent of the program coordinator.

Total Credits 34
Master of Education—Middle School Education

Graduate Program Coordinator: Dr. Sara Young
Phone: 508-929-8246
Email: syoung3@worcester.edu

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

The Master of Education in Middle School Education is for Middle School teachers who already possess an initial or professional license. People who do not have their initial license should complete the Post-Baccalaureate Certificate for Initial Teacher Licensure in Middle or Secondary School prior to applying to the M.Ed. program. The M.Ed. in Middle School Education reflects the most current Massachusetts Department of Elementary and Secondary Education (DESE) “Regulations for Educational Licensure,” particularly the aspects dealing with the provision for more content knowledge. Students have used the degree for career advancement, professional licensure, curriculum leadership, and other professional and personal goals. WSU’s Department of Education collaborates with relevant departments in the Liberal Arts & Sciences to provide content area courses. Please discuss your content area with the program coordinator to ensure that WSU can meet your needs.

Admissions Requirements

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

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

Program of Study

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits (12 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-981</td>
<td>Advanced Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-958</td>
<td>Middle School Curriculum and Instruction : Strategies and Modification</td>
<td>3</td>
</tr>
<tr>
<td>ED-959</td>
<td>Assessment, Differentiation and Data Analysis in Middle School</td>
<td>3</td>
</tr>
<tr>
<td>ED-963</td>
<td>The Understanding and Teaching of Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

(18 credits)

Graduate credits (5 courses) - from the student’s content area

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES-950</td>
<td>Disciplinary, Multimodal and Critical Literacies Across the Content Area</td>
<td>3</td>
</tr>
</tbody>
</table>

(7 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-982</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-994</td>
<td>Thesis Seminar</td>
<td>3</td>
</tr>
<tr>
<td>ES-926</td>
<td>Portfolio Evaluation (Middle/Secondary)</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits

37
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.

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.

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

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

### Core M.Ed. Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-981</td>
<td>Advanced Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-982</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-993</td>
<td>Seminar: Research in Content Concentration</td>
<td>3</td>
</tr>
<tr>
<td>ED-992</td>
<td>Portfolio Evaluation</td>
<td>1</td>
</tr>
</tbody>
</table>

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

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

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

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

### Elective Courses (select one of the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-911</td>
<td>Advanced Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED-918</td>
<td>Reading As Language: Teaching Literacy to English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-951</td>
<td>Integrating Language Arts and Social Studies in the Elementary/Middle Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED-953</td>
<td>Integrating Science and Mathematics in the Elementary/Middle Schools</td>
<td>3</td>
</tr>
<tr>
<td>ED-917</td>
<td>Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ED-979</td>
<td>Technology and Literacy in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EE-915</td>
<td>Detection and Remediation of Early Reading Difficulties</td>
<td>3</td>
</tr>
</tbody>
</table>

Other course with approval from the Moderate Disabilities Graduate Coordinator.
Master of Education—Reading

Reading Graduate Coordinator: Dr. Pamela Hollander
Phone: 508-929-8347
Email: phollander@worcester.edu

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

As students progress through the program, they enroll in courses requiring prerequisites and leading to more advanced knowledge. Although most courses involve a strong application orientation, each course also develops a sound research and 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://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.

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-981</td>
<td>Advanced Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-982</td>
<td>Research in Education</td>
<td>3</td>
</tr>
<tr>
<td>ED-983</td>
<td>Theory and Research in Reading</td>
<td>3</td>
</tr>
<tr>
<td>ED-984</td>
<td>Reading Portfolio (to be taken last)</td>
<td>1</td>
</tr>
<tr>
<td>or ED-992</td>
<td>Portfolio Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

Reading Content Courses
(21 credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-911</td>
<td>Advanced Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED-918</td>
<td>Reading As Language: Teaching Literacy to English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-979</td>
<td>Technology and Literacy in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED-914</td>
<td>Teaching and Learning Literacy Across Multiple Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ER-903</td>
<td>Teaching Writing to Striving Readers</td>
<td>3</td>
</tr>
<tr>
<td>EE-915</td>
<td>Detection and Remediation of Early Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>ED-917</td>
<td>Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
(3 credits)

One elective chosen with consent of the program coordinator

Requirements for Licensure Option
(6 credits)

Candidates must pass the Reading Specialist MTEL before registering for the 150 hour practicum.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-915</td>
<td>Leadership in Literacy: Consultation, Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ED-919</td>
<td>Reading Practicum/Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 40
Master of Education—School Leadership and Administration

Program Coordinator: Dr. Stephen Mills
Phone: 508-929-8476
Email: smills@worcester.edu

The Master of Education in School 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.

Admission

Applicants for admission to the Master of Education in School Leadership and Administration must have completed a baccalaureate degree program at a regionally 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 school 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 undergraduate and graduate transcripts of all college-level work
- Evidence of passing scores on the Communication and Literacy MTEL exam
- Three letters of reference from professionals who can speak to the applicant’s promise of becoming an effective school administrator, including a letter of support from a school district administrator (See MEd in Leadership Letter of Recommendation form online at www.worcester.edu/ME-School-Leadership-and-Administration/ under Admissions Requirements)

Application Deadlines

The Master of Education in School 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA-912</td>
<td>Introduction to Educational Leadership</td>
<td>2</td>
</tr>
<tr>
<td>EA-913</td>
<td>Action Research for School Administrators</td>
<td>2</td>
</tr>
<tr>
<td>EA-918</td>
<td>Family and Community Engagement</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EA-950</td>
<td>Family and Community Practicum- Elementary</td>
<td></td>
</tr>
<tr>
<td>EA-951</td>
<td>Family and Community Practicum- Middle School</td>
<td></td>
</tr>
<tr>
<td>EA-952</td>
<td>Family and Community Practicum- Secondary School</td>
<td></td>
</tr>
<tr>
<td>EA-953</td>
<td>Family and Community Practicum- Supervisor/Director</td>
<td></td>
</tr>
<tr>
<td>EA-970</td>
<td>Professional Culture</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EA-954</td>
<td>Professional Culture Practicum- Elementary Standard 4</td>
<td></td>
</tr>
<tr>
<td>EA-955</td>
<td>Professional Culture Practicum Middle School Standard 4</td>
<td></td>
</tr>
<tr>
<td>EA-956</td>
<td>Professional Culture Practicum Secondary School Standard 4</td>
<td></td>
</tr>
<tr>
<td>EA-957</td>
<td>Professional Culture Practicum Supervisor/Director Standard 4</td>
<td></td>
</tr>
<tr>
<td>ES-931</td>
<td>Leading an Effective English Learner Education Program (Approved course as part of ELL program)</td>
<td>3</td>
</tr>
<tr>
<td>EA-924</td>
<td>Curriculum, Instruction, &amp; Assessment for Aspiring Leaders</td>
<td>3</td>
</tr>
<tr>
<td>EA-972</td>
<td>Enhancing Teacher and Student Performance</td>
<td>3</td>
</tr>
<tr>
<td>EA-973</td>
<td>Building the Capacity for Educational Change</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>EA-958</td>
<td>Instructional Leadership Practicum Elementary Standard I</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>EA-959</td>
<td>Instructional Leadership Practicum Middle School</td>
<td>1</td>
</tr>
<tr>
<td>EA-960</td>
<td>Instructional Leadership Practicum High School</td>
<td>3</td>
</tr>
<tr>
<td>EA-961</td>
<td>Instructional Leadership Practicum -Supervisor/Director Standard</td>
<td>3</td>
</tr>
<tr>
<td>EA-915</td>
<td>Economic and Operational Dimensions of Education</td>
<td>3</td>
</tr>
<tr>
<td>EA-923</td>
<td>Governance, Ethics, &amp; Law in Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
<td>1</td>
</tr>
<tr>
<td>EA-962</td>
<td>Management and Operations Practicum Elementary Standard</td>
<td>2</td>
</tr>
<tr>
<td>EA-963</td>
<td>Management and Operations Practicum Middle School Standard</td>
<td>2</td>
</tr>
<tr>
<td>EA-965</td>
<td>Management and Operations Practicum Supervisor/Director Standard</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Select one of the following:</strong></td>
<td>3</td>
</tr>
<tr>
<td>EA-966</td>
<td>Educational Leadership Capstone Practicum &amp; Seminar Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>EA-967</td>
<td>Educational Leadership Capstone Practicum and Culminating Seminar Middle School</td>
<td>1</td>
</tr>
<tr>
<td>EA-968</td>
<td>Educational Leadership Capstone Practicum &amp; Seminar High School</td>
<td>1</td>
</tr>
<tr>
<td>EA-969</td>
<td>Educational Leadership Capstone Practicum Supervisor/Director</td>
<td>2</td>
</tr>
<tr>
<td>EA-929</td>
<td>Educational Leadership Capstone Assessment/Evaluation</td>
<td>1</td>
</tr>
</tbody>
</table>

**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@worcester.edu

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

The Master of Education in Secondary School Education is for High School teachers who already possess an initial or professional license. People who do not have their initial license should complete the Post-Baccalaureate Certificate for Initial Teacher Licensure in Middle or Secondary School prior to applying to the M.Ed. program. The Master of Education in Secondary Education has been designed to reflect the most current Massachusetts Department of Elementary and Secondary Education (DESE) “Regulations for Educational Licensure,” particularly the aspects dealing with the provision for more content knowledge. Students have used the degree for career advancement, professional licensure, curriculum leadership, and other professional and personal goals. WSU’s Department of Education collaborates with relevant departments in the Liberal Arts and Sciences to provide content area courses. Please discuss your content area with the program coordinator to ensure WSU can meet your needs.

Admissions Requirements

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

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

Program of Study

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

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

Program Coordinator: Dr. Tanya Trudell
Phone: 508-929-8895
Email: ttrudell@worcester.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 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. 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 Program Coordinator.
  - Introduction to Psychology
  - Developmental Psychology
  - Human Anatomy and Physiology I & II, with labs (8 credits)
  - Statistics
  - Neuroscience with lab (4 credits)

Requirements of the Program

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

Year One

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Summer I</td>
<td>OT-101</td>
<td>Introduction of Occupational Studies of Wellness/Disability</td>
<td>3</td>
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<tr>
<td></td>
<td>BI-271</td>
<td>Basic Kinesiology</td>
<td>3</td>
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<tr>
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<td>OT-211</td>
<td>Kinesiology Lab</td>
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<tr>
<td>Summer II</td>
<td>OT-102</td>
<td>Occupational Studies of Wellness/ Disability Groups</td>
<td>3</td>
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<td></td>
<td>OT-203</td>
<td>Occupational Therapy Theories</td>
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<td>OT-301</td>
<td>Psychosocial Wellness/Disability</td>
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<td>OT-302</td>
<td>Psychosocial Therapeutic Approaches</td>
<td>3</td>
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<tr>
<td></td>
<td>OT-304</td>
<td>Psychosocial Therapeutic Approaches Lab</td>
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<tr>
<td></td>
<td>PS-322</td>
<td>Psychology of Aging</td>
<td>3</td>
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<td>OT-317</td>
<td>Research I</td>
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### Spring

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<td>OT-312</td>
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<td>OT-313</td>
<td>Physiological Therapeutic Approaches</td>
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<tr>
<td>OT-318</td>
<td>Physiological Therapeutic Approaches Lab</td>
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### Year Two

#### Fall

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<td>OT-401</td>
<td>Occupational Performance and Context for Elders</td>
<td>2</td>
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<tr>
<td>OT-402</td>
<td>Therapeutic Approaches for Elders</td>
<td>3</td>
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<td>OT-403</td>
<td>Therapeutic Approaches Lab for Elders</td>
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<td>OT-404</td>
<td>Assistive Technology I</td>
<td>3</td>
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<td>OT-407</td>
<td>Research II</td>
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### Spring

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<tr>
<td>OT-421</td>
<td>Occupational Performance and Context for Children/Adolescents</td>
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<td>OT-423</td>
<td>Therapeutic Approaches Lab for Children/Adolescents</td>
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<tr>
<td>OT-424</td>
<td>Assistive Technology II</td>
<td>3</td>
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<tr>
<td>OT-426</td>
<td>Organizational and Professional Issues I</td>
<td>3</td>
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<tr>
<td>OT-427</td>
<td>Therapeutic Approaches for Children/Adolescents</td>
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<tr>
<td>OT-928</td>
<td>Thesis Seminar I</td>
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### Year Three

#### Summer

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<th>Course</th>
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<tr>
<td>OT-903</td>
<td>Clinical Reasoning I</td>
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<tr>
<td>OT-908</td>
<td>Community Health</td>
<td>3</td>
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<tr>
<td>OT-929</td>
<td>Thesis Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>OT-933</td>
<td>Assessment and Evaluation Across the Lifespan</td>
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### Fall

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<td>Clinical Reasoning II</td>
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<td>OT-906</td>
<td>Global Health Issues</td>
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<tr>
<td>OT-930</td>
<td>Thesis Seminar III</td>
<td>3</td>
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<tr>
<td>OT-931</td>
<td>Organizational and Professional Issues II</td>
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### Spring

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>OT-920</td>
<td>Physical Disabilities Fieldwork II</td>
<td>3</td>
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<tr>
<td>OT-921</td>
<td>Psychosocial Fieldwork II</td>
<td>3</td>
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</tbody>
</table>

### Total Credits

92

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**Graduate Occupational Therapy Courses**

**OT-903 Clinical Reasoning I**

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

3 Credits

**OT-905 Clinical Reasoning II**

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

Fall and Spring. 3 Credits

**OT-906 Global Health Issues**

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

3 Credits
OT-908 Community Health
Community as a context for human functioning and occupational therapy intervention. Includes community placement.
3 Credits

OT-920 Physical Disabilities Fieldwork II
Prerequisites: OT-903 and OT-905 and OT-906 and OT-908 and OT-928 and OT-929 and OT-930 and OT-931 and OT-933
Twelve weeks of full-time (or equivalent part-time) fieldwork in approved physical disabilities setting with supervision that meets ACOTE Standards.
3 Credits

OT-921 Psychosocial Fieldwork II
Prerequisites: OT-903 and OT-905 and OT-908 and OT-928 and OT-929 and OT-930 and OT-931 and OT-933
Twelve weeks of full-time (or equivalent part-time) fieldwork in approved setting with supervision that meets ACOTE Standards.
3 Credits

OT-928 Thesis Seminar I
Seminar focusing on the development of thesis proposals.
Fall and Spring and every year. 3 Credits

OT-929 Thesis Seminar II
Seminar focusing on the collection and analysis of data.
3 Credits

OT-930 Thesis Seminar III
Seminar focusing on writing and disseminating a research report.
3 Credits

OT-931 Organizational and Professional Issues II
An advanced seminar exploring issues relevant to the changing roles and responsibilities of practitioners and to the rapidly evolving practice contexts.
3 Credits

OT-932 Specialty Fieldwork II
Twelve weeks of full-time (or equivalent part-time) fieldwork in an approved specialty setting with supervision that meets ACOTE standards.
3 Credits

OT-933 Assessment and Evaluation Across the Lifespan
This course provides an overview of the occupational therapy and evaluation process. Selection, interpretation and documentation of assessments will be examined.
3 Credits
Master of Public Administration and Policy

Program Coordinator: Dr. Shiko Gathuo
Phone: 508-929-8892
Email: sgathuo@worcester.edu

The Master of Public Administration & Policy (MPAP) is offered to students interested in careers in public service. Specifically, this program was created for policy makers and analysts such as legislative aides, and municipal, regional and state policy and planning staff. Courses are offered in a blended format, combining face-to-face and online interaction to meet the scheduling needs of students. As part of a vibrant Urban Studies department, this program capitalizes on Worcester State University's urban location and supports the development of public leaders for the Commonwealth of Massachusetts and beyond.

The MPAP has an interdisciplinary core faculty drawn from many academic disciplines including Urban Studies, Sociology, Political Science, Economics, Management, and Criminal Justice. A two-course Capstone component at the end of the program allows for real-life experience and a synthesis and evaluation of coursework.

Admission Requirements

- Online application with essay and application fee (www.worcester.edu/apply)
- Bachelor’s degree in political science, urban studies, criminal justice, economics, management or related field with a minimum GPA of 2.75.
- Two letters of recommendation from a professional or academic source.
- Prerequisite courses: Introductory courses in Microeconomics and Macroeconomics, Political Science and Statistics.
- Students may take up to six (6) credits before matriculation.

Program Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PA-901</td>
<td>Policy Analysis</td>
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<tr>
<td>PA-903</td>
<td>Economics for Policy Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PA-934</td>
<td>Ethics &amp; Management of Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>PA-942</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>PA-945</td>
<td>Public Budgeting &amp; Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>PA-949</td>
<td>Strategic Leadership &amp; Planning for Public Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PA-951</td>
<td>Negotiation &amp; Conflict Resolution for Public Organizations</td>
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<tr>
<td>PA-990</td>
<td>Analysis and Interpretation of Quantitative Data for Public Policy</td>
<td>3</td>
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<tr>
<td>PA-980</td>
<td>Capstone Fieldwork I for Public Administration &amp; Policy</td>
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<td>PA-981</td>
<td>Capstone Fieldwork II for Public Administration and Policy</td>
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1 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 Internship count as elective credit. 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.

Courses

PA-901 Policy Analysis
This course provides an introduction to policy analysis. An applied social science, policy analysis attempts to define and frame public problems, identify and evaluate policy options for addressing those problems, and recommend solutions. Through the use of primarily case studies, this course will help students to develop the foundational concepts of policy analysis as well as practical policy analytic tools. Students will learn to be both savvy policy consumers and producers.
Every year. 3 Credits

PA-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.
Every year. 3 Credits
PA-903 Economics for Policy Analysis
This course utilizes both microeconomic and macroeconomic concepts and tools with an emphasis on applications to public management and policy analysis. Decision-making in the public sector is made within a political context and involves different considerations than decision-making in the private sector. This course is designed to help public policy administrators and managers address real-world issues and problems from an economic perspective to improve the efficiency and effectiveness of their organizations. Central issues will include the following: the economic justification for government involvement, the balancing of efficiency and equity, and the development of policies to improve the well-being of citizens.
Every year. 3 Credits

PA-908 Legal, Regulatory & 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.
Every year. 3 Credits

PA-934 Ethics & 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 because these 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 and selection, motivation, compensation & employee services, development, labor relations, etc.
Every year. 3 Credits

PA-940 Leadership Skills & 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.
Every year. 3 Credits

PA-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.
Every year. 3 Credits

PA-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

PA-945 Public Budgeting & Financial Management
This course provides students with an overview of public budgets and budget processes in the United States. Public agency budgets are the means by which public resources are allocated, and are therefore central to the role of government. This also means that budgets are about reconciling competing public interests and are prepared and implemented within a charged political context. This course will therefore include a discussion of the players and strategies involved in the public budget process, while providing students with the practical skills necessary in understanding, analyzing and preparing budgets.
Every year. 3 Credits

PA-946 Seminar in Program Analysis & Evaluation
Explores philosophical issues, politics, and specific evaluation instruments involved in effective program analysis upon utilization of computer systems.
Every year. 3 Credits

PA-949 Strategic Leadership & Planning for Public Organizations
This course will critically examine the external and internal environments of public organizations through exploration of the strategic planning process. It will involve a discussion of various strategic leadership decisions and the management skills necessary to design and implement a successful plan, in the light of the political dynamics in strategic planning.
Every year. 3 Credits

PA-950 Unions & the Public Sector
An intensive examination of key collective bargaining topics. Topics include grievance-arbitration processes, productivity bargaining, and impasse resolutions in the public sector.
Every year. 3 Credits
PA-951 Negotiation & Conflict Resolution for Public Organizations

Through theory and situational role playing, students will learn effective skills in negotiation, mediation, arbitration and conflict resolution. The course will provide an opportunity for students to diagnose and plan different situations requiring negotiation and conflict management, practice the negotiation process and develop confidence in approaching and diffusing tense situations.

Every year. 3 Credits

PA-980 Capstone Fieldwork I for Public Administration & Policy

Prerequisites: 5 courses From courses PA-901 PA-942 PA-945 PA-949 PA-951 PA-903 PA-934;

In individual (or group) consultation with the instructor, students will identify a capstone topic and write a proposal for the topic. This course will be an opportunity to synthesize the information obtained throughout the MPAP program of study and apply it to a specific public policy issue for a client. Students will identify a client to serve and a policy issue to explore.

Every year. 2 Credits

PA-981 Capstone Fieldwork II for Public Administration and Policy

Prerequisites: PA-980

In individual (or group) consultation with the instructor, students will implement their capstone projects as identified in PA-980.

Every year. 4 Credits

PA-990 Analysis and Interpretation of Quantitative Data for Public Policy

Prerequisites: 5 courses From Courses PA-901 PA-942 PA-945 PA-949 PA-951 PA-903 PA-934;

The ability to understand and analyze data is crucial to policy analysts. This course will introduce students to statistical methods and explore their application to policy decisions. The course will cover the essential elements of descriptive statistics, univariate and bivariate statistical inference, as well as introduce multivariate analysis. The course will emphasize applied statistics and data analysis. The goals of this course are: 1) improve statistical literacy; 2) to expose students to the fundamental concepts and tools of statistical analysis; and 3) to prepare students to apply statistical concepts in policy decision making.

Spring only and every 2-3 years. 3 Credits

PA-993 Public Relations for Public Organizations

This course will explore the theories of human interaction as they relate to the public sphere. Students will acquire effective public relations skills that are essential for success in the public sector. This course will review the components of a public relations campaign, and help students learn to develop public relations tools such as news releases, pitch letters, biographies, position papers, crisis communications, and other tools included in a strategic publications relations kit. This is an essential course for managers and administrators of public agencies who must constantly communicate their agencies’ position to various, often divergent constituencies.

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

PA-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.

Every year. 3 Credits

PA-996 Public Law

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

Every year. 3 Credits
The Master of Public Management (MPM) is offered to students interested in careers in public sector management. Specifically, this program was created for managers of public agencies and those who implement policy at municipal, regional and state levels. Courses are offered in a blended format, combining face-to-face and online interaction to meet the scheduling needs of students. Housed in a vibrant Urban Studies department, the MPM capitalizes on Worcester State University's urban location and helps to develop public leaders for the Commonwealth of Massachusetts and beyond.

This program has an interdisciplinary core faculty drawn from many academic disciplines including Urban Studies, Sociology, Political Science, Economics, Management, and Criminal Justice.

A three-course Action Research and Management Project Fieldwork component at the end of the program allows for real-life experience and a synthesis and evaluation of coursework.

**Admission Requirements**

- Online application with essay and application fee (www.worcester.edu/apply)
- Bachelor's degree with a minimum GPA of 2.75.
- Two letters of recommendation from a professional or academic source.
- Prerequisite courses: Introductory courses in Principles of Management, Microeconomics, Macroeconomics, and a course in political science. A course in financial accounting is highly recommended.
- Students may take up to six (6) credits before matriculation.

**Program Requirements**

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>PM-901</td>
<td>Project Management for Public Organizations</td>
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<td>PM-903</td>
<td>Economics for Policy Analysis</td>
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<td>PM-934</td>
<td>Ethics &amp; Management of Human Resources</td>
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<td>Action Research/Management Project Fieldwork</td>
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<td>PM-981</td>
<td>Management Project Fieldwork II for Public Management</td>
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<td>Total Credits</td>
<td>36</td>
</tr>
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</table>

1 Students may choose any two electives offered in the program. They may also choose to do an independent study and/or internship. The Independent Study and Internship count as elective credit. 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.

**Courses**

**PM-901 Project Management for Public Organizations**

This introductory course will provide students with the skills, tools, and techniques necessary to run a project successfully from conception to evaluation. Students will learn the systematic methods of planning, implementing, and evaluating a project. Students will develop a broad range of skills including communication, team management, coordination, monitoring, and control. Specific resource management (time, space, and people) will be explored.

Every year. 3 Credits
PM-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.
Every year. 3 Credits

PM-903 Economics for Policy Analysis
Prerequisites: EC-110 and EC-120 Microeconomics and Macroeconomics
This course utilizes both microeconomic and macroeconomic concepts and tools with an emphasis on applications to public management and policy analysis. Decision-making in the public sector is made within a political context and involves different considerations than decision-making in the private sector. This course is designed to help public policy administrators and managers address real-world issues and problems from an economic perspective to improve the efficiency and effectiveness of their organizations. Central issues will include the following: the economic justification for government involvement, the balancing of efficiency and equity, and the development of policies to improve the well-being of citizens.
Every year. 3 Credits

PM-908 Legal, Regulatory & Ethical Issues in Healthcare
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.
Every year. 3 Credits

PM-934 Ethics & 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.
Every year. 3 Credits

PM-940 Leadership Skills & 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.
Every year. 3 Credits

PM-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.
Every year. 3 Credits

PM-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

PM-945 Financial Management for Public Organizations
This course explores the theoretical, technical and political elements of financial management in public organization settings. The primary objective is to enable students to gain an understanding of how to develop and use financial information to make management decisions in public organizations. The course focuses on: 1) the development, implementation and control of a financial plan, and, 2) the development of financial statements including the summarizing and reporting of the organization’s financial performance, and the analysis of the organization’s financial health. The course will emphasize the use of financial statements by managers of public organizations.
Other or on demand and other or on demand. 3 Credits

PM-946 Seminar in Program Analysis & Evaluation
Explores philosophical issues, politics, and specific evaluation instruments involved in effective program analysis upon utilization of computer systems.
Every year. 3 Credits

PM-949 Strategic Leadership & Planning for Public Organizations
This course will critically examine the external and internal environments of public organizations through exploration of the strategic planning process. It will involve a discussion of various strategic leadership decisions and the management skills necessary to design and implement a successful plan, in the light of the political dynamics in strategic planning.
Every year. 3 Credits
PM-950 Unions & the Public Sector
An intensive examination of key collective bargaining topics. Topics include grievance-arbitration processes, productivity bargaining, and impasse resolutions in the public sector.
Every year. 3 Credits

PM-951 Negotiation & Conflict Resolution for Public Organizations
Through theory and situational role playing, students will learn effective skills in negotiation, mediation, arbitration and conflict resolution. The course will provide an opportunity for students to diagnose and plan different situations requiring negotiation and conflict management, practice the negotiation process and develop confidence in approaching and diffusing tense situations.
Every year. 3 Credits

PM-980 Management Project Fieldwork I for Public Management
Prerequisites: 5 courses From courses PM-901 PM-942 PM-945 PM-949 PM-951 PM-903 PM-934;
Corequisites: PM-990
In individual consultation with the instructor, students will identify a management project and write a plan to carry out their projects. The plan will include: an executive summary, explanation of strategic/organizational alignment, project scope, feasibility assessment, and contingency plans, constraints, human resources requirements, material/equipment requirements, project schedule, budget/cost estimate, risk management, project issues, change management, communication management, approvals and attachments.
Every year. 2 Credits

PM-981 Management Project Fieldwork II for Public Management
Prerequisites: PM-990 and PM-980
In individual consultation with the instructor, students will implement their Management Projects as identified in PM 980.
Every year. 4 Credits

PM-990 Action Research
Prerequisites: 5 courses From Courses PM-901 PM-942 PM-945 PM-949 PM-951 PM-903 PM-934;
Corequisites: PM-980
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.
Every year. 3 Credits

PM-993 Public Relations for Public Organizations
This course will explore the theories of human interaction as they relate to the public sphere. Students will acquire effective public relations skills that are essential for success in the public sector. This course will review the components of a public relations campaign, and help students learn to develop public relations tools such as news releases, pitch letters, biographies, position papers, crisis communications, and other tools included in a strategic publications relations kit. This is an essential course for managers and administrators of public agencies who must constantly communicate their agencies' position to various, often divergent constituencies.
Other or on demand and other or on demand. 3 Credits

PM-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.
Every year. 3 Credits

PM-996 Public Law
Legal framework and constraints within which nonprofit administrators operate. Discussion of rights and responsibilities, and discretionary limits of managerial decision-making.
Every year. 3 Credits
Master of Science in Biotechnology

Program Coordinator: Dr. Ellen Fynan
Phone: 508-929-8596
Email: efynan@worcester.edu

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

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

Prerequisites for Admission to the Program

To be admitted to the program, a candidate must meet the Worcester State University general admission requirements for the degree of Master of Science. To view these requirements please go to: http://worcester.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 34 graduate credits in required and elective courses, research in biology/biotechnology culminating in an acceptable written thesis and thesis defense.

Of the 34 credits required for the degree, at least 22 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI-921</td>
<td>Biotechnology and DNA</td>
<td>4</td>
</tr>
<tr>
<td>BI-927</td>
<td>Tissue Culture Techniques</td>
<td>3</td>
</tr>
<tr>
<td>BI-930</td>
<td>Biological Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>BI-942</td>
<td>Biostatistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or BI-943</td>
<td>Experimental Design</td>
<td>3</td>
</tr>
<tr>
<td>BI-996</td>
<td>Thesis Research I</td>
<td>3</td>
</tr>
<tr>
<td>BI-997</td>
<td>Thesis Research II</td>
<td>4</td>
</tr>
<tr>
<td>BI-998</td>
<td>Thesis Writing</td>
<td>2</td>
</tr>
<tr>
<td>BI/CH 900-Level Biology or Chemistry electives (see list below)One elective may include a Business course from the list below</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 34

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI-915</td>
<td>Topics in Advanced Botany</td>
<td>4</td>
</tr>
<tr>
<td>BI-923</td>
<td>Fermentation Technology</td>
<td>3</td>
</tr>
<tr>
<td>BI-925</td>
<td>Cell Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BI-935</td>
<td>Biochemical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>BI-936</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>BI-937</td>
<td>Molecular Virology</td>
<td>3</td>
</tr>
<tr>
<td>BI-938</td>
<td>Toxicology</td>
<td>3</td>
</tr>
</tbody>
</table>
To fulfill requirements for the Program the candidate must complete 9 credits of Thesis Research and Writing coursework (BI 996, BI 997 and BI 998). Laboratory investigations are supervised by faculty in the laboratories at Worcester State University or by arrangement at another institution. The candidate must adhere to the form specified for the thesis by the Biology Department graduate faculty. The thesis will be defended in an oral examination conducted by the faculty.

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

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

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

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

Comprehensive Examination/Thesis defense

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

Graduate Biotechnology Courses

BI-915 Topics in Advanced Botany
Explores and reviews specialized topics in the life of plants. Includes three hour laboratory.
4 Credits

BI-920 Population Biology
Analyzes population density, growth, regulation, and energy relationships. Population interactions, organization, and evolution are stressed.
3 Credits

BI-921 Biotechnology and DNA
Applications of recombinant DNA technology, together with business and industry information and government regulations. Includes a three hour laboratory.
4 Credits

BI-923 Fermentation Technology
The growth of microorganisms in bioreactors under sterile conditions and the production of useful products.
3 Credits

BI-925 Cell Physiology
Examines the cellular mechanisms involved in maintaining homeostasis in response to changes in the cellular environment. Includes three-hour laboratory.
4 Credits

BI-927 Tissue Culture Techniques
Presents the most important techniques used for mammalian tissue culture by lecture and laboratory demostration and practice. The course also includes topics in plant tissue culture. (Prereq: BS in biological science)
3 Credits

BI-930 Biological Chemistry
Concerns the physical, chemical, and biological properties and metabolism of carbohydrates, proteins, lipids, DNA and RNA.
3 Credits
BI-935 Biochemical Techniques
Topics include the isolation and characterization of biochemical compounds with emphasis on nucleic acids and proteins. One hour of lecture and a three-hour laboratory per week.
3 Credits

BI-936 Immunology
Recent advances in understanding the immune system will be covered. B.S. in a biological science is required.
3 Credits

BI-937 Molecular Virology
A study of virus families with emphasis on replication and and regulation of gene expression. B.S. in biology science required.
3 Credits

BI-938 Toxicology
A theoretical course presenting the principles and mechanisms of toxic damage to cells, organs and organisms.
3 Credits

BI-942 Biostatistical Analysis
Prerequisites: Undergraduate degree in Biology, Chemistry or related field Math at the level of college-level pre-calculus or higher.
Provides a foundation in biological data analysis and interpretation. Topics include probability, distribution, estimation, hypothesis testing, analysis of variance, simple and multiple regression, basic multivariate techniques and vital statistics.
Fall only and every 2-3 years. 3 Credits

BI-943 Experimental Design
Prerequisites: Undergraduate degree in Biology, Chemistry or related field completion of a college course in statistics and completion of math which includes pre-calculus or higher level courses.
The underlying principles of how scientific investigations are conducted in order to maximize the validity of the results will be discussed. This course will cover the philosophy of science as it pertains to experiments, methods of experimental design, statistical inference, analysis and presentation of data, and clear communication of scientific results.
Fall only and every 2-3 years. 3 Credits

BI-950 Physiological Ecology
Considers the physiological adjustments which animals make in response to environmental factors; emphasizes the physiological basis of animal evolution and distribution.
3 Credits

BI-960 Biology of Symbiosis
Nutritional, metabolic, and evolutionary mechanisms of partnerships in nature with emphasis on the universality of symbiosis. Includes three hour laboratory.
4 Credits

BI-980 Selected Topics: Advanced Biology
Each topic is a timely and exciting new lecture and/or laboratory course. Topics will be announced in advance and will service needs in growth areas; e.g., biotechnology.
1-4 Credits

BI-981 Independent Study in Biology/ Biotechnology
Independent study or directed study on a topic of interest to both the student(s) and the instructor. 1-6 credits
1-6 Credits

BI-985 Graduate Internship in Biology/ Biotechnology
Requires successful completion of a minimum of twelve graduate credits toward the degree and approval of the Biology faculty. Provides Master of Science candidates the chance to gain practical experience at off-campus agencies where technical and analytical skills can be gained.
3-4 Credits

BI-990 Seminar in Biology/Biotechnology
Study and discussion of current researches, books, and periodicals in the field of biology; includes reports of research in progress. Required of all graduate degree candidates.
3 Credits

BI-995 Research in Biology/Biotechnology
Original research in biology under faculty supervision. Requires an acceptable written thesis or paper in publishable format. Required of all degree candidates. May be repeated.
1-6 Credits
Master of Science in Biotechnology

**BI-996 Thesis Research I**
**Prerequisites:** Completion of at least four courses in the program, completion of BI-942 Biostatistical Analysis or BI-943 Experimental Design (or taken concurrently) and permission of the Program Coordinator. Matriculated students only.
Original research in biology or biotechnology under faculty supervision, leading to a thesis, written in an approved format. A research problem will be identified and a literature search conducted. Experiments will be designed, planned and preliminary research work performed.
Fall and Spring and every year. 3 Credits

**BI-997 Thesis Research II**
**Prerequisites:** BI-996 Thesis Research I, permission of Program Coordinator. Matriculated students only.
Original research in biology or biotechnology under faculty supervision, leading to a thesis, written in an approved format. Experimental laboratory work will be performed and results evaluated. This course is a continuation of BI 996 Thesis Research I.
Fall and Spring and every year. 4 Credits

**BI-998 Thesis Writing**
**Prerequisites:** BI-997 Thesis Research II, permission of Program Coordinator. Matriculated students only.
Original research in biology or biotechnology under faculty supervision, leading to a thesis, written in an approved format. The results of the project experiments will be organized and the findings will be communicated by writing a thesis in the approved format and presenting in an oral defense. This course is a continuation of BI 997 Thesis Research II.
Fall and Spring and every year. 2 Credits

**BT-901 Directed Study: Biotechnology**
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. Variable credits.
Fall and Spring and every year. 1-12 Credits
Master of Science in Management

Program Coordinator: Dr. Elizabeth Wark
Phone: 508-929-8743
Email: ewark@worcester.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 work supervisors are required. Admission to this program is a rolling admissions process and applicants who have already earned a bachelor's degree are eligible to take up to 6 credits prior to being accepted into the program.

Requirements of the Program

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

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

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

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

The following prerequisites apply to all students entering the program:

- Principles of Management or Organizational Behavior
- Undergraduate Accounting
- Business Law
- Computer Applications
- Statistics
- Microeconomics
- Macroeconomics
• Communications

• College Mathematics (College Algebra or higher)

In addition to the above admissions prerequisites, students in the Accounting Concentration must also complete undergraduate Accounting I and II, Intermediate Accounting I and II, and an undergraduate Auditing (theory) course.

Students in the Marketing Concentration, in addition to the above admissions prerequisites, must also complete an undergraduate Principles of Marketing and a Marketing Research course.

Note: All undergraduate prerequisites to the M.S. in Management program will follow WSU's transfer policy, which accepts undergraduate transfer grades of C- or better.

### Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-910</td>
<td>Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>BA-911</td>
<td>Accounting for Managerial Decisions</td>
<td>3</td>
</tr>
<tr>
<td>BA-912</td>
<td>Marketing Management (May not be waived for students in the Marketing track)</td>
<td>3</td>
</tr>
<tr>
<td>BA-913</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>BA-914</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BA-915</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>BA-916</td>
<td>Quantitative Analysis and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>BA-990</td>
<td>Integrated Business Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 24

### Accounting Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC-910</td>
<td>Taxation of Individuals &amp; Proprietors</td>
<td>3</td>
</tr>
<tr>
<td>AC-911</td>
<td>Taxation of Corporations and Shareholders</td>
<td>3</td>
</tr>
<tr>
<td>AC-912</td>
<td>Advanced Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>AC-913</td>
<td>Advanced Auditing Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC-920</td>
<td>Advanced Problems in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC-921</td>
<td>Advanced Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC-922</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC-923</td>
<td>Advanced Government &amp; Non-Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>AC-930</td>
<td>Advanced Financial Theory</td>
<td>3</td>
</tr>
<tr>
<td>AC-932</td>
<td>International Finance and Economics</td>
<td>3</td>
</tr>
<tr>
<td>AC-950</td>
<td>Seminar Topics in Taxation</td>
<td>3</td>
</tr>
<tr>
<td>AC-951</td>
<td>Seminar in Issues in Accounting Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 24

### Leadership Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-960</td>
<td>Leadership Theory and Skills</td>
<td>3</td>
</tr>
<tr>
<td>BA-961</td>
<td>Organizational Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>BA-962</td>
<td>Ethics and Social Responsibility of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BA-963</td>
<td>Action Learning Professional Leadership Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Leadership Concentration Elective Courses (offered when sufficient demand exists)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-970</td>
<td>Seminar in Leadership</td>
<td>3</td>
</tr>
<tr>
<td>BA-971</td>
<td>Entrepreneurship and Small Business Management</td>
<td>3</td>
</tr>
<tr>
<td>BA-972</td>
<td>Motivation and Leadership of Teams</td>
<td>3</td>
</tr>
<tr>
<td>BA-973</td>
<td>Leading in the International Business Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 21
Worcester State University

Marketing Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA-920</td>
<td>Global Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>BA-921</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>BA-922</td>
<td>Research Methods for Marketing Decisions</td>
<td>3</td>
</tr>
<tr>
<td>BA-923</td>
<td>Integrated Marketing Communications</td>
<td>3</td>
</tr>
<tr>
<td>BA-924</td>
<td>Sales Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Marketing Concentration Elective Course (offered when sufficient demand exists and may be substituted for one of the required Marketing concentration courses) (3 credits)

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-901 Directed Study: Management
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. Variable credits.
Fall and Spring and every year. 1-12 Credits

BA-910 Information Technology
This course takes a managerial perspective toward the use of information technology (IT) and will analyze how organizations use IT to improve organization efficiency and effectiveness and to achieve a competitive advantage. Case studies may be employed to understand how organizations have implemented IT to integrate processes across multiple business functions and to differentiate their organization from the competition.
3 Credits

BA-911 Accounting for Managerial Decisions
This course focuses on the analysis of financial statements, benchmarking for liquidity, solvency, efficiency, profitability, analysis of risk and leverage, financial planning and control, cost analysis including activity based costing, budgeting systems, and an introduction to capital budgeting.
3 Credits

BA-912 Marketing Management
This course will provide students with an in-depth understanding of consumer and business marketing. Students will develop an understanding of and apply marketing theories, models and techniques through reading and analysis of current journal articles and cases. Particular focus will be placed on developing managerial and decision-making skills.
3 Credits

BA-913 Managerial Economics
This course will present those aspects of economics theory and analysis that are most relevant to students in business administration. The topics covered include demand analysis, estimation and forecasting, production theory, cost analysis and estimation, and pricing theory and application.
3 Credits

BA-914 Organizational Behavior
This course introduces concepts, theories and current research in the effective management of organizations employing the open-systems model and contingency approach as an overall framework. Individual differences, teamwork, organizational structure and processes are all discussed. The role of perception and motivation in the behavior of the individual is addressed. Cases, workshops and readings are integrated within the course.
3 Credits

BA-915 Corporate Finance
This course will review theories and cases in value maximization as the goal of a firm. The specific topics covered include EVA and MVA approaches, corporate governance and agency issues, valuation of corporate securities, cost of capital, and risk analysis and management. Other possible topics may include uses and valuation of derivatives, advanced issues in capital budgeting including embedded options, capital structure, dividend policy, lease analysis, mergers, acquisitions and bankruptcy, and international finance.
3 Credits
BA-916 Quantitative Analysis and Research Methods
This course will explore both quantitative and qualitative research methods. Professional business statistics will be covered including multiple regression, time series analysis, queuing theory, decision theory and advanced data analysis. Fundamental social science research methods such as exploratory, field, experimental, and survey research will be reviewed. Students will be expected to present a research plan including problem definition, research questions, data collection methods and data analysis tools.
3 Credits

BA-920 Global Marketing Management
Building on the core courses in Marketing and International Marketing, students examine the types of decisions that marketing managers make when expanding and developing foreign markets. We will relate the various economic, social, political, and legal dimensions of the world to the marketplace. Using primarily qualitative methodologies, the course assesses the impact and integration of global factors in marketing programs and strategies.
3 Credits

BA-921 Consumer Behavior
The course will focus and further development the of knowledge of consumer behavior in the consumer marketing perspective. We will investigate the inputs of consumer behavior into marketing by relevant analytical methods and research. In this course you will learn about fundamental theories and concepts in consumer psychology and research of how and why people choose, use, and evaluate goods and services.
3 Credits

BA-922 Research Methods for Marketing Decisions
Students will examine the concepts and techniques used in marketing research for problem-solving and decision making in marketing. Problem definition, research design, types of information and measurement scales, and evaluation, and utilization of secondary data with an emphasis on electronic access are discussed. Students are trained in the methods of primary data collection including structured and unstructured interviews, focus groups, and surveys.
3 Credits

BA-923 Integrated Marketing Communications
This course is designed for students who will become decision makers in almost any company concerned with consumer/customer communications including advertising, public relations, promotions, Internet marketing, media and client organizations. The emphasis in this course will be the formulation of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization.
3 Credits

BA-924 Sales Management
This course will examine the elements of an effective sales force as an indispensable component of the organization’s marketing effort. Students will understand marketing’s reach and potential impact in achieving organizational goals. Students will understand the sales process, the relationship between sales and marketing, sales force structure and customer relationship management (CRM).
3 Credits

BA-960 Leadership Theory and Skills
This course explores the past, present and future of leadership and covers a variety of leadership paradigms and approaches. Attention is focused on cultural dynamics and diversity, including national, global and ethical issues. Emphasis is placed on how leaders emerge, the ever changing nature of a leader’s skills portfolio, and how leadership roles are changing. Leadership of individuals, small teams, organizations, as well as leadership in a virtual world are discussed. Assignments include case analyses, individual and group projects and presentations.
3 Credits

BA-961 Organizational Development and Change
This course focuses on improving organizational effectiveness and leading the change processes. It draws upon a variety of behavioral science approaches to planned development and change. Regaining control after unplanned changes are also discussed. Using an experiential approach, Organizational Development is designed to improve individual, team and organizational performance though the design, implementation and evaluation of system-wide changes.
3 Credits

BA-962 Ethics and Social Responsibility of Leadership
This course examines ethical questions in the conduct of leadership. It considers the legal mandates, ethical and social responsibilities of leaders to all stakeholders. The influence of external and internal forces of the organizational environment will be explored.
3 Credits

BA-963 Action Learning Professional Leadership Project
Prerequisites: 2 courses from BA-960 BA-961 BA-962.
This course serves as a capstone in the Leadership concentration. Individuals will select a specific hands-on leadership project within a profit or not-for-profit organization. They will write and orally deliver a proposal to the class and subsequently to the host organization. The project, once implemented and completed, will incorporate skills, theories and concepts learned throughout the program into real-world applications.
3 Credits
BA-970 Seminar in Leadership
This course complements the theoretical components offered through the MS program by providing practical exposure to current management issues. This is accomplished by bringing to class business executives and leaders who discuss their most immediate and longer term management challenges. The course also examines several current issues facing senior executives.
3 Credits

BA-971 Entrepreneurship and Small Business Management
This course explores both entrepreneurial venture and small business start-up processes, plans and strategies. Students will be required to establish a business and develop a start-up proposal and strategic plan for a successful operation. The course is interdisciplinary and relies heavily on experiential exercises and simulation.
3 Credits

BA-972 Motivation and Leadership of Teams
This course is designed to provide a leadership perspective on the management and work effectiveness of teams and groups. Theories of motivation and group dynamics will be discussed in order to develop a greater understanding of the interplay between task, individuals, teams/groups and leadership. Your own personal behavior in teams and your team management skills will also be examined. The course is highly experiential and involves working in class teams on graded and non-graded assignments. These assignments include team presentations and written and oral analysis.
3 Credits

BA-973 Leading in the International Business Environment
This course is an in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations, including foreign profit centers, national and cultural differences, and comparative management systems. These are studied in terms of their influence on all areas of international trade.
3 Credits

BA-974 Negotiations
This course focuses on the essential knowledge and skills that effective negotiators need to deal appropriately with the problems and possibilities of effective negotiations, conflict management, and power and influence at work and other settings. Through active participation in negotiation role-plays, students develop negotiation skills; through the use of self-administered instruments, students learn about their own negotiating styles; and through lectures and readings, students learn about the structures and dynamics of negotiation, conflict, and power in organizations.
3 Credits

BA-975 Leadership Perspectives of Human Resources and the Legal Environment
This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers and reward systems. A case study approach is used.
3 Credits

BA-976 Selected Topics in Leadership
This course is an in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in WebAdvisor.
3 Credits

BA-986 Internship in Management
Prerequisites: Matriculated in MS in Management / Permission of Graduate Coordinator The graduate Internship in Management consists of supervised managerial work in an approved business setting (45 hours per credit or 135 hours for 3 credits).
1-6 Credits

BA-990 Integrated Business Strategy
This course will expose students to the concepts of strategic management and processes and provide them with the opportunity to integrate knowledge and skills developed in previous courses. The principal method for achieving these objectives is the in-depth oral and written analysis of complex, multiple problem cases by both individual students and teams.
3 Credits

Graduate Accounting Courses

AC-901 Directed Study: Accounting
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. Variable credits. Fall and Spring and every year. 1-12 Credits

AC-910 Taxation of Individuals & Proprietors
This course will provide a detailed analysis of federal laws, regulations, and other authorities affecting the taxation of individuals and proprietors. The course will be structured around tax law research with some consideration to forms and computerized tax packages.
3 Credits
AC-911 Taxation of Corporations and Shareholders
This course will focus on analyzing federal and state laws affecting corporations and shareholders, including laws governing corporate formation, liquidating and non-liquidating distributions, reorganizations, taxes on corporation accumulations, tax planning for compliance and minimization.
3 Credits

AC-912 Advanced Accounting Theory
This course will cover advanced topics in reporting for creditors, investors, regulatory agencies and other stakeholders, and the conceptual development and application of reporting alternatives. Specific emphasis will be placed on the application of accounting theory to current topics in financial reporting.
3 Credits

AC-913 Advanced Auditing Theory and Practice
The course will provide students with an in-depth understanding of auditing standards, auditing electronic systems, auditor’s reports, and statistical samples in auditing, and SEC regulations. Case studies will be used to allow students to apply their knowledge in actual business situations.
3 Credits

AC-920 Advanced Problems in Accounting
This course will study general and specialized accounting problems based on the subject matter contained in C.P.A. examinations.
3 Credits

AC-921 Advanced Cost Accounting
This course will cover advanced topics in cost and managerial accounting systems including activity based costing and activity based management, capital budgeting, control systems, linear programming techniques, transfer pricing, and cost and variance analysis.
3 Credits

AC-922 International Accounting
The course focuses on the preparation of financial and accounting statements for multinational firms, foreign currency exchange adjustments, comparative accounting principles and disclosures, and audit reports as well as the interpretation of foreign financial statements.
3 Credits

AC-923 Advanced Government & Non-Profit Accounting
This course will address the analysis of measurement and reporting problems unique to nonprofit organizations and federal, state and local governments including the comparison of FASB and GASB standards with reference to other authoritative bodies. The course will provide an overview of fund accounting, budgetary systems, budgetary control and the auditing of government and nonprofit entities.
3 Credits

AC-930 Advanced Financial Theory
This course will allow students to study emerging topics in Finance with an emphasis on derivative instruments, risk management, financial engineering and hedges, issues in capital structure, mergers and acquisitions, real options in capital budgeting, and the impact of corporate governance structure on firm value.
3 Credits

AC-932 International Finance and Economics
This course will cover foreign exchange markets, rates and risks, reasons for international trade, purchasing power parity, interest rate parity, forward and future spot rates, international capital markets, financial instruments of international banking and trade, capital budgeting in the international context, and the impact of political risks.
3 Credits

AC-950 Seminar Topics in Taxation
This is a research based course dealing with contemporary and emerging topics in taxation resulting from changes in tax policies, legislation and regulation.
3 Credits

AC-951 Seminar in Issues in Accounting Ethics
The course is designed to provide students with an opportunity to identify, discuss, and analyze the many ethical issues faced by practicing accountants. Approaches for resolving ethical dilemmas and models for analyzing ethical issues will be discussed to assist students in making well-reasoned ethical decisions in their professional lives.
3 Credits
Master of Science in Nonprofit Management

Program Coordinator: Dr. Shiko Gathuo
Phone: 508-929-8892
Email: sgathuo@worcester.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 full-time/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
- No standardized test scores (GRE, GMAT or MAT) are required for admission

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

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<td>The Nonprofit World: NGOs, the State &amp; Civil Society</td>
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<td>NM-934</td>
<td>Ethics and Management of Human Resources</td>
<td>3</td>
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<tr>
<td>NM-942</td>
<td>Organizational Theory</td>
<td>3</td>
</tr>
<tr>
<td>NM-945</td>
<td>Financial Management for Non-Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NM-949</td>
<td>Strategic Leadership and Planning</td>
<td>3</td>
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<td>NM-951</td>
<td>Grant Writing</td>
<td>4</td>
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<td>NM-993</td>
<td>Marketing and Resource Development</td>
<td>3</td>
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<td><strong>Elective Courses</strong></td>
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<tr>
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<td>Any two electives offered in the program</td>
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<td></td>
<td>including an independent study and/or an internship</td>
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<tr>
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<td><strong>Thesis Project</strong></td>
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<td>NM-990</td>
<td>Action Research</td>
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<td>NM-980</td>
<td>Thesis I</td>
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<td>NM-981</td>
<td>Thesis II</td>
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<td><strong>Total Credits</strong></td>
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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-900 Directed Study: Nonprofit Management
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits. Fall and Spring and every year. 1-6 Credits

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-950 Unions and the Public Sector
An intensive examination of key collective bargaining topics. Topics include grievance-arbitration processes, productivity bargaining, and impasse resolution in the public sector.
Fall and Spring and every year. 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
**Master of Science in Nonprofit Management**

**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: 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 a key resource in preparing a nursing workforce that will provide quality care to meet the health care needs of our population. They practice in academic and clinical settings, and they must be competent clinicians. Although being a good clinician is essential, it is not necessarily sufficient for the educator role.

The Nurse Educator Specialization program is designed to expand the knowledge base of registered professional nurses to prepare them for the role of nurse educator in four areas:

- Higher education
- Vocational education
- Staff education
- Patient education

The program provides theoretical and practical knowledge in the areas of curriculum development, instructional design, advanced teaching methods, and program evaluation.

Worcester State University offers three routes of entry for Registered Nurses seeking a Master of Science in Nursing degree. The pathways to the Master of Science Degree are:

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

The curriculum is based on the practice dimensions of the nurse educator role, recommendations of the National League for Nursing (NLN), and the AACN Essentials of Master's Education.

Graduate of the Nurse Educator Specialization program are eligible to sit for the National League for Nursing Certified Nurse EducatorCM. Graduates are also eligible to sit for the American Nurses Credentialing Center (ANCC) certification examination in Nursing Professional Development.

This 36 credit hour program is designed for students who have established an expertise in a clinical area and are now interested in nursing education. The curriculum includes coursework related to experiential teaching methods including high fidelity patient simulation strategies and other emerging technologies to improve education outcomes.

The Nurse Educator Specialization curriculum is designed to meet the learning needs of students who are working full-time. Most courses are taught in a blended-learning format, which combines face-to-face and online learning. The blended-learning format significantly reduces the amount of time students spend on campus, while maximizing interaction with faculty members and fellow students.

A Post-Graduate Certificate Program in Nursing Education is also available to students who have earned the Master of Science in Nursing degree.

Admission Requirements

**Traditional Entry**

Baccalaureate degree in Nursing.

Introductory or undergraduate courses in statistics and research. Unencumbered license to practice as a Registered Nurse in Massachusetts. GRE scores are not required for admission

**Bridge Program - B.A. or B.S. degree in non-nursing discipline.**

Introductory or undergraduate courses in statistics and research. Unencumbered license to practice as a Registered Nurse in Massachusetts. GRE scores are not required for admission.
RN-to-MS Fast Track
Associate of Science Degree in Nursing or Diploma in Nursing. Unencumbered license to practice as a Registered Nurse in Massachusetts. GRE scores are not required for admission.

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

MSN Nurse Education Specialty Track -- Traditional Entry
(For students with a B.S. degree in Nursing)

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<td>NU-908</td>
<td>Professional Role Development: Philosophical &amp; Curricular Development In Nursing Education</td>
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<td>NU-920</td>
<td>Conceptual Foundations of Nursing Education</td>
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<td>NU-925</td>
<td>Research for Evidence-Based Practice</td>
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<td>NU-951</td>
<td>Nursing Leadership &amp; Administration</td>
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<td>Interdisciplinary Courses</td>
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<td>NU-930</td>
<td>Social Policy and the Economics of the Health Care Delivery System</td>
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<td>NU-946</td>
<td>Biostatistics</td>
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<td>NU-937</td>
<td>Advanced Health Assessment</td>
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<td>NU-938</td>
<td>Advance Concepts in Physiology and Pathophysiology</td>
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<td>NU-939</td>
<td>Advanced Concepts in Pharmacology</td>
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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.)

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<tr>
<td>NU-900</td>
<td>Individual Assessment</td>
<td>1</td>
</tr>
<tr>
<td>NU-901</td>
<td>Community Health and Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>NU-902</td>
<td>Transition to Advanced Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional Core</td>
<td>(12 credits)</td>
</tr>
<tr>
<td>NU-908</td>
<td>Professional Role Development: Philosophical &amp; Curricular Development In Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NU-920</td>
<td>Conceptual Foundations of Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NU-925</td>
<td>Research for Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU-951</td>
<td>Nursing Leadership &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Courses</td>
<td>(6 credits)</td>
</tr>
<tr>
<td>NU-930</td>
<td>Social Policy and the Economics of the Health Care Delivery System</td>
<td>3</td>
</tr>
<tr>
<td>NU-946</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Specialty Courses in Education</td>
<td>(17 credits)</td>
</tr>
<tr>
<td>NU-937</td>
<td>Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NU-938</td>
<td>Advance Concepts in Physiology and Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NU-939</td>
<td>Advanced Concepts in Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>NU-942</td>
<td>Practicum in Teaching &amp; Learning I</td>
<td>4</td>
</tr>
<tr>
<td>NU-943</td>
<td>Practicum in Teaching &amp; Learning II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>42</td>
</tr>
</tbody>
</table>
These courses do not have to be completed before enrolling in Professional Core or Interdisciplinary Courses.

Courses offered in the blended-learning format.

**Bridge students must:**


2. Meet with their assigned graduate program advisor to plan a course of study that bridges Bachelor of Science expectations and entry into graduate nursing studies.

3. Compile a portfolio of their professional activities according to the guidelines and submit it to the Graduate Program Coordinator. The portfolio will be evaluated by the Graduate Program Coordinator and an individualized educational plan will developed to support the student in the achievement of all baccalaureate level competencies.

**MSN Nurse Education Specialty Track – Fast Track Program**

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU-332</td>
<td>Transition to Professional Nursing (track 2)</td>
<td>3</td>
</tr>
<tr>
<td>NU-342</td>
<td>Health Assessment (track 2)</td>
<td>4</td>
</tr>
<tr>
<td>NU-432</td>
<td>Advanced Nursing Perspectives in Chronic Illness (track ii)</td>
<td>3</td>
</tr>
<tr>
<td>NU-530</td>
<td>Social Policy and Economics of the Health Care Delivery System (Satisfies NU-930 Requirement in the RN-to-MS Fast Track Program)</td>
<td>3</td>
</tr>
<tr>
<td>NU-551</td>
<td>Nursing Leadership and Administration (Satisfies NU-951 Requirement in the RN-to-MS Fast Track Program)</td>
<td>3</td>
</tr>
<tr>
<td>NU-472</td>
<td>Community/Public Health Nursing (track ii)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 22

Course descriptions for all undergraduate courses may be found in the Worcester State University undergraduate catalog.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU-908</td>
<td>Professional Role Development: Philosophical &amp; Curricular Development In Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NU-920</td>
<td>Conceptual Foundations of Nursing Education</td>
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</tr>
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<td>NU-551</td>
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<td>Research for Evidence-Based Practice</td>
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<tr>
<td></td>
<td><strong>Interdisciplinary Courses</strong></td>
<td><strong>6 credits</strong></td>
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<tr>
<td>NU-946</td>
<td>Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>NU-530</td>
<td>Social Policy and Economics of the Health Care Delivery System</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Specialty Courses</strong></td>
<td><strong>17 credits</strong></td>
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<td>Advanced Health Assessment</td>
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<tr>
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<td>NU-942</td>
<td>Practicum in Teaching &amp; Learning I</td>
<td>4</td>
</tr>
<tr>
<td>NU-943</td>
<td>Practicum in Teaching &amp; Learning II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>

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

Most courses are delivered in a blended learning format.

**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 of Nursing Education**

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.

Fall only and every year. 3 Credits

**NU-925 Research for Evidence-Based Practice**

Prerequisites: NU-946

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

3 Credits

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

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

3 Credits
NU-936 Epidemiology
Evaluation of epidemiological principles and techniques of investigation; measures of incidence and prevalence applied to health risk, morbidity and mortality in specific populations.
3 Credits

NU-937 Advanced Health Assessment
This course provides the nurse educator student with the theoretical and clinical knowledge required to teach health assessment to students enrolled in basic nursing education programs. Includes principles of health assessment throughout the lifespan with an emphasis on problem-based and student-centered learning.
3 Credits

NU-938 Advance Concepts in Physiology and Pathophysiology
This course is designed to present an orientation to disease as disordered physiology. Course focus is on pathological conditions encountered in clinical practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. The influence of environmental and genetic factors on the development of disease will be examined.
3 Credits

NU-942 Practicum in Teaching & Learning I
Prerequisites: Students must be matriculated in the master's of science in nursing education program and have completed NU908, NU937, and NU939. Students matriculated in the post-masters certificate are waived from these prerequisites.
This course examines driving societal forces for technology integration in nursing education, as well as a variety of teaching strategies utilized in today's learning environment. The student is provided with the opportunity to apply knowledge gained through a diverse practicum experience. Students will complete a minimum of 60 hrs. Using theories of education, students will discuss and evaluate the use of teaching and learning strategies, as well as quality improvement and patient safety in clinical practicum settings.
Fall only and every year. 4 Credits

NU-943 Practicum in Teaching & Learning II
Prerequisites: NU-908 NU-937 NU-939 NU-942
This course builds upon the practicum experience of NU942 combining both didactic and clinical components. Students will complete a minimum of 65 hrs. The student is provided the opportunity for continued implementation of the components of the educator role under the guidance of a preceptor in an educational setting.
Spring only and every year. 4 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
Worcester State University offers a graduate program leading to a Master’s Degree in Speech-Language Pathology. This program is designed to provide a high caliber academic and clinical program for the preparation of speech-language pathologists. The program prepares students for positions in public schools, skilled nursing facilities, rehabilitation centers, hospitals, speech and hearing clinics, special-care facilities, and private practice. The Master of Science education program in speech-language pathology at Worcester State University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The program is also approved by the Massachusetts Department of Elementary and Secondary Education. Application forms may be obtained online at www.worcester.edu.

Admission is considered for the summer start only. A monthly information session is held between August – May led by the graduate program coordinator to answer any questions about the program or prerequisites. Due to the large number of requests, faculty members are not able to arrange individual meetings with prospective graduate students outside of these monthly sessions. Prospective students are welcome to bring their 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, and the Technical Skills for Master of Science in Speech-Language Pathology Program, 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 it 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, and all 3 may be submitted online.

C. Candidates must submit official transcripts from all undergraduate programs that were part of the bachelor's degree and all programs where any prerequisite courses were taken, including Worcester State University. Applicants should have official transcripts sent to themselves, and should mail these sealed, official transcripts along with Speech-Language Pathology Application Cover Sheet to the Graduate Admissions Office.

D. Candidates applying for admission must have taken or currently be enrolled in the following college-level prerequisite courses at the time of application for the master's degree program. Students completing prerequisites at the time of application must provide evidence of enrollment. Prerequisites may be taken at WSU in the evening as a non-matriculated student or as a day student. Please contact the Division of Graduate and Continuing Education for enrollment information. Day students must complete an "undergraduate non-degree" application. Please contact the undergraduate Admissions Office for additional details at 508-929-8040.

   a. 18 credit hours in basic human communication processes and audiology that includes: anatomy of the speech & hearing mechanism, phonetics, normal development of speech and language, speech science, hearing science, and audiology.
   b. 3 credit hours in biological sciences
   c. 3 credit hours in human neuroanatomy
   d. 3 credit hours in physical science
   e. 3 credit hours in mathematics, not including statistics
   f. 3 credit hours in statistics
   g. 6 credit hours in the behavioral and/or social sciences (a course in Developmental Psychology/Child Growth and Development must be included)

E. Applicants must submit scores from the Graduate Records Examination (GRE) and the TOEFL (if the student’s academic background is not in English).

F. As noted above, applicants must submit a completed copy of the Speech Language Pathology Application Cover Sheet.
The majority (>50%) of coursework in basic human communication processes and audiology must be completed at the time of application, and if accepted to the program the remaining credits must be completed by May 31. These courses must have been completed within the past 7 years.

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. These courses must have been completed within the past 15 years.

For more information regarding prerequisites and the MS-SLP program and the Technical Skills for Master of Science in Speech-Language Pathology Program, please contact Prof. Curro with the subject line "MS SLP Program Inquiry" at kcurro@worcester.edu. For questions regarding the electronic application or to confirm receipt of materials, please contact Graduate Admissions.

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 3-4 courses per semester (i.e. "accelerated" track) and takes two full years including summers to complete. A 3 course per semester load (i.e. "full-time" track) takes two and one-half years including summers to complete. A 2-3 course per semester program (i.e. "part-time" track) would take at least three years including summers to complete.

4. Students must maintain a 3.0 or better GPA while in the Program. Students receiving a grade of C+ or below in an academic course (excluding CD 990 and CD 991) must successfully repeat that course and change their program of study. Students may only repeat one course in the program. Students receiving a grade of C+ or below in a clinical assignment* will not receive credit for live hours for that assignment. If students receive a C+ or below with one clinical assignment which results in a grade of C+ or below in CD 990 or CD 991, it will count as a single failing grade. Two grades of C+ or below resulting from any combination of academic courses and/or clinical assignments will result in dismissal from the Graduate Program in Speech-Language Pathology.

*An assignment during CD990 or CD991 within the Center or in the field consisting of an individual client, group of clients, assessment of speech, language, and/or hearing, outside placement, screening (also see Center Manual).

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD-901</td>
<td>Intro to Graduate and Clinical Skills</td>
<td>2</td>
</tr>
<tr>
<td>CD-920</td>
<td>Speech-Sound Disorders and Differences</td>
<td>3</td>
</tr>
<tr>
<td>CD-921</td>
<td>Language Disorders in Children</td>
<td>3</td>
</tr>
<tr>
<td>CD-922</td>
<td>Language Disorders in Adults</td>
<td>3</td>
</tr>
<tr>
<td>CD-923</td>
<td>Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD-924</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD-925</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD-926</td>
<td>Reading and Writing Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>CD-928</td>
<td>Aural Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>CD-929</td>
<td>Dysphagia</td>
<td>3</td>
</tr>
<tr>
<td>CD-937</td>
<td>Counseling in Communication Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CD-940</td>
<td>Evaluation and Diagnosis in Speech-Language Pathology</td>
<td>3</td>
</tr>
<tr>
<td>CD-946</td>
<td>Organization of Speech Language Programs In Schools</td>
<td>1</td>
</tr>
<tr>
<td>CD-947</td>
<td>Augmentative/Alternative Communication</td>
<td>1</td>
</tr>
<tr>
<td>CD-950</td>
<td>Cognitive Communication Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD-980</td>
<td>Research in Communication Sciences and Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CD-987</td>
<td>Special Topics in Communication Sciences And Disorders</td>
<td>2</td>
</tr>
<tr>
<td>CD-990</td>
<td>Speech-Language-Hearing Practicum: On-Campus Clinic (Practicum 1)</td>
<td>3</td>
</tr>
<tr>
<td>CD-990</td>
<td>Speech-Language-Hearing Practicum: On-Campus Clinic (Practicum 2)</td>
<td>3</td>
</tr>
</tbody>
</table>
Clinical Clock Hours
In addition to academic coursework, students are required to complete 25 hours of observation of clinical work and 375 live hours of participation in diagnostic/therapeutic work in three distinctly different clinical settings. Observation hours and 50 of the live hours may be transferred from the undergraduate level.

Written Comprehensive Examination/Master's Thesis
Students will be expected to submit a passing score from the NESPA examination in Speech-Language Pathology and successful completion of either a departmental comprehensive examination or Master’s Thesis prior to graduation.

Communication Disorders Courses
CD-901 Intro to Graduate and Clinical Skills
Students gain foundation skills to engage in graduate level academic and clinical studies. These skills include study behavior, observation, technical and clinical writing, and ethical behavior.  
Every year. 2 Credits

CD-910 Speech/Language Development, Differences and Diversity
Students gain an in-depth understanding of speech/language development, knowledge of cultural differences and the disorders of speech/language.  
Spring only and every year. 3 Credits

CD-920 Speech-Sound Disorders and Differences
The purpose of this course is to provide students with an overview of the nature of articulation, phonology, and speech sound differences, development, and disorders across the lifespan and in a multicultural context. Students will learn principles and methods of prevention, assessment, and intervention for people with speech sound disorders, with a focus on articulation and phonology.  
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-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-937 Counseling in Communication Disorders
This course will review theories of counseling and counseling strategies. Opportunities will be provided to practice counseling strategies. The course will also provide opportunity for personal growth, a requisite for helping our clients change and grow.
Other or on demand and every year. 2 Credits

CD-940 Evaluation and Diagnosis in Speech-Language Pathology
Spring only and every year. 3 Credits

CD-946 Organization of Speech Language Programs In Schools
Issues related to SLP’s in schools. Includes state and federal regulations, case selection, referral process, scheduling, collaboration, inclusion, support personnel.
Every year. 1 Credit

CD-947 Augmentative/Alternative Communication
Principles of augmentative and alternative communication, evaluation, and intervention across diverse populations.
Every year. 1 Credit

CD-950 Cognitive Communication Disorders
Etiology and characteristics of cognition; prevention, evaluation, and intervention of acquired cognitive disorders related to communication sciences and disorders across the lifespan.
Fall only and every year. 3 Credits

CD-970 Independent Study in Communication Sciences and Disorders
Students may elect to take an independent study in course content, practicum experience, or independent research.
Other or on demand. 1-3 Credits

CD-980 Research in Communication Sciences and Disorders
Prerequisites: Completion of a minimum of 18 graduate credits in speech-language pathology.
Principals of research in communication sciences and disorders including ethics, methodology, design, statistics, evaluation and research writing.
Spring only and every year. 3 Credits

CD-987 Special Topics in Communication Sciences And Disorders
In-depth studies of contemporary issues in human communication disorders.
Every year. 1-3 Credits

CD-990 Speech-Language-Hearing Practicum: On-Campus Clinic
Experience in screening, evaluation, and intervention of speech, language and hearing disorders in the on campus clinic with direct supervision.
Every year. 3 Credits

CD-991 Speech-Language-Hearing Practicum: Externships
Prerequisites: CD-920 CD-921 CD-922 CD-927 CD-940 CD-946 CD-990
Experience in screening, evaluation, and intervention of speech, language, and hearing disorders in externships with direct supervision.
Every year. 3 Credits

CD-997 Thesis Research in Communication Disorders
Original research in Communication Disorders under the supervision of a member of the faculty, and an acceptable thesis. Three credits per semester for two semesters.
Every year. 3 Credits
Post-Baccalaureate Certificate Program for Initial Teacher License for Reading Specialist

Reading Graduate Coordinator: Dr. Pamela Hollander  
Phone: 508-929-8347  
Email: phollander@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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-911</td>
<td>Advanced Foundations of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED-918</td>
<td>Reading As Language: Teaching Literacy to English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-979</td>
<td>Technology and Literacy in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED-914</td>
<td>Teaching and Learning Literacy Across Multiple Disciplines</td>
<td>3</td>
</tr>
<tr>
<td>ER-903</td>
<td>Teaching Writing to Striving Readers</td>
<td>3</td>
</tr>
<tr>
<td>EE-915</td>
<td>Detection and Remediation of Early Reading Difficulties</td>
<td>3</td>
</tr>
<tr>
<td>ED-917</td>
<td>Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades</td>
<td>3</td>
</tr>
<tr>
<td>ED-915</td>
<td>Leadership in Literacy: Consultation, Administration and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>ED-984</td>
<td>Reading Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>ER-951</td>
<td>Reading Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>ER-952</td>
<td>Reading Practicum II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 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@ 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 meet the admissions requirements below.

Admission Requirements
The following information and materials must be submitted to the Department of Graduate and Continuing Education:

- Completed graduate application, including fee and essay
- Official transcripts (Transcripts from outside the United States must be officially translated and evaluated)
- Two current letters of recommendation
- Passing scores on the Communication and Literacy Skills Massachusetts Test for Educator Licensure (MTEL)
- Results of a language proficiency assessment, if applicable

In addition, candidates also are required to demonstrate evidence of:

- A course in human, child, or adolescent development at the undergraduate level.
- Documentation of fluency at an intermediate level in a language other than English from a college or university or foreign secondary school; through the successful completion of foreign language courses deemed appropriate by the foreign language program in the Languages and Literature Department; or through the proficiency level determined by the University’s language proficiency assessment.

A passing score report from the ELL or ESL content MTEL is required prior to beginning the practicum.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES-924</td>
<td>Linguistics for Teachers of English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>CD-910</td>
<td>Speech/Language Development, Differences and Diversity</td>
<td>3</td>
</tr>
<tr>
<td>ED-978</td>
<td>Contemporary Issues in the Teaching of Bilingual and English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ES-928</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ES-914</td>
<td>Methods and Materials for Teaching English Language Skills to the ELL</td>
<td>3</td>
</tr>
<tr>
<td>ED-986</td>
<td>Literacy Instruction for the English Language Learner (ELL)</td>
<td>3</td>
</tr>
<tr>
<td>ED-955</td>
<td>Assessing English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ES-930</td>
<td>Sheltered Instruction and Assessment in the Immersion Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ES-940</td>
<td>Practicum and Seminar in the Teaching of English as a Second Language (ESL) in Grades Pre-K-6</td>
<td>5</td>
</tr>
<tr>
<td>or ES-945</td>
<td>Practicum &amp; Seminar in Teaching English as a Second Language (ESL) in Grades 5-12</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives (Optional)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES-929</td>
<td>Assessing and Teaching English Language Learners With Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ES-932</td>
<td>Teaching Adult ESL and SIE</td>
<td>3</td>
</tr>
<tr>
<td>ES-933</td>
<td>Global Perspectives in Cultural Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>
Post-Baccalaureate Certificate Program for Initial Teacher License in Middle/Secondary School Education

Program Coordinator: Dr. Susan Monaghan
Phone: 508-929-8594
Email: smonaghan@worcester.edu

This program is designed for individuals seeking an Initial License in middle school education (5-8), secondary school education (8-12) or middle and secondary school education (5-12) in one of the following content areas only:

• Biology (8-12)
• Chemistry (8-12)
• Earth and Space Science (8-12)
• English (5-12)
• General Science (5-8)
• History (5-12)
• Mathematics (5-8) and (8-12)
• Social Science (5-12)
• Spanish (5-12)

Admissions Requirements

• One of the requirements for an initial license is demonstrated subject matter knowledge. Thus, candidates for this program must hold a bachelor’s degree from a regionally accredited school with a minimum grade point average (GPA) of 2.7 in the chosen content area or demonstrate sufficient background in the content area. A preliminary license in the desired content area is recommended. Passing scores on the Massachusetts Tests for Educator Licensure (MTEL) in the content area and on the Communication and Literacy Skills test are required.

• An undergraduate or graduate course in Adolescent Development is a pre-requisite for stage 3 of the program; or CLEP exam in Human Growth & Development (score of 50+).

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

Coursework

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

Some courses in this program have a field-based component, and there is a 45 hour pre-practicum course with a placement in an appropriate school setting. The program culminates with 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 practicum/student teaching experience is a semester-long experience. The practicum may be completed at the candidate’s school where he/she is employed as the practicing teacher of record. A seminar course is required 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td></td>
<td>(6 credits)</td>
</tr>
<tr>
<td>ED-949</td>
<td>American Education: Contexts and Influences</td>
<td>3</td>
</tr>
<tr>
<td>ED-973</td>
<td>Instructional Design and Evaluation for Middle-Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Stage 2</td>
<td></td>
<td>(10 credits)</td>
</tr>
<tr>
<td>ED-909</td>
<td>RETELL: Best Practices for English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

2 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.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED-949</td>
<td>American Education: Contexts and Influences</td>
<td>3</td>
</tr>
<tr>
<td>ED-957</td>
<td>Instructional Design and Evaluation for Middle School Grades</td>
<td>3</td>
</tr>
<tr>
<td>ED-909</td>
<td>RETELL: Best Practices for English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ES-925</td>
<td>Inclusive Settings: Learning Strategies and management Techniques (5-12)</td>
<td>3</td>
</tr>
<tr>
<td>or ES-906</td>
<td>Methods and Materials for Teaching Science and Math</td>
<td></td>
</tr>
<tr>
<td>ES-920</td>
<td>Clinical Experience in the Middle Grades (5-8)</td>
<td>1</td>
</tr>
<tr>
<td>ES-911</td>
<td>Teaching Practicum</td>
<td>5</td>
</tr>
<tr>
<td>ES-908</td>
<td>Teaching Practicum Seminar (Middle and Secondary Grades)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 24

1. 15 hours of fieldwork required
2. 25 hours of fieldwork required
3. 45 hour pre-practicum placement
4. Pre-requisites: Minimum Graduate GPA of 3.0 and a graduate or undergraduate child development course or CLEP in Human Growth and Development (score of 50+)
Post-Baccalaureate Certificate Program for Initial Teacher License in Moderate Disabilities

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

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

Candidates who are seeking licensure P-8 must pass:
1. Communication and Literacy,
2. Foundations of Reading, and

Candidates who are seeking licensure 5-12 must pass:
1. Communication and Literacy,
2. Foundations of Reading,
3. General Curriculum – multi subject test and mathematic sub-test OR Subject Matter test.

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

MA Department of Elementary and Secondary Education information: www.doe.mass.edu, www.mtel.nesinc.com

The Initial Licensure Program Requirements
This program leading to an initial licensure in Moderate Disabilities (P-8 or 5-12), is a 21 credit, non-degree program. It consists of 18 credits of course work and a full time, three-credit practicum or practicum equivalent. Candidates who have the SEI endorsement from the Massachusetts Department of Elementary and Secondary Education (DESE), are waived from taking ED-909 (3 credits) and only have to complete a total of 18 credits.

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

The courses are:

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

Candidates begin by taking ED-921 as a pre-requisite before taking the other courses. ED-921 establishes central principles of the program which include high standards for all students based on issues pertaining to Special Education Federal and State Laws, categories of disabilities, celebration of diversity, family involvement, with an emphasis on inclusion and collaboration. Candidates must complete ED-921, ED-923, ED-922, ED-924 and ED-909 (if candidates do not have the SEI Endorsement from DESE) prior to doing the practicum and seminar. Extensive pre-practicum experiences are built into these courses, as candidates work individually or in groups with children with and without disabilities in regular and/or special education settings. Emphasis is placed on techniques to teach reading, language arts, and mathematics, as well as techniques for including students with special needs in general education settings.

In the final phase of the initial licensure program, candidates take ED-926, and complete a full semester practicum experience ED-928 that meets guidelines outlined in the Massachusetts Department of Education licensure regulations.
At the end of this sequence of experiences, candidates are evaluated orally and in writing using an instrument designed by college and clinical supervisors. They must demonstrate proficiency in the competencies listed in MA 603 CMR 7.06 26 (d) 1-6 [Subject Matter Knowledge Requirements for Teachers of Students with Moderate Disabilities] as well as the Professional Standards for Teachers outlined in MA 603 CMR 7.08 (2)].
Post-Baccalaureate Program for Adult English as a Second Language (ESL) Certificate—Non-Licensure

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

Overview

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

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

Students have the option to use these credits to continue studies toward initial ESL teacher licensure (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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (15 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ES-924</td>
<td>Linguistics for Teachers of English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ES-928</td>
<td>Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>ES-914</td>
<td>Methods and Materials for Teaching English Language Skills to the ELL</td>
<td>3</td>
</tr>
<tr>
<td>ED-986</td>
<td>Literacy Instruction for the English Language Learner (ELL)</td>
<td>3</td>
</tr>
<tr>
<td>ES-932</td>
<td>Teaching Adult ESL and SIFE</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED-955</td>
<td>Assessing English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ED-978</td>
<td>Contemporary Issues in the Teaching of Bilingual and English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>ES-933</td>
<td>Global Perspectives in Cultural Diversity</td>
<td>3</td>
</tr>
</tbody>
</table>
Post-Master's Certificate in Nursing Education

Program Coordinator: Dr. Melissa Duprey
Phone: 508-929-8419
Email: mduprey1@worcester.edu

Overview

The certificate program responds to the rapidly growing need for professional nurses who have specialty education in teaching methods and curriculum. It is intended for nurses who hold a master's degree in nursing, hold a doctoral degree, or are matriculated in a doctoral program. The courses emphasize teaching/learning principles, curriculum and instruction, and evaluation research in higher education.

The 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU-908</td>
<td>Professional Role Development: Philosophical &amp; Curricular Development In Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NU-942</td>
<td>Practicum in Teaching &amp; Learning I</td>
<td>4</td>
</tr>
<tr>
<td>NU-943</td>
<td>Practicum in Teaching &amp; Learning II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 11

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

Please note: Students are not able to transfer in courses to complete this certificate.
COURSES A-Z

A
• Accounting (p. 110)

B
• Biology (p. 111)
• Business Administration (p. 113)

C
• Chemistry (p. 116)
• Communication Sciences and Disorders (p. 116)

E
• Earth Science (p. 117)
• Education (p. 117)
• English (p. 131)

G
• Geography (p. 133)

H
• History (p. 133)

M
• Mathematics (p. 135)

N
• Nonprofit Management (p. 136)
• Nursing (p. 139)

O
• Occupational Therapy (p. 142)

P
• Public Administration & Policy
• Public Management

S
• School Psychology (p. 143)
• Spanish (p. 146)

Accounting

AC-901 Directed Study: Accounting
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity
to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. Variable credits.
Fall and Spring and every year. 1-12 Credits

AC-910 Taxation of Individuals & Proprietors
This course will provide a detailed analysis of federal laws, regulations, and other authorities affecting the taxation of individuals and proprietors. The
course will be structured around tax law research with some consideration to forms and computerized tax packages.
3 Credits

AC-911 Taxation of Corporations and Shareholders
This course will focus on analyzing federal and state laws affecting corporations and shareholders, including laws governing corporate formation,
liquidating and non-liquidating distributions, reorganizations, taxes on corporation accumulations, tax planning for compliance and minimization.
3 Credits
AC-912 Advanced Accounting Theory
This course will cover advanced topics in reporting for creditors, investors, regulatory agencies and other stakeholders, and the conceptual development and application of reporting alternatives. Specific emphasis will be placed on the application of accounting theory to current topics in financial reporting.
3 Credits

AC-913 Advanced Auditing Theory and Practice
The course will provide students with an in-depth understanding of auditing standards, auditing electronic systems, auditor’s reports, and statistical samples in auditing, and SEC regulations. Case studies will be used to allow students to apply their knowledge in actual business situations.
3 Credits

AC-920 Advanced Problems in Accounting
This course will study general and specialized accounting problems based on the subject matter contained in C.P.A. examinations.
3 Credits

AC-921 Advanced Cost Accounting
This course will cover advanced topics in cost and managerial accounting systems including activity based costing and activity based management, capital budgeting, control systems, linear programming techniques, transfer pricing, and cost and variance analysis.
3 Credits

AC-922 International Accounting
The course focuses on the preparation of financial and accounting statements for multinational firms, foreign currency exchange adjustments, comparative accounting principles and disclosures, and audit reports as well as the interpretation of foreign financial statements.
3 Credits

AC-923 Advanced Government & Non-Profit Accounting
This course will address the analysis of measurement and reporting problems unique to nonprofit organizations and federal, state and local governments including the comparison of FASB and GASB standards with reference to other authoritative bodies. The course will provide an overview of fund accounting, budgetary systems, budgetary control and the auditing of government and nonprofit entities.
3 Credits

AC-930 Advanced Financial Theory
This course will allow students to study emerging topics in Finance with an emphasis on derivative instruments, risk management, financial engineering and hedges, issues in capital structure, mergers and acquisitions, real options in capital budgeting, and the impact of corporate governance structure on firm value.
3 Credits

AC-932 International Finance and Economics
This course will cover foreign exchange markets, rates and risks, reasons for international trade, purchasing power parity, interest rate parity, forward and future spot rates, international capital markets, financial instruments of international banking and trade, capital budgeting in the international context, and the impact of political risks.
3 Credits

AC-950 Seminar Topics in Taxation
This is a research based course dealing with contemporary and emerging topics in taxation resulting from changes in tax policies, legislation and regulation.
3 Credits

AC-951 Seminar in Issues in Accounting Ethics
The course is designed to provide students with an opportunity to identify, discuss, and analyze the many ethical issues faced by practicing accountants. Approaches for resolving ethical dilemmas and models for analyzing ethical issues will be discussed to assist students in making well-reasoned ethical decisions in their professional lives.
3 Credits

Biology

BI-915 Topics in Advanced Botany
Explores and reviews specialized topics in the life of plants. Includes three hour laboratory.
4 Credits

BI-920 Population Biology
Analyzes population density, growth, regulation, and energy relationships. Population interactions, organization, and evolution are stressed.
3 Credits

BI-921 Biotechnology and DNA
Applications of recombinant DNA technology, together with business and industry information and government regulations. Includes a three hour laboratory
4 Credits
BI-923 Fermentation Technology
The growth of microorganisms in bioreactors under sterile conditions and the production of useful products.
3 Credits

BI-925 Cell Physiology
Examines the cellular mechanisms involved in maintaining homeostasis in response to changes in the cellular environment. Includes three-hour laboratory.
4 Credits

BI-927 Tissue Culture Techniques
Presents the most important techniques used for mammalian tissue culture by lecture and laboratory demonstration and practice. The course also includes topics in plant tissue culture. (Prereq: BS in biological science)
3 Credits

BI-930 Biological Chemistry
Concerns the physical, chemical, and biological properties and metabolism of carbohydrates, proteins, lipids, DNA and RNA.
3 Credits

BI-935 Biochemical Techniques
Topics include the isolation and characterization of biochemical compounds with emphasis on nucleic acids and proteins. One hour of lecture and a three-hour laboratory per week.
3 Credits

BI-936 Immunology
Recent advances in understanding the immune system will be covered. B.S. in a biological science is required.
3 Credits

BI-937 Molecular Virology
A study of virus families with emphasis on replication and regulation of gene expression. B.S. in biology science required.
3 Credits

BI-938 Toxicology
A theoretical course presenting the principles and mechanisms of toxic damage to cells, organs and organisms.
3 Credits

BI-942 Biostatistical Analysis
Prerequisites: Undergraduate degree in Biology, Chemistry or related field Math at the level of college-level pre-calculus or higher.
Provides a foundation in biological data analysis and interpretation. Topics include probability, distribution, estimation, hypothesis testing, analysis of variance, simple and multiple regression, basic multivariate techniques and vital statistics.
Fall only and every 2-3 years. 3 Credits

BI-943 Experimental Design
Prerequisites: Undergraduate degree in Biology, Chemistry or related field completion of a college course in statistics and completion of math which includes pre-calculus or higher level courses.
The underlying principles of how scientific investigations are conducted in order to maximize the validity of the results will be discussed. This course will cover the philosophy of science as it pertains to experiments, methods of experimental design, statistical inference, analysis and presentation of data, and clear communication of scientific results.
Fall only and every 2-3 years. 3 Credits

BI-950 Physiological Ecology
Considers the physiological adjustments which animals make in response to environmental factors; emphasizes the physiological basis of animal evolution and distribution.
3 Credits

BI-960 Biology of Symbiosis
Nutritional, metabolic, and evolutionary mechanisms of partnerships in nature with emphasis on the universality of symbiosis. Includes three hour laboratory.
4 Credits

BI-980 Selected Topics: Advanced Biology
Each topic is a timely and exciting new lecture and/or laboratory course. Topics will be announced in advance and will service needs in growth areas; e.g., biotechnology.
1-4 Credits

BI-981 Independent Study in Biology/ Biotechnology
Independent study or directed study on a topic of interest to both the student(s) and the instructor. 1-6 credits
1-6 Credits
BI-985 Graduate Internship in Biology/ Biotechnology
Requires successful completion of a minimum of twelve graduate credits toward the degree and approval of the Biology faculty. Provides Master of Science candidates the chance to gain practical experience at off-campus agencies where technical and analytical skills can be gained.
3-4 Credits

BI-990 Seminar in Biology/Biotechnology
Study and discussion of current researches, books, and periodicals in the field of biology; includes reports of research in progress. Required of all graduate degree candidates.
3 Credits

BI-995 Research in Biology/Biotechnology
Original research in biology under faculty supervision. Requires an acceptable written thesis or paper in publishable format. Required of all degree candidates. May be repeated.
1-6 Credits

BI-996 Thesis Research I
Prerequisites: Completion of at least four courses in the program, completion of BI-942 Biostatistical Analysis or BI-943 Experimental Design (or taken concurrently) and permission of the Program Coordinator. Matriculated students only.
Original research in biology or biotechnology under faculty supervision, leading to a thesis, written in an approved format. A research problem will be identified and a literature search conducted. Experiments will be designed, planned and preliminary research work performed.
Fall and Spring and every year. 3 Credits

BI-997 Thesis Research II
Prerequisites: BI-996 Thesis Research I, permission of Program Coordinator. Matriculated students only.
Original research in biology or biotechnology under faculty supervision, leading to a thesis, written in an approved format. Experimental laboratory work will be performed and results evaluated. This course is a continuation of BI 996 Thesis Research I.
Fall and Spring and every year. 4 Credits

BI-998 Thesis Writing
Prerequisites: BI-997 Thesis Research II, permission of Program Coordinator. Matriculated students only.
Original research in biology or biotechnology under faculty supervision, leading to a thesis, written in an approved format. The results of the project experiments will be organized and the findings will be communicated by writing a thesis in the approved format and presenting in an oral defense. This course is a continuation of BI 997 Thesis Research II.
Fall and Spring and every year. 2 Credits

Business Administration

BA-901 Directed Study: Management
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. Variable credits.
Fall and Spring and every year. 1-12 Credits

BA-910 Information Technology
This course takes a managerial perspective toward the use of information technology (IT) and will analyze how organizations use IT to improve organization efficiency and effectiveness and to achieve a competitive advantage. Case studies may be employed to understand how organizations have implemented IT to integrate processes across multiple business functions and to differentiate their organization from the competition.
3 Credits

BA-911 Accounting for Managerial Decisions
This course focuses on the analysis of financial statements, benchmarking for liquidity, solvency, efficiency, profitability, analysis of risk and leverage, financial planning and control, cost analysis including activity based costing, budgeting systems, and an introduction to capital budgeting.
3 Credits

BA-912 Marketing Management
This course will provide students with an in-depth understanding of consumer and business marketing. Students will develop an understanding of and apply marketing theories, models and techniques through reading and analysis of current journal articles and cases. Particular focus will be placed on developing managerial and decision-making skills.
3 Credits

BA-913 Managerial Economics
This course will present those aspects of economics theory and analysis that are most relevant to students in business administration. The topics covered include demand analysis, estimation and forecasting, production theory, cost analysis and estimation, and pricing theory and application.
3 Credits
BA-914 Organizational Behavior
This course introduces concepts, theories and current research in the effective management of organizations employing the open-systems model and contingency approach as an overall framework. Individual differences, teamwork, organizational structure and processes are all discussed. The role of perception and motivation in the behavior of the individual is addressed. Cases, workshops and readings are integrated within the course.
3 Credits

BA-915 Corporate Finance
This course will review theories and cases in value maximization as the goal of a firm. The specific topics covered include EVA and MVA approaches, corporate governance and agency issues, valuation of corporate securities, cost of capital, and risk analysis and management. Other possible topics may include uses and valuation of derivatives, advanced issues in capital budgeting including embedded options, capital structure, dividend policy, lease analysis, mergers, acquisitions and bankruptcy, and international finance.
3 Credits

BA-916 Quantitative Analysis and Research Methods
This course will explore both quantitative and qualitative research methods. Professional business statistics will be covered including multiple regression, time series analysis, queuing theory, decision theory and advanced data analysis. Fundamental social science research methods such as exploratory, field, experimental, and survey research will be reviewed. Students will be expected to present a research plan including problem definition, research questions, data collection methods and data analysis tools.
3 Credits

BA-920 Global Marketing Management
Building on the core courses in Marketing and International Marketing, students examine the types of decisions that marketing managers make when expanding and developing foreign markets. We will relate the various economic, social, political, and legal dimensions of the world to the marketplace. Using primarily qualitative methodologies, the course assesses the impact and integration of global factors in marketing programs and strategies.
3 Credits

BA-921 Consumer Behavior
The course will focus and further development the of knowledge of consumer behavior in the consumer marketing perspective. We will investigate the inputs of consumer behavior into marketing by relevant analytical methods and research. In this course you will learn about fundamental theories and concepts in consumer psychology and research of how and why people choose, use, and evaluate goods and services.
3 Credits

BA-922 Research Methods for Marketing Decisions
Students will examine the concepts and techniques used in marketing research for problem-solving and decision making in marketing. Problem definition, research design, types of information and measurement scales, and evaluation, and utilization of secondary data with an emphasis on electronic access are discussed. Students are trained in the methods of primary data collection including structured and unstructured interviews, focus groups, and surveys.
3 Credits

BA-923 Integrated Marketing Communications
This course is designed for students who will become decision makers in almost any company concerned with consumer/customer communications including advertising, public relations, promotions, Internet marketing, media and client organizations. The emphasis in this course will be the formulation of advertising and other promotional mix elements in the integrated marketing communications program (IMC) of an organization.
3 Credits

BA-924 Sales Management
This course will examine the elements of an effective sales force as an indispensable component of the organization's marketing effort. Students will understand marketing's reach and potential impact in achieving organizational goals. Students will understand the sales process, the relationship between sales and marketing, sales force structure and customer relationship management (CRM).
3 Credits

BA-960 Leadership Theory and Skills
This course explores the past, present and future of leadership and covers a variety of leadership paradigms and approaches. Attention is focused on cultural dynamics and diversity, including national, global and ethical issues. Emphasis is placed on how leaders emerge, the ever changing nature of a leader’s skills portfolio, and how leadership roles are changing. Leadership of individuals, small teams, organizations, as well as leadership in a virtual world are discussed. Assignments include case analyses, individual and group projects and presentations.
3 Credits

BA-961 Organizational Development and Change
This course focuses on improving organizational effectiveness and leading the change processes. It draws upon a variety of behavioral science approaches to planned development and change. Regaining control after unplanned changes are also discussed. Using an experiential approach, Organizational Development is designed to improve individual, team and organizational performance though the design, implementation and evaluation of system-wide changes.
3 Credits
BA-962 Ethics and Social Responsibility of Leadership
This course examines ethical questions in the conduct of leadership. It considers the legal mandates, ethical and social responsibilities of leaders to all stakeholders. The influence of external and internal forces of the organizational environment will be explored.
3 Credits

BA-963 Action Learning Professional Leadership Project
Prerequisites: 2 courses from BA-960 BA-961 BA-962.
This course serves as a capstone in the Leadership concentration. Individuals will select a specific hands-on leadership project within a profit or not-for-profit organization. They will write and orally deliver a proposal to the class and subsequently to the host organization. The project, once implemented and completed, will incorporate skills, theories and concepts learned throughout the program into real-world applications.
3 Credits

BA-970 Seminar in Leadership
This course complements the theoretical components offered through the MS program by providing practical exposure to current management issues. This is accomplished by bringing to class business executives and leaders who discuss their most immediate and longer term management challenges. The course also examines several current issues facing senior executives.
3 Credits

BA-971 Entrepreneurship and Small Business Management
This course explores both entrepreneurial venture and small business start-up processes, plans and strategies. Students will be required to establish a business and develop a start-up proposal and strategic plan for a successful operation. The course is interdisciplinary and relies heavily on experiential exercises and simulation.
3 Credits

BA-972 Motivation and Leadership of Teams
This course is designed to provide a leadership perspective on the management and work effectiveness of teams and groups. Theories of motivation and group dynamics will be discussed in order to develop a greater understanding of the interplay between task, individuals, teams/groups and leadership. Your own personal behavior in teams and your team management skills will also be examined. The course is highly experiential and involves working in class teams on graded and non-graded assignments. These assignments include team presentations and written and oral analysis.
3 Credits

BA-973 Leading in the International Business Environment
This course is an in-depth analysis of all components of international business management. Major emphasis is placed upon multi-national business operations, including foreign profit centers, national and cultural differences, and comparative management systems. These are studied in terms of their influence on all areas of international trade.
3 Credits

BA-974 Negotiations
This course focuses on the essential knowledge and skills that effective negotiators need to deal appropriately with the problems and possibilities of effective negotiations, conflict management, and power and influence at work and other settings. Through active participation in negotiation role-plays, students develop negotiation skills; through the use of self-administered instruments, students learn about their own negotiating styles; and through lectures and readings, students learn about the structures and dynamics of negotiation, conflict, and power in organizations.
3 Credits

BA-975 Leadership Perspectives of Human Resources and the Legal Environment
This course examines how managers can utilize modern human resource practices in order to improve company performance and efficiencies. Topics include staffing for quality, outsourcing, use of core and contingent workforce, managing workforce commitment and performance, legal issues, managing careers and reward systems. A case study approach is used.
3 Credits

BA-976 Selected Topics in Leadership
This course is an in-depth study of a selected topic, issue, problem or trend in management. The specific subject matter is not offered as an existing regular course or deserves more time-emphasis than is possible in a regular course. When offered, topics and prerequisites are announced in WebAdvisor.
3 Credits

BA-986 Internship in Management
Prerequisites: Matriculated in MS in Management / Permission of Graduate Coordinator The graduate Internship in Management consists of supervised managerial work in an approved business setting (45 hours per credit or 135 hours for 3 credits).
1-6 Credits

BA-990 Integrated Business Strategy
This course will expose students to the concepts of strategic management and processes and provide them with the opportunity to integrate knowledge and skills developed in previous courses. The principal method for achieving these objectives is the in-depth oral and written analysis of complex, multiple problem cases by both individual students and teams.
3 Credits
Chemistry

CH-901 Directed Study: Chemistry
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. Variable credits.
Fall and Spring and every year. 1-12 Credits

CH-990 Special Problems in Chemistry
A laboratory or library research project conducted in consultation with a faculty member.
3 Credits

CH-991 Independent Study
Designed for the student who wishes to undertake an individualized study in chemistry on a topic mutually agreeable to student and instructor.
Other or on demand. 1-4 Credits

CH-996 Internship: Chemistry
Research project completed at an institution other than Worcester State University by a student with a non-WSU sponsor and WSU liaison. Requires final written report.
3 Credits

Communication Sciences and Disorders

CD-901 Intro to Graduate and Clinical Skills
Students gain foundation skills to engage in graduate level academic and clinical studies. These skills include study behavior, observation, technical and clinical writing, and ethical behavior.
Every year. 2 Credits

CD-910 Speech/Language Development, Differences and Diversity
Students gain an in-depth understanding of speech/language development, knowledge of cultural differences and the disorders of speech/language.
Spring only and every year. 3 Credits

CD-920 Speech-Sound Disorders and Differences
The purpose of this course is to provide students with an overview of the nature of articulation, phonology, and speech sound differences, development, and disorders across the lifespan and in a multicultural context. Students will learn principles and methods of prevention, assessment, and intervention for people with speech sound disorders, with a focus on articulation and phonology.
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-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-937 Counseling in Communication Disorders
This course will review theories of counseling and counseling strategies. Opportunities will be provided to practice counseling strategies. The course will also provide opportunity for personal growth, a requisite for helping our clients change and grow.
Other or on demand and every year. 2 Credits

CD-940 Evaluation and Diagnosis in Speech-Language Pathology
Spring only and every year. 3 Credits

CD-946 Organization of Speech Language Programs In Schools
Issues related to SLP's in schools. Includes state and federal regulations, case selection, referral process, scheduling, collaboration, inclusion, support personnel.
Every year. 1 Credit

CD-947 Augmentative/Alternative Communication
Principles of augmentative and alternative communication, evaluation, and intervention across diverse populations.
Every year. 1 Credit

CD-950 Cognitive Communication Disorders
Etiology and characteristics of cognition; prevention, evaluation, and intervention of acquired cognitive disorders related to communication sciences and disorders across the lifespan.
Fall only and every year. 3 Credits

CD-970 Independent Study in Communication Sciences and Disorders
Students may elect to take an independent study in course content, practicum experience, or independent research.
Other or on demand. 1-3 Credits

CD-980 Research in Communication Sciences and Disorders
Prerequisites: Completion of a minimum of 18 graduate credits in speech-language pathology. Principals of research in communication sciences and disorders including ethics, methodology, design, statistics, evaluation and research writing.
Spring only and every year. 3 Credits

CD-987 Special Topics in Communication Sciences And Disorders
In-depth studies of contemporary issues in human communication disorders.
Every year. 1-3 Credits

CD-990 Speech-Language-Hearing Practicum: On-Campus Clinic
Experience in screening, evaluation, and intervention of speech, language and hearing disorders in the on campus clinic with direct supervision.
Every year. 3 Credits

CD-991 Speech-Language-Hearing Practicum: Externships
Prerequisites: CD-920 CD-921 CD-922 CD-927 CD-940 CD-946 CD-990
Experience in screening, evaluation, and intervention of speech, language, and hearing disorders in externships with direct supervision.
Every year. 3 Credits

CD-997 Thesis Research in Communication Disorders
Original research in Communication Disorders under the supervision of a member of the faculty, and an acceptable thesis. Three credits per semester for two semesters.
Every year. 3 Credits

Earth Science

GS-999 Independent Study in Earth Science
Individualized course of research or study undertaken in consultation with a faculty member.
3 Credits

Education

EA-912 Introduction to Educational Leadership
This course will introduce students to the MA standards for school administrators, the requirements of the WSU program; and the theoretical underpinnings of educational leadership/administration. Portfolio requirements will be outlined.
2 Credits
EA-913 Action Research for School Administrators
The course will focus on qualitative/quantitative research whereby the students will learn to carry out action research in their own school settings. Students will be conducting research as part of their course/practicum requirements relative to: Standard 1-Instructional leadership; Standard 2-Management and Operations; Standard 3-Family and Community engagement; and, Standard 4-Professional Culture throughout the program. How to write real case studies will also be addressed as a way to do research.
2 Credits

EA-915 Economic and Operational Dimensions of Education
This course focuses on blending the skills required for effective resource allocation coupled with the need to make practical and strategic decisions that promote student achievement in a safe/orderly learning environment.
3 Credits

EA-918 Family and Community Engagement
Focus will be on ways to build strong working relationships and connections between families, community providers, and schools. How to effectively communicate and learn from families from diverse backgrounds and community members in order to promote student learning is emphasized
3 Credits

EA-923 Governance, Ethics, & Law in Education
This course focuses on the myriad of legal, ethical, and mandated regulations that must be considered in creating and operating a school system.
3 Credits

EA-924 Curriculum, Instruction, & Assessment for Aspiring Leaders
This course seeks to engage aspiring leaders through a constructivist approach to teaching and learning with a focus on curriculum, instruction and assessment (CIA) that can positively impact the achievement of all students. CIA will be examined from a theoretical and practical perspective with a focus on the administrator’s role in driving change that is grounded in research, data and equity for all.
3 Credits

EA-929 Educational Leadership Capstone Assessment/Evaluation
This capstone assessment will be used to assess the students overall ability to meet the 4 MA standards for school administrators and their ability to put these into practice in their school setting. Submission of portfolio and presentation demonstrating action research undertaken during the program will be part of the capstone assessment process.
1 Credit

EA-931 Administration of Programs for Children with Special Needs
Prerequisites: EA-912
The implications of legislation for administrators who are responsible for implementing these programs.
3 Credits

EA-939 Action Research Project I
A two semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects. [Continues as EA940.]
3 Credits

EA-940 Action Research Project II
A two semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects. [Continuation of EA939.]
3 Credits

EA-950 Family and Community Practicum- Elementary
The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum. Portfolio assessment #1 submitted for evaluation.
Fall and Spring. 1 Credit

EA-951 Family and Community Practicum- Middle School
The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum. Portfolio assessment #1 submitted for evaluation.
1 Credit

EA-952 Family and Community Practicum- Secondary School
The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum. Portfolio assessment #1 submitted for evaluation.
1 Credit
EA-953 Family and Community Practicum - Supervisor/Director
The family and community engagement practicum is designed to prepare future administrative leaders to interact more effectively with parents and community organizations in order to promote the growth of ALL students within the school setting. Action research is part of the practicum. Portfolio assessment #1 submitted for evaluation.
1 Credit

EA-954 Professional Culture Practicum - Elementary Standard 4
Practicum description: The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment #2 submitted for evaluation.
1 Credit

EA-955 Professional Culture Practicum Middle School Standard 4
The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment #2 submitted for evaluation.
1 Credit

EA-956 Professional Culture Practicum Secondary School Standard 4
Practicum description: The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment #2 submitted for evaluation.
1 Credit

EA-957 Professional Culture Practicum Supervisor/Director Standard 4
Practicum description: The professional culture practicum is designed to prepare future administrative leaders to create and nurture a school culture that will promote the success of all students, set high expectations, encourage continuous learning, model reflective practice, and nurture tolerance and acceptance of all. The development of an achievable action plan is part of the practicum. Portfolio assessment #2 submitted for evaluation.
1 Credit

EA-958 Instructional Leadership Practicum Elementary Standard I
The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment #3 submitted for evaluation.
1 Credit

EA-959 Instructional Leadership Practicum Middle School Standard I
The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment #3 submitted for evaluation.
1 Credit

EA-960 Instructional Leadership Practicum High School Standard I
The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment #3 submitted for evaluation.
1 Credit

EA-961 Instructional Leadership Practicum - Supervisor/Director Standard I
The instructional leadership practicum is designed to prepare future administrative leaders capable of promoting the growth of ALL students within the school setting by establishing a shared vision, aligned curriculum, instruction that facilitates higher level thinking and meets students' diverse backgrounds. An action research project is part of the practicum. Portfolio assessment #3 submitted for evaluation.
1 Credit

EA-962 Management and Operations Practicum Elementary Standard 2
This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe, ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and local community. An action research component is part of the practicum. Portfolio assessment #4 submitted for evaluation.
1 Credit

EA-963 Management and Operations Practicum Middle School Standard 2
This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe, ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and local community. An action research component is part of the practicum. Portfolio assessment #4 submitted for evaluation.
1 Credit
This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe,
ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and
local community. An action research component is part of the practicum. Portfolio assessment #4 submitted for evaluation.
1 Credit

EA-965 Management and Operations Practicum Supervisor/Director Standard 2
This practicum is designed to prepare future administrative leaders who can use efficiently and effectively the resources available to promote a safe,
ethical, and healthy environment in which students and staff can learn and meet the expected goals established by the Department of Education and
local community. An action research component is part of the practicum. Portfolio assessment #4 submitted for evaluation.
1 Credit

EA-966 Educational Leadership Capstone Practicum & Seminar Elementary School
This capstone practicum of 200 clock hours will focus on strategies for overall school improvement in the student's educational community, and
will build off of action research conducted in the course work/practicum completed for the four MA standards. The three seminars attached to the
practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor.
Action research activities that tie earlier research together are required. Please Note: Students following the Supervisor/Director track may replace
EA969 with a 3-credit elective, with coordinator approval.
3 Credits

EA-967 Educational Leadership Capstone Practicum and Culminating Seminar Middle School
This capstone practicum of 200 clock hours will focus on strategies for overall school improvement in the student's educational community, and
will build off of action research conducted in the course work/practicum completed for the four MA standards. The three seminars attached to the
practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor.
Action research activities that tie earlier research together are required. Please Note: Students following the Supervisor/Director track may replace
EA969 with a 3-credit elective, with coordinator approval.
3 Credits

EA-968 Educational Leadership Capstone Practicum & Seminar High School
This capstone practicum of 200 clock hours will focus on strategies for overall school improvement in the student's educational community, and
will build off of action research conducted in the course work/practicum completed for the four MA standards. The three seminars attached to the
practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor.
Action research activities that tie earlier research together are required. Please Note: Students following the Supervisor/Director track may replace
EA969 with a 3-credit elective, with coordinator approval.
3 Credits

EA-969 Educational Leadership Capstone Practicum Supervisor/Director
This capstone practicum of 200 clock hours will focus on strategies for overall school improvement in the student's educational community, and
will build off of action research conducted in the course work/practicum completed for the four MA standards. The three seminars attached to the
practicum will be used to discuss issues and gain additional insights from peers seeking the same license and their university coach/supervisor.
Action research activities that tie earlier research together are required. Please Note: Students following the Supervisor/Director track may replace
EA969 with a 3-credit elective, with coordinator approval.
3 Credits

EA-970 Professional Culture
This course focuses on ways to promote success of all students by examining, nurturing, and sustaining a school culture of reflective practice,
high expectations, and ethical behavior. The importance of developing a shared vision, strong interpersonal skills, and effective written and oral
communication in diverse environments are highlighted.
3 Credits

EA-972 Enhancing Teacher and Student Performance
The major focus will be on supervision and evaluation practices that promote high standards, reflection, and increasing student achievement. The
course will provide the participants with the necessary skills to hire and evaluate staff, promote improvement, and dismiss educators when needed.
3 Credits

EA-973 Building the Capacity for Educational Change
Participants will examine the many variables that contribute towards realizing a school’s vision and influencing student learning. The student will
identify and analyze these variables using school, family, and community data. Planning for implementing change is part of the focus.
3 Credits

EA-990 Directed Study: Education
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity
to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits.
Fall and Spring and every year. 1-6 Credits
ED-901 Technology in Education
Today's students are adept at using the technologies as integral living tools. This course will examine the variety of techniques - including, the computer, web and software, film, TV, and other mass communications - and their applications in the classroom as learning tools. Discussions will center on the genres of technology appropriate for participants' grade levels, subject areas, and student population. Students will study computer capabilities, web research, electronic presentations, and explore software options and lesson planning. Visual literacy topics from moving and still images will be investigated as key teaching tools. Adaptive technologies will be profiled.
3 Credits

ED-905 Introduction to Special Education
This course is designed to address the physical, cognitive, behavioral and psychological aspects of atypical development of children and adolescents with varying disabilities. The course will examine special education laws, educational policies and regulations, legal and ethical responsibilities of special educators in inclusive classroom settings and as an active member of a multidisciplinary learning team. Emphasis is also given to the conceptual frameworks for understanding cultural, racial, ethnic, gender and linguistic differences and how they influence learning of individuals with exceptionalities. Participation of parents and the community in the educational process is addressed.
Fall and Spring and every year. 3 Credits

ED-906 Analysis and Implementation of Interventions to Support Learning Of Students With Moderate Disabilities
This course focuses on the knowledge and skills of behavior analysis to enable special educators to design curriculum that support the social and cognitive demands of the environment for students with moderate special needs in a general education setting. It emphasizes on "positive behavior intervention support" (PBIS), modification and accommodations to promote students' positive and appropriate behaviors and classroom management. Special emphasis is placed on developing a functional behavioral plan to efficiently and effectively identify the interventions to address students' needs.
Fall and Spring and every year. 3 Credits

ED-907 Universal Design for Learning (UDL) and Inclusion
This course focuses on the principles of Universal Design for Learning and the practice of Inclusion for Special Education students. Topics related to the implementation of UDL principles and instructional design and inclusion in K-12 setting are discussed. The course will also focus on teaching content to students with disabilities through the UDL framework.
Fall and Spring and every year. 3 Credits

ED-908 Special Education and Related Services: Consultation, Collaboration and Interprofessional Skills
The course focuses on the frameworks and principles involved in collaboration, consultation and interprofessional collaborative practice. The Individualized Education Program (IEP), interprofessional collaborative practice processes and competencies will be explored. Discussions will include dynamics of team process, roadblocks to communication and analysis of a school system, and special education services.
Fall and Spring and every year. 3 Credits

ED-909 RETELL: Best Practices for English Language Learners
The course addresses research based institutional and assessment strategies for English language learners. Working with culturally diverse learners 25 hours of pre-practicum experience required.
3 Credits

ED-910 The Child, Family, Community, and Diversity in Education
The course addresses advanced study of how differences in home experience, background knowledge and language proficiency impact school experience. Considers services provided by state and local agencies.
Fall and Spring and other or on demand. 3 Credits

ED-911 Advanced Foundations of Literacy
The course presents current approaches to teaching reading and comprehension with an emphasis on classroom evaluation and instructional decisions, research, and application strategies.
3 Credits

ED-913 Differentiated Reading Instruction
The course provides an understanding of the psychological bases of the reading process; applies the theories of the psychologist to classroom situations.
3 Credits

ED-914 Teaching and Learning Literacy Across Multiple Disciplines
The course presents meaningful theory and related teaching strategies to aid pupils in reading and learning from their content area textbooks.
3 Credits

ED-915 Leadership in Literacy: Consultation, Administration and Supervision
Prerequisites: ED-914 and ED-918 and either ED-911 or EE-911
The course addresses the implementation, evaluation and design of reading programs, legislation affecting reading programs, and staff development for the Teacher of Reading.
3 Credits
**ED-916 Literature in the Classroom**  
The course introduces a balanced selection of literature and broadens the student's acquaintance with the exciting world of books from kindergarten through high school.  
3 Credits

**ED-917 Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades**  
**Prerequisites:** ED-911, ED-914 and EL-907  
The course focuses on causes and symptoms of reading difficulties and intervention strategies for 4-12 students in remedial situations; case study required.  
3 Credits

**ED-918 Reading As Language: Teaching Literacy to English Language Learners**  
The course explores knowledge, perspectives, and procedures for teaching literacy to English language learners, and focuses on the interrelationship acquisition of reading.  
3 Credits

**ED-919 Reading Practicum/Internship**  
**Prerequisite:** approval of Program Coordinator, passing score on Reading Specialist MTEL Candidate plans and implements the responsibilities of a Teacher of Reading in a field-based supervised setting.  
3 Credits

**ED-920 Cogn/Afftv Lrng-Typ&Atyp Chldr**  
**Prerequisites:** ED-981  
Investigates cognitive/affective learning in typically developing children and children with special needs. Explores alternative instructional strategies for inclusion and IEP (Individual Educational Plan) and IFSP (Individual Family Service Plan) implementation.  
Fall and Spring and every year. 3 Credits

**ED-921 Developmental Patterns of Children With Special Needs**  
The course focuses on the study of the child/adolescent with special needs including characteristics, psychological, educational, and sociological impact of developmental differences. Includes educational terminology for students with mild/moderate disabilities.  
3 Credits

**ED-922 Analysis and Interpretation of the Behavior and Learning Environment of Children**  
**Prerequisites:** ED-921  
The course addresses evaluation procedures used to assess academic, cognitive, affective, and behavioral functioning of the child and adolescent. Formal and informal techniques for evaluating the effectiveness of instruction are examined. Behavior management plans and assistive technologies are included. Pre-practicum. Pre-practicum hours required.  
3 Credits

**ED-923 Development and Implementation of an Individualized Education Plan**  
**Prerequisites:** ED-921  
The course considers federal and state laws regulating the development and implementation of individualized educational programs: Prereferral, assessment, eligibility, developing goals and objectives, program delivery and measuring progress. Pre-practicum required.  
3 Credits

**ED-924 Strategies for Teaching and Assessing Students With Moderate Special Needs**  
**Prerequisites:** ED-921  
The course focuses on the Massachusetts curriculum frameworks, reading, writing, and mathematics, strategies for students with disabilities to access the general curriculum and alternate assessment procedures. Pre-practicum required.  
3 Credits

**ED-925 Communication and Interpersonal Skills**  
Focuses on the theories and techniques of consultation.  
3 Credits

**ED-926 Seminars Curriculum Development and Instructional Techniques**  
**Prerequisites:** ED-921 ED-922 ED-923 ED-924  
**Corequisites:** ED-928  
The course addresses principles of curriculum development and the use of instructional techniques for special needs students.  
3 Credits

**ED-927 Inclusive Settings: Learning Strategies and Management Techniques (1-6)**  
This course addresses the learning and behavior needs of special learners and helps teachers to develop strategies and techniques that can be used to improve knowledge and skills of all students in inclusion settings. Managing classroom behavior to enhance teaching and learning will be a focus in this course.  
3 Credits
ED-928 Practicum for the Moderate Special Needs Teacher
Prerequisites: ED-921 ED-922 ED-923 ED-924
Prerequisites or Corequisite: ED-926
A practicum in which the student demonstrates competencies in the delivery of direct services: assessment procedures, educational planning, classroom management, curriculum development, and in-service education.
3 Credits

ED-929 Mathematics Assessment and Instruction For Diverse Learners
This course presents mathematical concepts, methods and materials to facilitate learning. Emphasis is also placed on supporting students with mild to moderate disabilities learn and understand mathematic contents.
Fall and Spring and every year. 3 Credits

ED-935 First Language Literacy and Biliteracy Development for Emergent Bilinguals In Dual Language, Bilingual and Sife Programs
Developing and implementing effective literacy instructional strategies in the first language and English that promote biliteracy in the bilingual classroom. Pre-requisite: Demonstrated proficiency in reading and writing in the students first language, the language focus of the course.
Other or on demand and other or on demand. 3 Credits

ED-949 American Education: Contexts and Influences
The course examines the social and historical contexts of American schools, noting appropriate psychological principles, learning theories, philosophies, political and demographic trends, and their influences on educational policies and classroom practices.
Other or on demand. 3-4 Credits

ED-950 Integrating Science and Social Studies in the Elementary/Middle Schools
The course emphasizes curriculum development with a focus on creation of thematic units integrating science and social studies using cooperative learning models.
Other or on demand. 3 Credits

ED-951 Integrating Language Arts and Social Studies in the Elementary/Middle Schools
The course addresses curriculum development with a focus on integrating Language Arts and Social Studies utilizing children’s literature, reading, and writing skills.
Other or on demand. 3 Credits

ED-952 Language Science
The course is an introduction to linguistic knowledge and structure including theoretical aspects of pragmatics, semantics, syntax, morphology, and phonology, in a multicultural perspective.
3 Credits

ED-953 Integrating Science and Mathematics in the Elementary/Middle Schools
The course addresses curriculum development with a focus on the creation of thematic units integrating science and mathematics using cooperative learning models.
Fall and Spring. 3 Credits

ED-955 Assessing English Language Learners
The course focuses on second language acquisition and linguistic principles guide the review of standardized instruments, dynamic assessment strategies, standards-referenced assessment and teacher design approaches.
3 Credits

ED-957 Instructional Design and Evaluation for Middle School Grades
Prerequisites: ED-949
The course reviews relevant models of instruction and their application in middle school grades. Examines appropriate evaluation strategies and approaches designed to give students the ability to plan and implement overall assessment strategies, including alternative assessment and the use of technology in instruction and evaluation. Includes 25 pre-practicum hours.
Fall and Spring. 3 Credits

ED-958 Middle School Curriculum and Instruction: Strategies and Modification
The course is designed to give students the ability to design and present instruction in ways that are commensurate with the developmental needs and readiness of early adolescent learners. The issues of inclusion, cooperative learning, block scheduling, thematic, and integrated curriculum and interdisciplinary curriculum are examined.
3 Credits

ED-959 Assessment, Differentiation and Data Analysis in Middle School
Designed to give students the ability to plan and implement overall assessment strategies appropriate for middle school grades including formative, summative, differentiated, performance based, and self assessment strategies. Analysis of assessment data will inform adjustments to practice.
Every year. 3 Credits

ED-960 Educational Law
The course focuses on an in-depth investigation of specific school laws and how they relate to the role of the teacher and administrator.
3 Credits
ED-961 Educational Supervision and Evaluation
The course is designed to develop competency in the supervision and evaluation of teachers.
3 Credits

ED-963 The Understanding and Teaching of Culture
The course focuses on approaches to cultural analysis and survey of techniques used to teach culture in the classroom.
3 Credits

ED-964 Current Issues in Education
The course emphasizes problem solving and case study approaches.
3 Credits

ED-965 Principles of Curriculum Development
The course focuses on aspects of curriculum development, society, culture, learning theories, taxonomies of educational objectives, structure, hierarchy, balance, politics, strategy for change.
3 Credits

ED-966 Analysis of Curr Programs
The course focuses on current curriculum programs in grades nursery through 12; an analysis of objectives, descriptive characteristics, and theoretical foundations. Student-devised criteria used to assess curriculum programs.
3 Credits

ED-967 Seminar: Foundations in Research on Teaching
This advanced graduate seminar focuses on qualitative and quantitative research on teaching PK-University, including ethnographic research, practitioner research and action research studies.
Other or on demand and every 2-3 years. 3 Credits

ED-968 Seminar in Curriculum and Instruction
The course emphasizes discussion and evaluation of curriculum and instruction as applied to a real or theoretical construct.
3 Credits

ED-969 Teaching to Diversity: Methods and Materials (middle School)
The course explores appropriate instructional strategies and school practices which promote equity pedagogy in middle school classes. Identifies basic manifestations of diversity in our society and classroom, and explores ways of building bridges between the learner and the curriculum through instructional adaptions. Pre-requisite: Completion of all core courses.
Fall and Spring and other or on demand. 3-4 Credits

ED-970 Workshop for Educators
The course offers specialized workshop experiences structured to enhance teacher abilities to implement new educational practices.
3 Credits

ED-971 Spec Topics in Education
This special topic course focuses on in-depth exploration of contemporary educational topics or issues.
3 Credits

ED-972 The Adolescent Learner: Needs and Characteristics
The course examines the needs and characteristics of the adolescent learner and the corresponding implications for curriculum, instruction, classroom management and school organization.
3 Credits

ED-973 Instructional Design and Evaluation for Middle-Secondary School
The course reviews relevant models of instruction and their application in middle and secondary school grades, examines appropriate evaluation strategies and approaches designed to give students the ability to plan and implement overall assessment strategies, including alternative assessment, and the use of technology in instruction and evaluation. Includes 15 pre-practicum hours.
Fall and Spring and other or on demand. 3 Credits

ED-974 Curriculum Development and Innovations (Secondary School)
The course draws upon extensive review of the literature on curriculum theory and models of instruction to examine relevant innovations in curriculum development and instructional delivery; noting their practical applications in Secondary Schools.
Fall and Spring and other or on demand. 3 Credits

ED-975 Assessment, Differentiation and Data Analysis in Secondary Schools
This course is designed to give high school teachers the ability to plan and implement overall assessment strategies appropriate for secondary school grades including formative, summative, performance based, differentiated and self assessment strategies. Analysis of assessment data will inform adjustments to practice.
Other or on demand and every year. 3 Credits
ED-976 Teaching to Diversity: Methods and Materials Secondary School
The course explores appropriate instructional strategies and school practices which promote equity pedagogy in Secondary School classes, identifies basic manifestations of diversity in our society and classrooms and explores ways of building bridges between the learner and the curriculum through instructional adaption.
3 Credits

ED-977 Seminar in Contemporary Trends and Issues in Middle and Secondary Schools
The course examines contemporary issues and trends in middle and secondary school curriculum, instructional delivery, assessment, classroom management, and the use of technology.
3 Credits

ED-978 Contemporary Issues in the Teaching of Bilingual and English Language Learners
The course focuses on language policies for educating ELLs, including bilingual, national language models, heritage languages and multicultural education as managed in multilingual nations.
3 Credits

ED-979 Technology and Literacy in the Classroom
The course focuses on language policies for educating ELLs, including bilingual, national language models, heritage languages and multicultural education as managed in multilingual nations.
3 Credits

ED-978 Seminar in Contemporary Trends and Issues in Middle and Secondary Schools
The course examines contemporary issues and trends in middle and secondary school curriculum, instructional delivery, assessment, classroom management, and the use of technology.
3 Credits

ED-980 Ind Study in Education
An opportunity for further study in a special field of interest under faculty supervision.
3 Credits

ED-981 Advanced Foundations of Education
The course explores historical, philosophical, psychological, legal, and cultural foundations for education and school practices.
Fall and Spring and every year. 3 Credits

ED-982 Research in Education
The course examines different research methods and designs, including writing hypothesis, reviewing literature, gathering data and preparing research proposals.
Fall and Spring. 3 Credits

ED-983 Theory and Research in Reading
The course investigates theories and research regarding current trends in reading instruction and provides for completing a research project.
3 Credits

ED-984 Reading Portfolio
Prerequisites: Completion of all reading core courses. Approval of Program Coordinator.
This course is a capstone experience for Teacher of Reading Candidates to document accomplishment of state certification competencies and program requirements.
1 Credit

ED-985 Clinical in Reading
Clinical experience of students completing standard stage certification as a Teacher of Reading:400 hrs.
5 Credits

ED-986 Literacy Instruction for the English Language Learner (ELL)
The course focuses on current approaches and theories of second language literacy and integrates reading and writing in classroom environments.
3 Credits

ED-987 Social, Political, and Cultural Issues in Education
Examines the social, cultural, and political forces that shape schools, and provide the context for teaching and learning. Additionally, the types of existing and desired relationships among schools, families and communities will be discussed.
3 Credits

ED-988 Brain Based Learning
This course has been designed to strengthen teachers’ own knowledge of the latest findings in neuroscience as they relate to the field of education. Topics span a wide range of neuroscience research including biological basis of learning and memory, brain mechanisms underlying language acquisition, gender differences, and disorders of thought. Special emphasis is given to the limitations and misuse of research by some, and the need for skepticism and replication when evaluating “brain-based” claims of service providers. Participants in this course will be active learners, analyzing current research articles, and reflecting on their own experiences as both learners and educators in the context of neuro-education.
3 Credits

ED-989 Technology and Educational Leadership
The course explores the role of the educational leader in the choice, acquisition, and use of technology for management and learning.
3 Credits
ED-990 **Independent Research in Education**
For students wishing to pursue an independent research study in a specialized area of education
1-3 Credits

ED-992 **Portfolio Evaluation**
Prerequisites: ED-981 ED-982
The course documents the student's learning and provides a basis for evaluation of student's performance and mastery of the certification standards.
(All required certification courses must be completed.)
Fall and Spring. 1 Credit

ED-993 **Seminar: Research in Content Concentration**
Prerequisite: Completion of 24 graduate credits in Master's Program and completion of a minimum of 18 credits in the content area of concentration.
The course focuses on educational issues. Students will conduct a formal study that seeks to investigate teaching and learning in the student's content strand of concentration.
3 Credits

ED-994 **Thesis Seminar**
Prerequisite: Completion of all core and required courses. Students work with faculty advisor(s) to design, implement, and evaluate a formal study that seeks to investigate a significant issue, professional and content related in secondary school education. The focus is on the application of research skills and the presentation of research reports.
3 Credits

ED-995 **Elementary Education Clinical Experience: Grades 1-6**
Teaching experience, grades 1 through 6. Involves planning, implementing, and evaluating learning in a setting with typical and atypical students.
Fall and Spring. 5 Credits

ED-996 **Research and Evaluation**
The course focuses on research and evaluation methods and designs; includes gathering and analyzing data, writing research, and making evaluation reports.
3 Credits

ED-997 **Advanced Philosophical Foundations of Education**
The course examines the basic principles of some major philosophers and demonstrates their effect on contemporary educational theories in the western tradition.
3 Credits

ED-998 **Advanced Psychological Foundations of Education**
The course analyzes major schools of psychology with attention to contemporary issues, role of the educator in the learning process and application of psychological principles to specific classroom situations.
3 Credits

ED-999 **Internship in Education**
A 400-hour internship in an area of professional education.
3-12 Credits

EE-900 **Literature for Young Children**
The course surveys quality literature appropriate for early childhood, development of programs in literature and effective storytelling procedures.
3 Credits

EE-901 **ECE: Curriculum & Evaluation**
The course addresses design, implementation, and evaluation of integrated, developmentally appropriate programs; evaluation of children's development and learning; curriculum content; play and learning.
3 Credits

EE-902 **Methods and Materials in Early Childhood Education**
The course focuses on activities designed to enable young children to use their abilities to the fullest.
3 Credits

EE-903 **The Language Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials**
The course explores topics from MA English Language Arts Curriculum Frameworks. Addresses design, implementation, assessment of integrated, developmentally appropriate Language Arts programs.
Every year. 3 Credits

EE-904 **Exploring Science in Early Childhood Education**
The course uses MA Frameworks to develop and assess activities that foster learning and discovery, connect science with literacy, mathematics, and social studies.
3 Credits
EE-905 Evaluation and Remediation Techniques of Young Children with Special Needs
The course focuses on a multi-disciplinary approach to the evaluation of children with special needs.
3 Credits

EE-907 Intellectual Development in Early Childhood Education
The course examines the intellectual levels of children based on current research including Piaget and others.
3 Credits

EE-908 Evaluation of the Young Child
The course focuses on understanding and interpreting the results of psychological and educational tests of preschool age children.
3 Credits

EE-909 Supervision and Administration in Early Childhood Education
The course outlines steps for the organization and administration of day care centers, nursery schools, and other programs for young children.
3 Credits

EE-910 The Preschool Child With Special Needs
The course focuses on detection, evaluation, and remediation of learning disabilities in young children from three years.
3 Credits

EE-911 Early Literacy for Young Children
This course focuses on the skills and techniques for presenting readiness skills and teaching beginning reading to children.
3 Credits

EE-912 Young Children and Integrated Early Childhood Education Practices
The course adapts programs, material, practices, environments for individuals. Implements theories integrating special needs children into regular classroom and early intervention strategies.
Fall and Spring. 3 Credits

EE-913 Social Studies in Early Childhood: Content Curriculum, Evaluation, Methods And Materials
The course explores topics from MA History and Social Studies Curriculum Frameworks. Addresses design, implementation, assessment of integrated, developmentally appropriate Social studies programs.
3 Credits

EE-915 Detection and Remediation of Early Reading Difficulties
The course addresses beginning reading difficulties, identification techniques, including observational surveys and running records, causes and prevention strategies, remedial material/techniques, national reading programs.
3 Credits

EE-916 Mathematics in Early Childhood Education: Content, Curriculum, Evaluation, Methods and Materials
The course addresses design, implementation and evaluation of successful, integrated, developmentally appropriate mathematics programs, and explores topics from MA Curriculum Frameworks.
3 Credits

EE-917 The Fine Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials
The course uses MA Frameworks to develop and assess activities fostering learning and creativity. Connects the arts with literacy and social studies.
3 Credits

EE-919 Seminar in Early Childhood Education
Current issues and problems in the field of early childhood education.
3 Credits

EE-920 Independent Research in Early Childhood Education
For students wishing to pursue independent study in a specialized area of early childhood education.
3 Credits

EE-930 Environments and Programs for Infants and Toddlers
The course focuses on designing developmentally appropriate programs for infants and toddlers, includes environment, play, curriculum, materials, identification, intervention strategies for at risk infants/toddlers.
3 Credits

EE-931 Infant and Toddler Development and Care
The course emphasizes theory and research regarding typically developing and at risk infants/toddlers. Caregiving procedures are addressed.
3 Credits

EE-950 Clinical Experience in Early Childhood Education: N (infant, Toddler, Preschool) Level
Prerequisite: Permission of the Department Supervised teaching experience at infant, toddler, preschool level. The course involves planning, implementing, evaluating learning. Minimum 200 hours over a minimum 8 week period - 3 credits; 400 hours (entire semester) - 6 credits.
Fall and Spring. 5 Credits
EE-952 Special Topics in Early Childhood Education
The course emphasizes in-depth exploration of contemporary issues and topics in early childhood education.
Fall and Spring. 3 Credits

EL-908 Social Studies Content, Curriculum Assessment, & Instruction
This course gives current teachers the opportunity to reflect on the rewards and challenges of teaching social studies in elementary/early childhood classrooms.
3 Credits

EL-909 Science Content, Curriculum, Assessment And Instruction
This course gives current teachers the opportunity to reflect on the rewards and challenges of teaching science in elementary and early childhood classrooms.
3 Credits

ER-903 Teaching Writing to Striving Readers
The course provides the theoretical and evidence-based foundations of writing processes and instruction and its connection to reading. Students will use a variety of assessment tools and practices to plan and evaluate effective writing instruction, especially for striving readers/writers.
3 Credits

ER-925 Reading and Research Forum (Capstone Experience)
Prerequisite: Approval of Program Coordinator and completion of all required courses
2 Credits

ER-951 Reading Practicum I
This course will focus on the intervention and teaching responsibilities of the literacy professional. Students will investigate effective instructional practices and work one-on-one with a student in an intervention setting. Assessment, analysis of results, and planning for instruction in alignment with assessments will be emphasized. Students will complete at least 100 hours of field-based experience. Approval of Graduate Program Coordinator; passing score on Reading Specialist MTEL. Candidate plans and implements the responsibilities of a Teacher of Reading in a field-based Supervised Setting.
Other or on demand and other or on demand. 3 Credits

ER-952 Reading Practicum II
This course will focus on the additional roles of the reading specialist, including literacy coaching. Students will observe a literacy professional in a variety of settings and at various grade levels. Further, students will engage in the role of a literacy coach with individuals and/or teams of teachers. Students will complete at least 50 hours of field-based experience. Prerequisite: approval of Program Coordinator, passing score on Reading Specialist MTEL. Candidate plans and implements the responsibilities of a Teacher of Reading in a field-based supervised setting.
Other or on demand and other or on demand. 3 Credits

ES-900 Instructional Leadership in the Middle and Secondary School
The course focuses on the role of the principal and assistant principal in the administration of the secondary school.
3 Credits

ES-901 Language and Language Teaching
The course surveys linguistic theories and derived methodologies relevant to teaching a foreign language. 20 hour field experience included.
3 Credits

ES-902 Learning Skills for Adolescents
The course focuses on reading, study and communication skill instruction, appropriate for content instruction in middle and high schools. 15 hour field experience.
3 Credits

ES-903 The Art of Teaching Adolescents
The course emphasizes underlying reasons and means for pursuing excellence in teaching middle and high school students: implications for discipline and leadership.
3 Credits

ES-904 Curriculum and Instruction for Adolescents
The course focuses on developing and matching curriculum to high school students' personal and social needs. 15 hour field experience.
3 Credits

ES-905 Methods and Materials for Teaching Humanities
Prerequisites: ED-973 and ED-949
The course focuses on teaching methods and advanced curriculum course for humanities fields including English, World Language, and History/Political Science. Taken concurrently with pre-practicum.
3 Credits
ES-906 Methods and Materials for Teaching Science and Math
Prerequisites: ED-973 and ED-949
The course focuses on teaching methods and advanced curriculum course for science and mathematics fields, including Biology, Chemistry, Environmental Science and health. Candidates will develop skills in assessment, data collection, and adjustment to practice based on evidence and will apply these skills in the pre-practicum classroom. Taken concurrently with pre-practicum.
3 Credits

ES-907 Individualizing Instruction in the Middle and Secondary School
The course examines ways in which teachers may individualize instruction in middle and secondary schools.
3 Credits

ES-908 Teaching Practicum Seminar (Middle and Secondary Grades)
Prerequisite: Completion of all pre-practicum courses and enrollment in the teaching practicum course The course involves guided analysis of principles of teaching and classroom procedures in terms of how theories relate to actual practices.
3 Credits

ES-909 Clinical Thesis Seminar
Prerequisite: Completion of all core, required, and elective courses Students work with faculty advisor(s) to design, implement, and evaluate a formal study that seeks to investigate a significant issue, professional and content-related middle school education. The focus is on the application of research skills and the presentation of research products. Provide opportunities to exchange reflective clinical experience.
3 Credits

ES-910 Evaluation of Classroom Learning in Middle and Secondary Schools
The course focuses on rationale and means for formative and summative evaluation, mastery learning, assessing higher order thinking, and improving learning attitudes and performance.
3 Credits

ES-911 Teaching Practicum
Student teaching for Massachusetts certification in Middle or High School. Seminar or other approved means for reflection on experience.
5 Credits

ES-912 Curriculum and Instruction in the Middle School
The course addresses the unique nature of the middle school curriculum; with a focus on learning centers, mastery learning, and learning activity packets.
Fall and Spring. 3 Credits

ES-913 Methods and Materials for Teaching in the Middle School
The course focuses on the interdisciplinary nature of instruction in the middle school with particular emphasis placed on the role of team teaching.
Fall and Spring. 3 Credits

ES-914 Methods and Materials for Teaching English Language Skills to the ELL
The course analyzes language learning processes for English language Learners and appropriate methods for teaching English language skills.
3 Credits

ES-915 Secondary School Curriculum Development: Theory and Practice
The course examines relevant theoretical framework for instructional design and implementation, noting individual differences and societal factors in curriculum adaptations and evaluation.
Fall and Spring. 4 Credits

ES-916 Approaches to Teaching in the Middle School: Theory and Practice
The course examines teaching strategies appropriate to the middle school with an emphasis on team teaching and an integrated curriculum.
Fall and Spring. 3 Credits

ES-917 Approaches to Teaching in the Secondary Schools: Theory and Practice
The course examines advanced pedagogy and develops and implements teaching strategies which promote meaningful learning for all students at the high school level.
Fall and Spring. 3 Credits

ES-918 Assessing Teaching and Learning At the Middle School: Theory and Practice
The course emphasizes concepts to be taught will include writing instructional objectives, constructing various types of instruments to assess student learning in middle grades including alternative assessment, grading, standardized testing.
Fall and Spring. 3 Credits

ES-919 Assessing Teaching and Learning in Secondary Schools: Theory and Practice
The course focuses on writing instructional objectives, constructing various types of instruments to assess student learning in the high school, to include alternative assessments, grading, and standardized testing.
Fall and Spring. 3 Credits
ES-920 Clinical Experience in the Middle Grades (5-8)
Corequisites: Corequisite: ES-905 or ES-906
Pre-practicum experience in the subject area and at the level of the license which the candidate is pursuing. Involves planning, implementing, and evaluating learning for every student.
Fall and Spring. 1 Credit

ES-921 Clinical Experience for Middle-Secondary Grades (5-12)
Corequisites: Corequisite: ES-905 or ES-906
Pre-practicum experience in the subject area and at the level necessary to meet requirements of license which the candidate is pursuing. Involves planning, implementing, and evaluating learning for every student.
Fall and Spring and other or on demand. 1 Credit

ES-922 Middle School Curriculum Development: Theory and Practice
The course examines relevant theoretical frameworks for instructional design and implementation at the middle school in keeping with national reports.
Fall and Spring. 3 Credits

ES-923 Mathematics Assessment and Instruction For the Diverse Learner
The course focuses on formal and informal means of assessing students mathematical performance. strategies to increase mathematics performance for students with disabilities.
3 Credits

ES-924 Linguistics for Teachers of English Language Learners
The course focuses on scientific study of English using current theory, research and practice for the understanding and teaching of English Language Learners.
3 Credits

ES-925 Inclusive Settings: Learning Strategies and management Techniques (5-12)
The course focuses on learning and behavior needs of children with disabilities. Developing strategies to improve teaching and learning for all students in inclusive grade 5-12 classrooms. The course does not meet competencies for license in Moderate Disabilities.
3 Credits

ES-926 Portfolio Evaluation (Middle/Secondary)
1 Credit

ES-928 Second Language Acquisition
The course surveys the complex variables underlying second language acquisition (SLA) and the various perspectives that inform second language acquisition theories.
3 Credits

ES-929 Assessing and Teaching English Language Learners With Disabilities
The course considers differences between typical & atypical second language acquisition
3 Credits

ES-930 Sheltered Instruction and Assessment in the Immersion Classroom
The course examines theories, principles and practices that assist English language learners in achieving academic proficiency while developing English skills
3 Credits

ES-931 Leading an Effective English Learner Education Program
The course considers the expectations for program implementation, evaluation, instruction, and best practice for English learners in sheltered and bilingual educational programs. **Approved course as part of ELL program (This may be substituted for another course with approval of coordinator if material covered in district requirement.)
3 Credits

ES-932 Teaching Adult Esl and Sife
The course is designed to enhance teacher effectiveness in the adult ESL classroom taking into consideration their unique circumstances
3 Credits

ES-933 Global Perspectives in Cultural Diversity
This course provides appreciation of increasing diversity in schools and examines how language is used to regulate power relations among social groups.
3 Credits

ES-934 Esl Sem:Research in Language & Education
The course emphasizes using research of ESL pedagogies, studies of linguistically and culturally diverse learners, students evaluate, design and carry out action research.
3 Credits
ES-935 ESL Portfolio Evaluation
Completion of courses in ESL licensure and those required for the Master of Education.
1 Credit

ES-940 Practicum and Seminar in the Teaching of English as a Second Language (ESL) in Grades Pre-K-6
150 hour teaching experience with weekly seminar on effective teaching for limited English speaking students at the grades pre-K-6
5 Credits

ES-943 Foundations in International and Comparative Education
This foundations course explores international education through a variety of lenses and theoretical perspectives in both formal and non-formal education, at a variety of levels, and in selected regional contexts throughout the world. Students will become familiar with a number of the current issues in the field such as globalization, educational equity, and diversity as well as their impact on international education. The course will include global education and internationalizing the US curriculum.
3 Credits

ES-945 Practicum & Seminar in Teaching English as a Second Language (ESL) in Grades 5-12
150 hour teaching experience with weekly seminar on effective teaching for limited English speaking students at the grades 5-12.
5 Credits

ES-950 Disciplinary, Multimodal and Critical Literacies Across the Content Area
This course examines the language, literacy, and technology demands in history, math, the sciences, English language arts, Spanish and other academic disciplines and guides teachers to develop effective strategies to meet those demands. It focuses on the literacy and technology skills that students in all subjects need to be college, career, and world ready and strategies for effective differentiation and adaptation for English Language Learners and students with learning disabilities.
3 Credits

English

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
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 Shakespear’s plays and poems.
3 Credits

EN-915 Community Writing
An advanced introduction to writing about, for, and with communities. Generally, students learn to consider the rhetorical, relationship building power of documents, and they specifically apply this understanding by working with an organization to complete a community writing project. For students, a foundation in community writing scholarship, increased genre knowledge, and practical consulting experience are outcomes.
Every year. 3 Credits

EN-921 Antislavery Literature in the Atlantic World
This course traces the literary history of the antislavery movement in the Atlantic World: writing in a range of genres (journalism, history, fiction, poetry, drama, slave narratives), antislavery writers made a significant contribution to the campaigns to end the slave trade and slavery. While the Atlantic system of legal slavery ended in the nineteenth century, an even larger system of illegal slavery still exists, and so the course concludes by considering the work of twenty-first century antislavery writers and what they might learn from their predecessors. In other words, can we use literary history to make slavery history?
Fall only and every 2-3 years. 3 Credits

EN-925 Eighteenth-Century Novel
Explores the origins of the novel genre.
3 Credits

EN-931 Nineteenth-Century Novel
Explores British prose fiction of the nineteenth century.
3 Credits

EN-932 English Theatre: 1660-1780
English Theatre introduces the student to the study of Restoration theatre, the tragedies of Dryden, but principally the great comedies of Etherege, Vanbrugh, Wycherley, Dryden, Behn, Rochester, Farquhar, and Congreve; the counter-movement of sentimental comedy that followed from 1710 to the 1750s, notably in the work of Cibber, Steele and Centlivre; and finally the return in the 1770s to "laughing comedy" found in the plays of Goldsmith and the witty comedy of manners in the plays of Sheridan.
Other or on demand and other or on demand. 3 Credits

EN-933 Romantic and Victorian Gothic
Romantic and Victorian Gothic is a subversive arena where major authors explore the issues bedeviling their eras.
3 Credits

EN-934 The Romantics and the Victorians 1798-1901
An historical and critical survey of the prose and poetry of the nineteenth century including Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Arnold and Browning.
3 Credits

EN-935 Modern Drama
A survey of British, American, Irish, and continental drama from Ibsen through O'Neill.
3 Credits

EN-938 The World of Dickens
Major aspects of the life and art of Dickens will be examined in a variety of contexts.
3 Credits

EN-941 Modern Poetry
A study of the major figures who shaped American and British poetry between 1920 and 1950.
3 Credits

EN-942 Three Modern Poets
Illustrates how modern poetry differs from that of earlier periods through study of W.B. Yeats, Wallace Stevens, and T.S. Eliot.
3 Credits

EN-943 Medieval Literature
This course covers the major genres of English medieval literature, such as drama, poetry, debate, prose, and riddles. The major works in medieval literature will be covered including Beowulf, Sir Gawain and the Green Knight, and the Corpus Christi plays. The themes of religion, courtly love, chivalry, women's roles, and class will be considered.
Other or on demand and other or on demand. 3 Credits

EN-945 Contemporary Poetry
Concentrates on poets whose major work was written after World War II.
3 Credits
EN-950 The Romantic Flowering in American Literature
The development of Romantic idealism in the origins of American fiction and poetry.
3 Credits

EN-952 Realism and Naturalism
Realism as practiced by Twain and clarified by Howells, following the transition of realism to naturalism under Norris and Dreiser.
3 Credits

EN-953 The Short Story
The Short Story examines in depth the origin and evolution of the genre of short fiction. Nineteenth and early twentieth century American, British, and Continental European stories are studied to provide artistic, theoretical, and cultural contexts for the development of the genre. By the end of the course, representative modern short fiction from various nations is explored in an effort to situate the genre within emerging philosophies of form and narration.
3 Credits

EN-955 American Novel I
The development of the American novel from Charles Brockden Brown through Melville and Hawthorn.
Fall and Spring and other or on demand. 3 Credits

EN-956 Classical Mythology
Study of myths of ancient Greece and Rome through examination of major primary texts and secondary interpretative texts.
3 Credits

EN-957 American Novel II
The development of the American novel from naturalism and realism to the latest fiction of the twentieth century.
Fall and Spring and other or on demand. 3 Credits

EN-958 Women in American Literature
An advanced study of works by and about women in American literature, including Rowson, Foster, and Brown.
3 Credits

EN-961 Film and Literature: Page and Screen
This class explores film's artistic and cultural descent from literature.
3 Credits

EN-990 Directed Study: English
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits.
Fall and Spring and every year. 1-6 Credits

EN-995 Seminar
An exploration of the works of one or two major authors in depth.
Fall and Spring and other or on demand. 3 Credits

EN-997 Graduate Independent Study
Guided exploration of a topic of interest to the student and a member of the English faculty.
Fall and Spring and every year. 3 Credits

EN-998 Special Topics
An exploration and consideration of a theme or topic of mutual interest to instructor and students.
Fall and Spring and other or on demand. 3 Credits

EN-999 Thesis Research & Writing
Guided work relating to the student's thesis.
3 Credits

Geography

GE-999 Independent Study in Human Geography
Individualized course of research or study undertaken in consultation with a faculty member.
3 Credits

History

HI-901 Directed Study: History
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits.
Fall and Spring and every year. 1-6 Credits
HI-908 Teaching History
In this course, graduate learners will gain knowledge and confidence developing their own rigorous and research-based pedagogical approach for effective teaching and learning in history and social studies, aligned with the emerging best practices in the discipline. Fall and Spring and other or on demand. 3 Credits

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-916 Revolution in the 20th Century
After examining a number of theories regarding revolutionary developments this course will focus upon the major revolutions of the present century; i.e., Russian, Chinese, Nazi, Cuban and Mexican. 3 Credits

HI-918 The US and the Middle East
Discusses growth of United States economic, cultural, political, and strategic interests in Middle East; emphasis on post-World War II period. 3 Credits

HI-920 Japan in the Twentieth Century
An evaluation of the role of Japan as an emerging world power and economic giant during the present century. 3 Credits

HI-924 Selected Topics in Us-East Asian Relations
An examination of major problems affecting American foreign policy in East Asia since World War II; i.e., the origins of the cold war in Asia, America's entry into the Korean War, the Offshore Islands issue, America's involvement in the Vietnam conflict, and United States-Chinese relations. 3 Credits

HI-934 Women's Rights: 18th Cent-Pres
Study of the major principles underlying the women's rights movement. It will start by examining the claims made by individuals during the early modern period in Europe and end by analyzing women's rights documents of international organizations of the twentieth century. A research paper will be required. 3 Credits

HI-936 History of the American South
A survey from the colonial era to the present, with a particular focus upon slavery and race relations. 3 Credits

HI-937 American Revolutionary Period
The political, military, economic, and social history of America from 1763 to 1787. 3 Credits

HI-938 The American Civil War
The political, military, economic, and social history of America from 1850 to 1877. 3 Credits

HI-939 American History At the Movies
A variety of movies are used as launching pads to explore American history and the relationship of film to history. 3 Credits

HI-940 Teaching History With Film
A study of history through film and media. 3 Credits

HI-941 Medieval History
Hundred Years War and the War of the Roses (1327-1485) 3 Credits

HI-942 Tudor-Stuart England
The political, cultural and social development of England, 1485-1688 3 Credits
HI-943 World War I
The period 1870-1918, focusing upon the origins
3 Credits

HI-944 World War II
A survey of the mass industrial global conflict between 1939-1945.
3 Credits

HI-945 The Rise of Islam
Course focuses on the rise of Islam, the Arab Empire, and the impact of the Arab/Islamic Civilization on Europe.
3 Credits

HI-946 Eur Intell Hist Enlighten-Pres
The major ideas of the era; utilitarian, nationalist, and socialist schools; fascism, communism and liberalism.
Fall and Spring and every year. 3 Credits

HI-970 China in the Twentieth Century
A consideration of the major political, diplomatic, and intellectual developments in China since 1949.
3 Credits

HI-990 Special Topics in History
An investigation of an historical issue, event or personality of mutual interest to the instructor and students.
Fall and Spring and other or on demand. 3 Credits

HI-992 Sem: American Const History
Varied topics to meet the student's needs; e.g., the Marshall Court, Taney Court, Warren and Burger Courts, and so forth.
3 Credits

HI-995 Thesis Option (research)
Research of thesis.
3 Credits

HI-996 Thesis Option (writing)
Writing of thesis.
3 Credits

HI-999 Graduate Independent Study in History
1-3 Credits

Mathematics

MT-910 Understanding K-8 Mathematics: Numbers And Operations
Develops and strengthens teachers' knowledge and understanding of the number sense and operations strand of middle school mathematics
3 Credits

Teachers will develop and strengthen their knowledge of statistical and probabilistic concepts. Presentations will include investigations appropriate to middle school classrooms.
3 Credits

MT-912 Understanding K-8 Mathematics: Patterns, Functions, and Algebra
Develops and strengthens teachers' knowledge and understanding of the patterns, functions and algebra strand of elementary and middle school mathematics.
3 Credits

MT-913 Understanding K-8 Mathematics: Geometry And Measurement
Teachers will develop and strengthen their knowledge of the geometry and measurement strand of elementary and middle school mathematics.
3 Credits

MT-920 Probability and Statistics for Middle And High School Teachers
Teachers will strengthen their knowledge of probability, descriptive, and inferential statistics.
Every 2-3 years. 3 Credits

MT-923 Algebra and Trigonometry for Middle and High School Teachers
Teachers will develop and strengthen their knowledge of algebra and trigonometry.
Every 2-3 years. 3 Credits

MT-930 Mathematical Modeling for Middle and High School Teachers
This course focuses on mathematical modeling techniques for Middle and High School teachers. Students will strengthen and expand their knowledge of algebra and its applications to a variety of situations and models.
Other or on demand and every 2-3 years. 3 Credits
MT-932 Number Theory for Mid. and Hs Teachers
Students will enhance their knowledge of number theory and abstract algebra topics.
Other or on demand and every 2-3 years. 3 Credits

MT-933 Middle and High School Geometry for Teachers
Teachers will develop and strengthen their knowledge of Euclidean, Non-Euclidean, and transformational Geometry.
Every 2-3 years. 3 Credits

MT-935 Discrete Math for Middle and High School Teachers
Teachers will develop and strengthen their knowledge of discrete mathematics. The course will emphasize connections to middle and high school mathematics curriculum.
Every 2-3 years. 3 Credits

MT-940 Calculus for Middle and High School Math Teachers
Teachers will develop and strengthen their knowledge of derivatives, integrals, and applications of calculus.
Every 2-3 years. 3 Credits

MT-971 Special Topics
Special topics in elementary, middle and/or school mathematics.
3 Credits

MT-990 Directed Study: Math for Teachers
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. Variable credit.
Fall and Spring and every year. 1-12 Credits

Nonprofit Management

NM-900 Directed Study: Nonprofit Management
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. variable credits.
Fall and Spring and every year. 1-6 Credits

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, specializaion 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 evalulation 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-950 Unions and the Public Sector
An intensive examination of key collective bargaining topics. Topics include grievance-arbitration processes, productivity bargaining, and impasse resolution in the public sector.
Fall and Spring and every year. 3 Credits

NM-951 Grant Writing
This "how to" course will a hands-on experience that will cover the skills and strategies essential to the full range of the grant writing process, from needs assessment and identification of potential funding sources through proposal writing and submittal, to planning for evaluation and continuation.
4 Credits

NM-955 Board Relationships and Volunteer Management
An informative and critical look at the role of support volunteers as well as the role of volunteer boards of directors in the governance of nonprofit organizations. Relationships between the board and professional managers and program staff are analyzed as are the relationships between paid staff and volunteer members. Methods of recruiting, developing, motivating, and training, volunteers for all roles are explored.
3 Credits

NM-960 Seminar in Critical Issues for Health Care Management
This seminar examines important topical issues in health services management and policy. It surveys selected current issues in health care management and policy at the local, regional, national, and international levels. Selected topics may include: physician payment reform, uncompensated medical care, quality of medical care, confidentiality and legal implications. Topics will change to remain timely and relevant.
3 Credits
NM-961 Health Care Law
Exploration of the relationship between law and health care. Legal rights and duties of patients and providers of health services are discussed. Topics include: hospital liability, hospital-physician relationships, patient rights and informed consent, privacy and confidentiality, negligence, and malpractice.
3 Credits

NM-962 Management of Gerontological Programs
Emphasizes administration of health care services for the aged, along with the issues that affect these services. Examines the structure and functions of publicly and privately funded programs and organizations providing health services to the aged. Acquaints students with the planning process and resources available for meeting the needs of the elderly. Provides broad knowledge of health care services for the aged and their implementation.
3 Credits

NM-970 Issues in Clinical Case Management
Introduction to managerial, clinical and ethical issues in effective case management in the human services. Various models of case management thoroughly explored.
3 Credits

NM-971 Issues in Residential and Long Term Care
Theory, philosophy and behavioral aspects of administration and management of residential and long-term care facilities. Role of administrators relative to management, community activities, public relations, ethical practices, licensure, as well as state and federal requirements.
3 Credits

NM-972 Special Topics in Non-Profit Management
In depth exploration of contemporary topics or issues in the field of Non-Profit Management
1-6 Credits

NM-980 Thesis I
Prerequisites or Corequisite: NM-990
This course is offered every fall term and takes a practical approach, providing students with the opportunity, through individual consultation with the instructor, to design their individual research projects based on sound research principles as explored in NM 990. Students will also prepare their applications to the WSU Human Subjects Review Board (H.S.R.B.).
1 Credit

NM-981 Thesis II
This course is offered every spring term and builds on the skills acquired and work completed during NM 990 and NM 980. Students will submit their H.S.R.B. applications. Upon gaining approval from the board, students implement their research design by collecting and analyzing data on their chosen topics, and present their findings, conclusions and recommendations orally, and in a written report. Students consult individually with their instructor throughout the semester as they work on their individual projects. The final report is expected to be of publishable quality.
4 Credits

NM-990 Action Research
Prerequisites: 5 courses From courses NM-901 NM-934 NM-942 NM-945 NM-949 NM-993 NM-951;
NM 990 is offered every fall. The goal of this course is to prepare students to undertake nonprofit-relevant research projects in areas of their choice, by developing an understanding of fundamental concepts of research design. By the end of the course, students develop a research proposal
3 Credits

NM-992 Fundraising, Development and Community Relations
Exploration of fundraising, resource development, and community relations as an integrated approach to organizational development. Course covers state-of-the-art fundraising, board development, and public relations techniques. Topics include: identification and cultivation of benefactors; prospecting; personal and telephone solicitations; direct mail; annual fund; capital campaigns; planned giving; utilization of volunteers and staff; communication with public; internal and external public relations program.
3 Credits

NM-993 Marketing and Resource Development
This course will focus on three major functions that nonprofits must perform in order to survive and thrive: fundraising, marketing, and the development of resources. The course will cover the role of institutional planning in the setting fundraising goals, creating the annual development plan, preparing for and implementing capital campaigns and planned gift programs. This course will also examine the development and management of volunteers, boards of directors, and individual donors in nonprofit organizations. The course will also examine how marketing concepts are applied to nonprofit and public organizations. Marketing research, product development, pricing, advertising, publicity, and market control will be studied.
3 Credits

NM-994 Assigned Readings
Independent study under faculty supervision. Student will define area of advanced study in an area of nonprofit, health care, public agency, human service or human resource training and development.
3 Credits
NM-995 Accounting and Budgeting for Public Management
Introduction to accounting and budgeting concepts as applied to management in federal, state, or local public agencies. Topics include control limit theorem, confidence intervals, probability values, analysis of variance, simple and multiple regression and partial and multiple correlations.
3 Credits

NM-998 Research
Supervised research in nonprofit, healthcare, human service, public agency, or human resource training and development Students will learn a variety of research tools specifically relevant to research in nonprofit organization.
3 Credits

Nursing

NU-900 Individual Assessment
Bridge Program students only The RN with a B.S. or B.A. degree in a discipline other than nursing identifies individual learning outcomes in their Master’s program of study.
1 Credit

NU-901 Community Health and Health Policy
Bridge Program students only This course analyzes the development of policy and its impact on the health of populations. Students apply epidemiology and public health science to population-based nursing practice.
3 Credits

NU-902 Transition to Advanced Nursing
Bridge Program students only Designed for registered nurses with bachelor's degrees in areas other than nursing, provides a common knowledge base including the community perspective as a foundation for graduate study in nursing. The realities of modern nursing practice are examined.
3 Credits

NU-908 Professional Role Development: Philosophical & Curricular Development In Nursing Education
This course provides the student with an overview of the role of the nurse educator and the philosophical, theoretical, legal, ethical, and professional foundations of nursing education. Content builds on philosophical traditions and influences, nursing theory, pedagogy and andragogy. These foundations provide the basis for an examination of the development of conceptual frameworks, curricula, and the teaching-learning process.
3 Credits

NU-910 Professional Role Development
The role of the advanced public health nurse is analyzed in terms of professional scope of practice, standards of practice and components of the role. This course provides a framework for advanced nursing practice.
3 Credits

NU-920 Conceptual Foundations of Nursing Education
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.
Fall only and every year. 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 enviornment and its impact on the delivery of nursing care.
3 Credits

NU-936 Epidemiology
Evaluation of epidemiological principles and techniques of investigation; measures of incidence and prevalence applied to health risk, morbidity and mortality in specific populations.
3 Credits

NU-937 Advanced Health Assessment
This course provides the nurse educator student with the theoretical and clinical knowledge required to teach health assessment to students enrolled in basic nursing education programs. Includes principles of health assessment throughout the lifespan with an emphasis on problem-based and student-centered learning.
3 Credits
NU-938 Advance Concepts in Physiology and Pathophysiology
This course is designed to present an orientation to disease as disordered physiology. Course focus is on pathological conditions encountered in clinical practice across the life span. Emphasis is placed on regulatory and compensatory mechanisms as they relate to commonly occurring diseases. The influence of environmental and genetic factors on the development of disease will be examined.
3 Credits

NU-939 Advanced Concepts in Pharmacology
This course focuses on the pharmacologic principals important to nursing practice including: pharmacokinetics, pharmacodynamics, and pharmacogenomics, and major drug classifications from the perspective of the Nurse Educator. This course will explore strategies for teaching pharmacological concepts to pre-licensure nursing students. Emphasis is placed on the utilization and application of the nursing process in the teaching of pharmacology and safe administration of medications.
Other or on demand and every 2-3 years. 3 Credits

NU-941 Program Planning & Evaluation
Program Planning and Evaluation is an inter-disciplinary course to facilitate students learning in the design, development and monitoring of multi-level strategies that promote movement toward optimal health and social justice for diverse ethnic populations and communities.
3 Credits

NU-942 Practicum in Teaching & Learning I
Prerequisites: Students must be matriculated in the master's of science in nursing education program and have completed NU908, NU937, and NU939. Students matriculated in the post-masters certificate are waived from these prerequisites. This course examines driving societal forces for technology integration in nursing education, as well as a variety of teaching strategies utilized in today's learning environment. The student is provided with the opportunity to apply knowledge gained through a diverse practicum experience. Students will complete a minimum of 60 hrs. Using theories of education, students will discuss and evaluate the use of teaching and learning strategies, as well as quality improvement and patient safety in clinical practicum settings.
Fall only and every year. 4 Credits

NU-943 Practicum in Teaching & Learning II
Prerequisites: NU908 NU-937 NU-939 NU-942
This course builds upon the practicum experience of NU942 combining both didactic and clinical components. Students will complete a minimum of 65 hrs. The student is provided the opportunity for continued implementation of the components of the educator role under the guidance of a preceptor in an educational setting.
Spring only and every year. 4 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-952 Public and Population Health Nursing Theory and Practice
Public and population health nursing is shaped by social, behavioral, cultural, and demographic factors that impact healthcare at multiple levels. In this course, students develop an understanding of the history of public health and public health nursing, public health law and ethics, system infrastructure, and health equity and health disparities. Students analyze theories and research that will assist them in understanding the social determinants of health. Students develop models to assess and deliver healthcare to promote a culture of health in identified populations. Prerequisite: Program of Study and University Orientation Preparation modules online for students taking the course Other or on demand and other or on demand. 3 Credits

NU-953 Public and Global Health Policy, Politics, and Progress
In this course, students examine the role of federal, state, and local government in the assurance of public health through health policy and law. Consideration is given to contemporary policy, law and regulatory issues arising in public health practice, as well as to the economics and financing of public health programs. Advocacy, political, and creative processes as they relate to the formulation, implementation, and modification of health policy are examined and discussed. Students also learn how to structure and write a health policy analysis.
Alternating and every year. 3 Credits

NU-954 Essentials of Evidence-Based Practice in Public and Population Health
Nurses base practice on sound and tested evidence to ensure the safety, high quality, and cost-effectiveness of patient care. Students have the opportunity to gain a better understanding of the development and relationship of nursing theory, research, and public and population health nursing practice. Students explore the role of nursing theory in both research and practice. They examine research literature to differentiate and critique various research designs, including quantitative, qualitative, and mixed-method models; appraise statistical data; and analyze evidence. Critical evaluation of research for decision-making to enhance public and population health practice is emphasized.
Alternating and every year. 3 Credits
NU-955 Epidemiology and Population Health
Students in this course are provided with an overview of epidemiologic methodology in the study of the distribution and etiology of disease and health-related conditions in human populations. Students examine common epidemiologic study designs and discuss the strengths and weaknesses inherent in each. They explore and discuss select global problems, such as the global burden of communicable and non-communicable disease, environmental threats to health, bioterrorism, and effects of disasters and emergencies. Students will apply epidemiologic and biostatistical methods to study factors related to aggregate, population, and individual health.
Alternating and every year. 3 Credits

NU-956 Informatics and Data Science for Population and Public Health
Prerequisites: NU-952 and NU-953 and NU-954 and NU-955.
This course introduces population and public health informatics, the field devoted to the optimal use of data, information, and knowledge to advance individual health, health care, public health, and health-related research. Healthcare research topics covered include evidence-based practice, use of large databases, data mining, consumer information, health promotion and maintenance, and quality assessment. The management of health data in the achievement of healthcare organization objectives is emphasized. Students will learn the application of informatics in areas of public health, including surveillance, prevention, preparedness, and health promotion. Application activities will include public and population health data analysis, visualization of data.
Other or on demand and every year. 3 Credits

NU-957 Public and Population Health Nursing Leadership
Prerequisites: NU-952, NU-953, NU-954 and NU-955.
The development of leadership strategies is imperative to the delivery of high-quality, population-based care by the public health system. Students address the application of principles and theories of leadership and management in a public health setting as well as the skills needed for nurses to provide effective leadership across agency partnerships at the local, state, national, and international levels. Special focus is placed on developing collaborative partnerships, systems-based thinking, evidence-based decision making, organizational problem-solving, public health finance and budgeting, accreditation, emergency preparedness, and global health competencies.
Other or on demand and every year. 3 Credits

NU-958 Global Perspectives on Health and Environment
Prerequisites: NU-952, NU-953, NU-954 and NU-955.
Students are introduced to current public health issues and challenges affecting vulnerable populations around the globe. Particular emphasis is given to the environmental, social, and economic determinants of health and possible intervention strategies for addressing the global burden of disease. Students examine causal links between chemical, physical, and biological hazards in the local and global environment and their impact on health. Using theories, frameworks and methods presented in the course, students assess current solutions and consider new ways to address strategies to promote human health and justice in light of environmental threats, such as waste, water, air, vectors, and global warming as well as issues related to bioterrorism and disaster preparedness and management.
Other or on demand and every year. 3 Credits

NU-959 Genetics and Genomics in Public and Population Health
In this course, students will understand the emerging science of genetics and genomics in public and population health. Students will gain insight of conditions and environmental forces on health from natural and acquired genetic and genomic perspectives. Focusing on screening for genetic risk factors and environmental impacts on the genome the student will describe both local, regional and worldwide impacts.
Other or on demand and every year. 3 Credits

NU-961 Nursing Science I: Community/ Public Health Leadership Theory and Practicum I
LASC Categories: NLL
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-962 Program Planning and Evaluation for Public and Population Health
Students in this course develops competency in the design, implementation, and evaluation of strategic and program planning. They receive an overview of public health program planning and development, as well as needs and asset assessment. Students focus on the methods required to develop, implement, and evaluate a strategic plan. Students discuss the administration and coordination of public and population health program interventions and activities, and they explore the variety of methods used to facilitate public health research (quantitative, qualitative, and/or mixed-methods) in practice settings. Students engage in course assignments that focus on real-world nursing practice applications of theory.
Other or on demand and every year. 3 Credits

NU-963 Population-Based Public Health Nursing Interventions
In this course, students continue to develop specialized knowledge and skills in advanced public health nursing (PHN) and the delivery of population healthcare within the context of interprofessional practice. Students gain a greater understanding of public health & population health informatics, environmental health issues, evidence-based public health, and the role of advocacy for policy and social change. The focus of the course is on the assessment and development of culturally sensitive interventions targeted at community and population levels through a practicum experience. Must complete before NU 964.
Other or on demand and every year. 4 Credits
NU-964 Applied Project in Public and Population Health
Prerequisites: Last course. May be taken with NU 962 NU 959 if a full time student. NU 963 must be completed prior to this course.
As a culminating experience, MPH students are provided the opportunity to demonstrate their ability to synthesize and integrate advanced knowledge and skills acquired throughout the program and to apply theory and principles in a public health project focused on social change. For this project, students write a grant proposal for a public health initiative or create a community health program plan. The project must address the needs of a specific population in the student’s field site community. Students are also required to describe how the ANCC Advanced Public Health Nursing Scope and Standards were demonstrated while carrying out the project.
Other or on demand and every year. 4 Credits

NU-966 Nursing Science II: Community/Public Health Leadership Theory and Practicum II
This course provides the community health graduate nursing student with the opportunity to evaluate the various processes which are utilized to address multiple determinants of health and participate in the challenges of attaining and maintaining population health. Selected clinical practices encourage the student to utilize theory, research, and information technology to manage and evaluate program effectiveness and provide leadership for emerging advances in population health and health care. Students will be prepared to lead the delivery and evaluation of high quality, evidence-based, and population-centered care.
6 Credits

NU-999 Clinical Nursing Education
3 Credits

Occupational Therapy

OT-903 Clinical Reasoning I
Seminar to apply clinical reasoning skills to case studies integrating all aspects that influence therapeutic decision-making, including occupational performance areas, components, and contexts.
3 Credits

OT-905 Clinical Reasoning II
Continuing seminar to apply clinical reasoning skills to case studies integrating all aspects that influence therapeutic decision-making, including occupational performance areas, components, and contexts.
Fall and Spring. 3 Credits

OT-906 Global Health Issues
Understanding health issues from a global perspective of the economic, political, social and cultural forces which impact on health and health services.
3 Credits

OT-908 Community Health
Community as a context for human functioning and occupational therapy intervention. Includes community placement.
3 Credits

OT-920 Physical Disabilities Fieldwork II
Prerequisites: OT-903 and OT-905 and OT-906 and OT-908 and OT-928 and OT-929 and OT-930 and OT-931 and OT-933
Twelve weeks of full-time (or equivalent part-time) fieldwork in approved physical disabilities setting with supervision that meets ACOTE Standards.
3 Credits

OT-921 Psychosocial Fieldwork II
Prerequisites: OT-903 and OT-905 and OT-908 and OT-928 and OT-929 and OT-930 and OT-931 and OT-933
Twelve weeks of full-time (or equivalent part-time) fieldwork in approved setting with supervision that meets ACOTE Standards.
3 Credits

OT-928 Thesis Seminar I
Seminar focusing of the development of thesis proposals.
Fall and Spring and every year. 3 Credits

OT-929 Thesis Seminar II
Seminar focusing on the collection and analysis of data.
3 Credits

OT-930 Thesis Seminar III
Seminar focusing on writing and disseminating a research report.
3 Credits

OT-931 Organizational and Professional Issues II
An advanced seminar exploring issues relevant to the changing roles and responsibilities of practitioners and to the rapidly evolving practice contexts.
3 Credits
OT-932 Specialty Fieldwork II
Twelve weeks of full-time (or equivalent part-time) fieldwork in an approved specialty setting with supervision that meets ACOTE standards.
3 Credits

OT-933 Assessment and Evaluation Across the Lifespan
This course provides an overview of the occupational therapy and evaluation process. Selection, interpretation and documentation of assessments will be examined.
3 Credits

School Psychology

EP-901 Intro to School Psychology: Ethical Standards, Legal Issues & Professional Topics
Included in the course topics will be the historical foundations of the profession of School Psychology, introduction to the special education procedures, basic legal and ethical issues, professional roles, and the relationship of school psychologists to other educational and mental health team members. Attention is focused on federal and state legislation, special and regular education case law, psychological practice case law, and professional ethical standards as applied in the educational setting. Consideration is given to the ethical standards of practice as they relate to legal mandates and court decisions concerning psychological practice in the schools. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-902 Intro to Counseling Theory, Practice & Psychotherapy
The study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process. An introduction to counseling skills with focus on the various techniques used with individuals, groups and families. Essentials of interviewing, note taking and report writing, and the role of diagnosis will be examined. Tapes and role plays may be utilized.
3 Credits

This course is one of two required courses designed to introduce testing and assessment processes in psychology and education. Students will develop emerging expertise in individual test administration, scoring, interpretation, and report writing. Contemporary issues pertinent to the assessment of cognition are covered. Emphasis is placed on synthesizing and integrating information from multi data points in order to generate effective recommendations and interventions. Competency examination(s) must be passed for course credit. Registration in separate lab required. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program director. Laboratory fee.
Every year. 3 Credits

EP-904 Principles of Cognitive and Psycho-Educational Assessment and Intervention II
The second (of 2) required course sequence designed for Students in the School Psychology Program to develop on-going expertise in individual test administration, scoring, interpretation, and report writing with an emphasis on linking assessment and intervention. Contemporary issues pertinent to the assessment of cognition are covered. Emphasis is placed on synthesizing and integrating information from multi data points to generate effective recommendations and interventions. Competency examination(s) must be passed for course credit. Registration in separate lab required. Pre-req: Full Time Status in the School Psychology Program or permission of School Psychology Program director. Laboratory fee.
Every year. 3 Credits

EP-905 Behavioral Assessment and Interventions
Covers theory, research and practice pertaining to the assessment of complex behaviors across childhood and adolescence. This course uses a problem-solving framework to help students acquire skills in identifying common behavioral problems and designing targeted assessment plans. Students will be afforded the opportunity to gain experience in the administration, scoring and interpretation of relevant measures designed to assess children's and adolescents' behavioral functioning. Includes skills and techniques of preventing and remediating behavior problems. Students will have direct practice in the use of multi-source/multi-method data and the development and writing of Functional Behavioral Assessments and Behavior Plans. Pre-requisite: Full Time Status in the School Psychology Program or permission of the School Psychology Program Director.
Every year. 3 Credits

EP-906 Personality Assessment: Social, Emotional and Affective Functioning
Uses a problem solving framework designed to help students to develop skills in identifying common social, emotional and affective problems and designing targeted assessment plans. Offers students an opportunity to gain experience in the administration, scoring and interpretation of relevant measures designed to assess children's and adolescents’ social, emotional and affective functioning. Various approaches to collecting data may include history taking, direct observation, clinical interviews, self-report inventories and projective techniques. Students will be afforded the opportunity to gain experience in the administration, scoring and interpretation of relevant measures designed to assess children's and adolescents’ social, emotional and affective functioning. Pre-requisite: Full time status in the School Psychology Program or permission of the School Psychology Program Director.
Every year. 3 Credits
**EP-907 Child & Adolescent Psychopathology**
Utilizing the DSM V and major forms of psychopathology, this course will focus on those disorders first diagnosed in Infancy, Childhood and Adolescence. This will serve as a foundation for understanding developmental and behavioral disorders of childhood through adolescence. Areas of study include both internalizing and externalizing disorders. Students will acquire a thorough knowledge of specific pathologies and conditions through intensive reading and research. Conversation will include a review of the relationship between state identified categories of special education eligibility and the DSM-V diagnostic categories. Pre-requisite: Full Time Status in the School Psychology Program or Permission of the School Psychology Program Director.
Every year. 3 Credits

**EP-908 Community Psychology**
Various models for psychological interventions as they relate to community needs are reviewed. Cultural and linguistic diversity, poverty, and various contemporary issues will be explored for impact on the school, local, state and national community.
3 Credits

**EP-920 Research, Design and Evaluation**
This course introduces qualitative and quantitative research methods, acceptable research designs, clinical applications, Program Evaluation, interpretation of findings and critical evaluation. Specific attention will include Percent of Non-overlapping Data as a means to evaluate effectiveness of intervention(s). Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director
Every year. 3 Credits

**EP-921 Human Development: Lifespan**
This course provides an overview of development from conception until death. A comprehensive view of life span development with special attention to the physical, cognitive, and social-emotional changes that occur during infancy, toddlerhood, childhood, adolescence, and adulthood. Theories of development will be reviewed from an interdisciplinary, culturally informed perspective and related to implications for learning.
3 Credits

**EP-922 Child and Adolescent Therapy**
This course will examine various approaches to counseling and psychotherapy with children. Students will gain experience in the application of techniques of psychotherapy with a variety of populations which may include traditionally defined racial and multi-cultural populations, and will also include a broader spectrum of individuals such as children with a variety of special needs. Various approaches and techniques used in counseling children, with attention to sensitivity to multicultural, racial and special needs issues. Students will also gain specific skills in facilitating client development and change in a multicultural society through intentional intervention and counseling techniques. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director
Every year. 3 Credits

This course is focused on current theories of learning and how to link theory and intervention. Structure of the course is designed to provide students with knowledge of scientifically-based research practices. Emphasis will be placed on linking assessments to effective instructional practices in the areas of reading, writing, and math. Evidence-based methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be emphasized. Particular focus will be placed on the advocacy and culturally sensitive practices within diverse populations. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

**EP-924 Principles of Neuropsychology**
This course studies the principles of human neuropsychology within the scientific study of human behavior as it relates to normal and abnormal functioning of the central nervous system. Emphasis is placed on students acquiring specialized knowledge of functional neuroanatomy, brain development, the neuropsychological basis of memory & learning and neuropsychological & behavioral manifestations of neurological disorders. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

**EP-925 Advanced Counseling Theory, Practice and Psychotherapy**
This course is designed to provide students with continued experience in counseling and psychotherapy, specifically in a multicultural society. Counseling in a multicultural society will be a focus as well as professional communication skills with a variety of populations. Such populations might include clients, families, teachers, physicians, and other professionals. This course is designed for the students who have had an introduction to counseling theory. The course will offer the opportunity to expand and refine basic listening and attending skills. The class will focus on therapeutic change: common factors as well as unique factors of change. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits
EP-926 Systems Theory & Practice
Prerequisites: Full Time Status in the School Psychology Program, EP 902, concurrent enrollment in EP 990 or permission of School Psychology Program Director.
This graduate level course will introduce students to the role that the school psychologist plays in systems level change. The course will review skills needed for systems change at the school building and school district levels. It will also review systems factors required for professional advocacy at local, state, and federal levels. Topics covered will include strategic planning, organizational development, school-wide practices that promote learning and professional advocacy.
Every year. 3 Credits

EP-927 Exceptionalities: Developmental Processes, Identification and Intervention
A broad survey of the field of exceptionality and special education with emphasis on the study physical, cognitive, perceptual and psychological aspects of the atypical developmental patterns of children and adolescents. Included are discussions of current issues and controversies in the field, characteristics, classification, diagnosis, and educational interventions for school-aged children with high-incidence and low-incidence disabilities who have exceptional educational needs. Includes attention to special education legislation and current service delivery programs.
Every year. 3 Credits

EP-928 Applied Neuropsychology in the Schools
This course will provide students with analytical tools to assist in diagnostic formulation as students become familiar with neurological conditions of childhood and adolescence. Approaches to common neuropsychological assessment measures used to assess those will be reviewed. Students will develop an understanding of potential interventions to address areas of difficulty in children and adolescents suspected of acquired neuropsychological involvement with learning, behavioral problems. The NEPSY II, Delis-Kaplan and relevant memory scales are examples of assessment data gathering activity. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Director.
Every year. 3 Credits

This course will promote general knowledge of behavioral, mental health and organizational theories of consultation. Each participant will develop a conceptual understanding of effective consultation and its relevance to intervention using a pragmatic approach to client centered consultation and developing and evaluating individualized and group programs intended to remediate a client's or student's problem. The course utilizes models from school consultation, group process, systems theory, family therapy and organizational conceptual framework for discussion. School Psychology students are expected to carry out the consultation with a classroom teacher. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-930 Group Processes: Theories and Practice
This course provides an overview of the group processes and dynamics with a focus on stages of group development. Various approaches, theories, and techniques of group are examined. The group process of the class will provide experience of group membership. The course will involve a combination of didactic and experiential elements. Readings, lectures and the use of role play/media will build a cognitive base for experiential learning. This course will facilitate students learning the practical aspects of designing and conducting groups (i.e., psycho-educational and support groups) specifically in the school setting. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-931 Psychology of Career and Life Choices
Various theoretical and empirical issues related to personal satisfaction in the choice of work and career are examined. Specific areas to be analyzed include developmental models of behavior; goal setting and the planning process; the assessment of values, interests, abilities, personality characteristics and decision making. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Other or on demand and other or on demand. 3 Credits

EP-932 Neuropsychology in Schools
During this class, students will apply neuropsychological principles and assessment procedures to neuropsychological report writing. The content builds on students' understanding of the structure and function of the central nervous system and the neural mechanisms underlying human behavior, as well as, their assessment and diagnostic skills. This will be achieved through the review and discussion of the literature and clinical cases. Pre-requisite: Full Time Status in the School Psychology Program or permission of School Psychology Program Director.
Every year. 3 Credits

EP-933 Advanced Supervision
This course will provide practicing school psychologists and related mental health professionals with field supervision. Students should be expected to come to class prepared to discuss cases that they are working on in the field. Supervision and feedback will be provided regarding these cases with an emphasis on effective problem-solving and intervention methodologies. Students who accumulate 30 hours per year of supervision for two years may apply the supervision hours toward those required to apply for the Licensed Educational Psychologist or other credentials through the Department of Allied Mental Health. Course may be repeated for credit. Pre-requisite: MA DESE licensure.
Fall and Spring and every year. 2 Credits
The Professional Seminar is taught concurrently with a year long practicum in school psychology with students under the supervision of both a credentialed school psychologist in the schools and a university supervisor. The Seminar will provide a forum, an important part of school psychology training, in which students will link theories and course work to practice and will examine professional, legal & ethical issues and service delivery models in school psychology. The seminar environment will afford students the opportunity to discuss complex cases that they have encountered including cross-cultural considerations, diagnostic issues, recommendations and interventions.
3 Credits

EP-991 Seminar and Practicum in School Psychology II
The Professional Seminar is taught concurrently with a year long practicum in school psychology with students under the supervision of both a credentialed school psychologist in the schools and a university supervisor. The Seminar will provide a forum, an important part of school psychology training, in which students will link theories and course work to practice and will examine professional, legal & ethical issues and service delivery models in school psychology. The seminar environment will afford students the opportunity to discuss complex cases that they have encountered including cross-cultural considerations, diagnostic issues, recommendations and interventions.
3 Credits

EP-992 Professional Seminar and Internship In School Psychology I
Professional Seminar & Internship in School Psychology I is the first of a two-part culminating component of school psychology training conducted under the joint supervision of a credentialed school psychologist and university faculty. Students are expected to discuss professional experiences including counseling, psychological assessment(s), report writing, participation in team meetings, consultation, ethical & legal issues in school psychology and service to diverse ethnic, cultural, disability, gender and sexual orientation groups. It is expected that at the completion of the internship year (minimum 1200 hours), students will be prepared to function independently as school psychologists. Pre-requisite: Full Time Status in the School Psychology Program, cleared for Internship or permission of School Psychology Program Director.
Every year. 3 Credits

EP-993 Professional Seminar and Internship in School Psychology II
Professional Seminar & Internship in School Psychology II is the second of a two-part culminating component of school psychology training conducted under the joint supervision of a credentialed school psychologist and university faculty. Students are expected to discuss professional experiences including counseling, psychological assessment(s), report writing, participation in team meetings, consultation, ethical & legal issues in school psychology and service to diverse ethnic, cultural, disability, gender and sexual orientation groups. It is expected that at the completion of the internship year (minimum 1200 hours), students will be prepared to function independently as school psychologists. Pre-requisite: Full Time Status in the School Psychology Program, cleared for Internship or permission of School Psychology Program Director.
Every year. 3 Credits

Spanish

SP-901 Advanced Study:Special Topics
Special topics in language, literature, civilization or field work of mutual interest to student and instructor.
3 Credits

SP-910 Southern Cone Literature and Film
Representative works by authors and film directors from the Southern Cone of Latin America. Content and focus will vary in response to particular student and faculty interest.
Spring only and other or on demand. 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 States
Sociocultural study of Hispanics in the United States with focus on major contemporary issues.
3 Credits

SP-934 Topics in Latin American Film
Representative works by Latin American film directors from early 20th century to the present. Content will vary in response to particular student and faculty interest.
Spring only and every 2-3 years. 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-990 Directed Study: Spanish
Directed study offers graduate students, who because of unusual circumstances may be unable to register for a course when offered, the opportunity to complete an existing course with an established syllabus under the direction and with agreement from a faculty member. Variable credits.
Fall and Spring and every year. 1-6 Credits

SP-994 Thesis Seminar/Comprehensive Exam
Students will work with faculty advisor(s) to design, implement, and evaluate a thesis that investigates a significant issue, or to prepare and take a Comprehensive Exam that evaluates the overall program coursework plus additional materials, if so desired, in order to complete the requirements for graduate work.
3 Credits

SP-997 Independent Study: Spanish
Study of a special topic of interest to the student. Both content and eligibility are subject to departmental guidelines and approval.
3 Credits
SERVICES FOR STUDENTS

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

- Athletics and Recreation (p. 148)
- Campus Ministry (p. 148)
- Career Services (p. 148)
- Counseling Services (p. 149)
- Health Services Office (p. 149)
- Lancer Dining Services (p. 150)
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Athletics and Recreation

The Athletics and Wellness office is an integral component of Worcester State University's efforts to provide a high-quality, affordable education and supportive environment that promotes the total development of the student. A brand new, state-of-the-art, 101,000 square foot Wellness Center opened in August of 2016. This building provides our students robust intramural and recreational opportunities, while our student-athletes compete in some of the nicest indoor facilities in New England. Employment opportunities for students may also be available in the Wellness 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). The University sponsors the varsity sports of baseball, men's and women's basketball, men's and women's cross country, field hockey, football, men's and women's golf, men's ice hockey, men's and women's soccer, softball, women's tennis, men's and women's indoor and outdoor track and field, women's volleyball, and women's lacrosse. In order to compete, graduate students must have an undergraduate degree from Worcester State University or another NCAA Division III institution, have eligibility remaining and meet any additional NCAA requirements.

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

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

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

Campus Ministry

Campus Ministry at Worcester State University seeks to enable students, faculty and staff to grow spiritually in their faith journey as they work and study at Worcester State. Through interfaith programs, suppers, spiritual 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 has volunteer clergy to meet with students.

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 508-929-8941 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. Same day appointments may be available through our walk-in triage process. Additionally, should a student need further treatment beyond the three sessions they will be referred to resources within the community. On our website (worcester.edu/sp-counseling) students can access free online screenings for a variety of areas. These are available in Spanish, and English.

To schedule an appointment, please contact the Counseling Center at 508-929-8072 or email counseling_wsu@worcester.edu.

Health Services Office

Health Forms and Immunization

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

1. two doses of measles, mumps and rubella vaccine given at least one month apart beginning at or after 12 months of age;
2. one dose of tetanus/diphtheria/pertussis (Tdap) is required, if it has been 5 years or more since the last dose of tetanus/diphtheria (Td);
3. three doses of Hepatitis B vaccine;
4. all full-time students, 21 years of age and younger, and all students (regardless of age) living in a dormitory or other congregate on-campus housing, will require immunization with the Meningococcal vaccine to protect against serotypes A, C, W and Y, on or after their 16th birthday, or the student/parent/legal guardian may sign the Meningococcal Information and Waiver Form developed by the Massachusetts Department of Public Health;
5. a history of varicella (chicken Pox) disease verified by a health care provider, or two doses of Varicella vaccine given at least 1 month apart beginning at or after 12 months of age

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

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

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

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

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

Contact Information

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

Health Services - Sheehan Hall
508-929-8875
508-929-8075 (fax)
Email: avickstrom1@worcester.edu
Webpage: Health Services
Health Insurance
The Commonwealth of Massachusetts requires that students must be covered by health insurance under their own policy or purchase the Worcester State health insurance plan. Health insurance is required for undergraduate students if they register for nine (9) or more semester hours of credit. Coverage for graduate students is required if they register for seven (7) or more semester hours of credit.

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

Lancer Dining Services
Worcester State Dining Services is managed by Chartwells, a Division of Compass Group North America. Chartwells is proud to present to you an unforgettable dining experience built with passion and practicality; ingenuity and sensibility. Great food and exciting environments combined with our pride of service transform the ordinary into the unexpected.

Locations and Hours of Operation
There are seven dining locations on campus Sheehan Hall Dining Hall, The Food Court, The Woo Cafe, Starbucks Café, The Market, and Chandler’s Juice Bar. To find out about hours of operations, menus, prices, specials and upcoming events go to www.dineoncampus.com/wsu.

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

Student Accessibility Services Office (SAS)
Worcester State University is dedicated to making its programs, services and activities accessible for all students. Student Accessibility Services (SAS) collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life. SAS assists eligible students with self-advocacy, utilizing reasonable accommodations, and gaining awareness about campus-wide resources in order to fulfill their educational goals. SAS provides a welcoming, supportive and engaging setting for students, and promotes disability as an essential aspect of diversity and inclusion on campus.

Accommodations and services are individually determined through an interactive intake process. Please see our website for documentation guidelines and the Student Intake Form: https://www.worcester.edu/Student-Accessibility-Services. SAS is available to all WSU students, including graduate students.

For further information, please contact SAS. The office is located on the first floor of the Administration Building, Room 131. telephone: 508-929-8733, fax: 508-929-8214, email: sas@worcester.edu.

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 contact he/she signs with the bookstore. All rented textbooks are due back by the rental due date. Students who fail to return books or pay the balance due will not be able to register for the next semester. An administrative hold will remain in place until the student pays the balance owed. In addition, the student will not be eligible to participate in the Textbook Rental Program until he/she settles his/her debt.

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

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

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

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

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

University Police Department
The Worcester State University Police Department’s main priority is to provide the safest and most secure environment possible for the students, faculty, staff and visitors that comprise the institution’s community. We believe that safety is everyone’s responsibility and encourage our students, faculty and staff to engage in community policing and to report any suspicious activity to Worcester State University Police. Policing is provided 24 hours a day throughout the calendar year by a full-time staff of eighteen sworn officers and five dispatchers. Worcester State Police officers enforce the rules and regulations of Worcester State in conjunction with applicable state and federal laws. The department also provides crime prevention programs and seminars scheduled at intervals throughout the year as well as ad hoc programs when requested by any constituent of the Worcester State University community.

The Worcester State University Police and The Office of Transportation and Parking Clerks offices are located on the first floor of Wasylean Hall. The University Police may be reached by visiting www.worcester.edu/police or by calling 508-929-8911.

Veterans Information
Worcester State University proudly welcomes student veterans. Veterans have provided a noble and crucial service; and for that, Worcester State thanks you. Worcester State is committed to helping veterans meet their educational needs by providing information, services, and support.

Certifying Official for Veterans Benefits
The Certifying Office for Veterans Benefits contact, who handles all aspects of Chapter 33, the Post-9/11 GI Bill ©,and the Montgomery GI Bill © at WSU, is:
Cherie Milosh, Veterans Affairs School Certifying Official (cmilosh@worcester.edu)
Registrar’s Office, Administration Building, Room 107, 508-929-8773

The Registrar’s Office can also provide general information of interest to veterans and dependents of veterans enrolled at WSU. Veterans and dependents of veterans wishing to inquire about possible veterans’ benefits should contact VA Education Benefits at 1-888-442-4551.
(GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the U.S. government web site at https://www.benefits.va.gov/gibill).

**Director of Veteran Services**

Once a veteran has been accepted to WSU and the benefits are certified, the Office of Veteran Services will assist in the transition to the academic environment. On-campus and off-campus resources are available and coordinated through this office. The aim is to ensure that veterans are successful in completing the requirements as degree seeking students. With questions, please contact Director of Military Affairs/Veteran Services in the Student Center, 3rd Floor, 508-929-8884.

**Veterans Access, Choice, and Accountability Act**

The Veterans Access, Choice and Accountability Act of 2014 (codified at 38 U.S.C. 3679) has been amended by the newly passed Public Law 114-315, the Jeff Miller and Richard Blumenthal Veterans Health Care and Benefits Improvement Act of 2016, which modifies 38 U.S.C. 3679(c).

For courses, semesters, or terms beginning after July 1, 2017, public institutions of higher education must charge qualifying veterans, dependents, and eligible individuals tuition and fees at the rate for in-state residents. Any institution not meeting this requirement will be disapproved by the U.S. Department of Veterans Affairs (VA) for the Post-9/11 G.I. Bill® and the Montgomery G.I. Bill®.

As amended, 38 U.S.C. 3679(c) requires that the following individuals be charged the resident rate:

- A Veteran using educational assistance under either chapter 30 (Montgomery G.I. Bill® – Active Duty Program) or chapter 33 (Post-9/11 G.I. Bill®), of 38 U.S.C. who lives in the state in which the institution is located (regardless of his/her formal State of residence) and enrolls in the institution within three years of discharge or release from a period of active duty service of 90 days or more.

- Anyone using transferred Post-9/11 G.I. Bill® benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal State of residence) and enrolls in the institution within three years of the transferor’s discharge or release from a period of active duty service of 90 days or more.

- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person so described must have enrolled in the institution prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33 of 38 U.S.C.

- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state in which the institution is located (regardless of his/her formal State of residence).

- Anyone using transferred Post-9/11 G.I. Bill® benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

In summary, individuals using the Marine Gunnery Sergeant John David Fry Scholarship are no longer required to enroll within three years of the service member’s death, and there is no longer a requirement that the deceased service member's death in the line of duty followed a period of active duty service of 90 days or more. A new category of individuals was added to section 3679; the new category consists of individuals using transferred Post-9/11 G.I. Bill® benefits while the transferor is on active duty in the uniformed services.

Federal law permits public institutions of higher education to require eligible veterans, dependents, or individuals to demonstrate intent to establish residency in the state by means other than satisfying a physical presence requirement. For example, institutions can request documentation such as a driver's license, car registration or voter registration, signed lease, or rent receipt to help establish an applicant's intent to establish residence in Massachusetts. Please note that the federal law does not include a durational residency requirement, nor does it include a requirement that the eligible veteran, dependent, or individual demonstrate intent to remain in Massachusetts indefinitely. Finally, please note that the federal law does not bar institutions from requiring the eligible veteran, dependent, or individual to meet other requirements, unrelated to residency, in order to be eligible for the in-state tuition rate.

Section 301 of Public Law 115-251 further amended (38 U.S.C. 3679 (c)). For courses, semesters, or terms beginning after Mach1, 2019, public institutions of higher education must charge individuals using education assistance under chapter 31, Vocational Rehabilitation and Employment (VR&E) the in-state residential rate.

**Harry W. Colmery Educational Assistance Act of 2017**

WSU adheres to the Harry W. Colmery Educational Assistance Act of 2017 (Forever GI Bill®)-Section 107. Below is a list of addresses including zip codes of any location that a student may physically take classes other than the address approved under Worcester State University facility’s VA assigned facility code and approved by the Massachusetts State Approving Agency. This list can be found below and at https://www.worcester.edu/Military-and-Veteran-Students/.  

Marlborough High School- nature of site-Practicum

431 Bolton Street
Veterans Benefits and Transition Act of 2018

For Veterans using Chapter 31 and Chapter 33 VA benefits, Worcester State University adheres to S2248 PL 115-407 Section 103. For Chapter 33 to be considered a "covered individual" under the Veterans Benefits and Transition Act 2018, the veteran, or other eligible beneficiary, must provide a Certificate of Eligibility (COE) or statement of benefit from the Department of Veterans Affairs prior to the first day of classes. The veteran, or other eligible beneficiary, must complete a Worcester State University Veteran In-House Form to have their VA educational benefits certified for the semester. The veteran, or other eligible beneficiary, may be required to provide additional information necessary to properly certify their enrollment by the educational institution. For Chapter 31, the School Certifying Official must receive an authorization from the Department of Veterans Affairs. Worcester State University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to delayed disbursement funding from VA under Chapter 31 or Chapter 33 except for the amounts not covered by the COE, statement of benefit, or the authorization, refer to the Worcester State University payment policy (p. 34).
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