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# GRADUATE CATALOG

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Worcester State University  
486 Chandler Street  
Worcester, MA 01602-2597  
508-929-8000  
<http://www.worcester.edu>

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: 8/31/24.

Undergraduate information is available in the Undergraduate School Catalog.

# ACADEMIC CALENDAR

## FALL 2024 ACADEMIC CALENDAR

### September

2	<b>Labor Day: NO CLASSES</b>
3	Pre-College Conference and Academic Convocation
4	<b>Classes begin: day, evening, graduate</b>
10	Last day to add day courses (state-supported)
17	Last day to drop day courses (state-supported)
17	Last day to add/drop evening/graduate courses (non state-supported)
24	Unity Day: University Activities

### October

14	<b>Indigenous Peoples' Day: NO CLASSES</b>
16	Last day to makeup Incomplete grades from Spring/Summer 2024
24	Failure warnings due in the Registrar's Office
28	Failure warnings issued to students
29	Last day to declare/change major/minor

### November

11/4-11/15	Advising for Pre-registration
5	Last day to withdraw from courses/school
11	<b>Veterans' Day: NO CLASSES</b>
14	Last day to elect Pass/Fail option
18-22	Pre-registration for Spring 2025
27-30	<b>Thanksgiving Recess</b>

### December

5	Student evaluation of the faculty due
6	<b>All classes end</b>
9	Reading Day
10	Professional Development Day
11-19	Final Exams
20,23	Make-up days for exams postponed due to inclement weather
23	<b>Semester ends</b>
30	Final grades for Fall 2024 due to Registrar's Office

## WINTER 2025 ACADEMIC CALENDAR

October 9-December 29	Wintersession 2025 Registration
<b>Monday, December 30</b>	<b>Classes Begin</b>
Friday, January 3	Deadline to add or drop Wintersession Classes
Friday, January 10	Deadline to withdraw or request Pass/Fail grading
<b>Sunday, January 19</b>	<b>Last day of classes</b>
January 26	Final Grades due for Winter Session 2025

## SPRING 2025 ACADEMIC CALENDAR

### January

20	<b>Martin Luther King Jr. Day: NO CLASSES</b>
21	<b>Classes begin: day, evening, graduate</b>
27	Last day to add day courses (state-supported)

### February

3	Last day to drop day courses (state-supported)
3	Last day to add/drop evening, graduate courses (non state-supported)
17	<b>President's Day: NO CLASSES</b>

### March

4	Last day to make up Incompletes from Fall 2024
17-21	<b>Spring Break: NO CLASSES</b>

25	Last day to declare/change major or minor
25	Failure warnings due in the Registrar's Office
27	Failure warnings issued to students
3/31-4/11	Advising for Pre-registration
<b>April</b>	
2	Last day to withdraw from courses/school
8	Last day to elect Pass/Fail status
14-18	Pre-registration for Fall 2025
21	<b>Patriot's Day: NO CLASSES</b>
29	Student evaluation of faculty due
<b>May</b>	
5	<b>All classes end</b>
6	Reading Day
7	Professional Development Day
8-16	Final Exams
16	<b>Graduate Commencement and end of semester</b>
17	<b>Undergraduate Commencement</b>
27	Final Grades for Spring 2025 due to Registrar's Office

## SUMMER 2025 ACADEMIC CALENDAR

<b>March</b>	
4	Summer Registration Begins
<b>May</b>	
15	Older Student Registration
19	<b>Full Summer and Summer Session I Begins</b>
26	<b>Memorial Day: NO CLASSES/UNIVERSITY CLOSED</b>
27	Last day to Add/Drop (Summer I)
<b>June</b>	
2	Last day to Add/Drop (Full Summer)
6	Last day to Withdraw (Summer I)
6	Last day to request Pass/Fail (Summer I)
19	<b>Juneteenth Holiday Observed: NO CLASSES-UNIVERSITY CLOSED</b>
<b>July</b>	
3	<b>Summer Session I Ends</b>
7-11	<b>Full Summer Break (14 week classes) NO CLASSES</b>
10	Older Student Registration for Summer II
15	Summer Session I Grades Due
14	<b>Summer Session II Begins</b>
18	Last Day to Withdraw (Full Summer)
22	Last day to Add/Drop (Summer II) - 100% online graduate programs do not have an "add" option
25	Last day to request Pass/Fail (Full Summer)
<b>August</b>	
1	Last day to Withdraw (Summer II)
1	Last day to request Pass/Fail (Summer II)
31	<b>Summer Session II Ends</b>
31	<b>Full Summer Session (14 week) Ends</b>
<b>September</b>	
8	Summer II and Full Summer grades due

### Important Notes:

Students must visit Self Service to view course schedules and for their final grades. Schedules and grades will not be mailed.

# ACADEMIC POLICIES AND PROCEDURES

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## **Academic Dismissal Appeal Procedure**

## **Academic Honesty**

## **Academic Standing**

## **Attendance**

## **Audit Grade for Graduate Courses**

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## Independent Study

### Leave of Absence

### Matriculated vs. Non-Matriculated Status

### Pass/Fail Grades for Graduate Courses

### Posthumous Degree Policy

### Program of Study

## Registration and Course Credit Information

Pre-registration for returning students is scheduled in the Fall and Spring of each academic year for advance course selection. The order of registration proceeds from seniors to first-year students. Class determination is made at the completion of the Fall semester and at the end of summer sessions. A student's registration is not considered official until all financial obligations are met.

**Course Numbering:** The 100-level offerings are introductory or survey courses that generally do not require prerequisites. The 200-level courses are intermediate and may require prerequisite courses. The 300-level courses are advanced and require prerequisite courses. The 400-level courses are generally for seniors and include seminars, independent study, and internships. Courses at the 900 level are open only to post-baccalaureate students.

**Prerequisites** represent an essential body of knowledge and skills necessary for students to succeed at an acceptable level in a course and/or are required to satisfy licensing and certification standards. Specific prerequisites are required for many courses and in certain professional studies leading to licensing and certification. Prerequisites may be waived by the instructor or department chair of the department offering the course.

**Corequisites** are courses which support the successful completion of certain other courses when taken concurrently. When a corequisite is listed for a course, the students are advised to register for both at the same time. In some cases, prerequisite/corequisite courses may fulfill LASC requirements.

**Course Credit** is counted in units called semester hours. The number of semester hours carried by a particular course is indicated in the course description. Twelve to 19 semester hours of credit per semester are considered a full-time schedule of study.

Worcester State University follows a modified Carnegie Foundation definition of the credit-hour, known as the "Carnegie Unit." For Worcester State courses, one credit hour is equivalent to one hour of classroom instruction, coupled with a minimum of two hours of expected coursework outside of the classroom by the student, over a semester of approximately 15 weeks. Please note that "one hour of classroom instruction" is actually 50 minutes. A three-credit course would thus entail approximately 45 classroom hours of instruction (= approximately 37.5 actual hours in class per semester) and a minimum of approximately 90 hours of work outside of class. Courses offered in abbreviated terms, such as summer and winter sessions, are the academic equivalent of courses offered in a full semester format. Students receive one credit for each credit hour of courses taken.

**Full-time and Part-time Status:** Graduate students enrolled in 6 or more credits per semester are classified as full-time students. Graduate students enrolled in 3-5 credits per semester are classified as part-time students.

**Course Overload:** Special permission is required for students to register for more than three (3) courses. Forms are available at the Office of the Registrar or the Registrar webpage and advisor/department and Dean's approval are required.

**Course Repeat:** Students in academic difficulty who wish to repeat a course must file a course repeat form with the Registrar. Only the higher of the two grades is computed in the cumulative GPA. Students will not receive credit for a course more than one time except for MU102, 220, 225 and TH321 and may include departmental special topics courses. Both the old and new grade appear on the transcript. Course repeats must be taken at Worcester State University.

**Adding or Dropping a Course:** Students may add/drop courses in accordance with the deadline published in the academic calendar. It is the student's responsibility to return the completed form(s) to the Registrar's Office. After the deadline, students wishing to drop a course must follow the procedure for withdrawal.

**Withdrawal From Courses (W):** A student may withdraw from a course at any point up to one week after failure warnings have been issued. Choosing to withdraw is a serious matter which may affect a student's class standing, full-time status, financial aid, etc. A student considering such a step should seek advice from the instructor or the faculty advisor. To withdraw from a course, a student must obtain a Course Withdrawal Form from the Registrar's Office or the Registrar webpage and follow the prescribed steps. Mere non-attendance at class does not constitute official withdrawal and may result in a failing grade.

In cases of academic dishonesty, the W grade may be reversed.

All "W" grades are permanently recorded on the student's transcript. A student who withdraws from all courses will be considered withdrawn from Worcester State University, and must file a formal intent to withdraw with the Academic Success Center.



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

Quality of achievement is represented by the following letter grades with associated points per semester hour of credit.

Letter Grade	Grade Points
A	4.0 - points per semester hour credit
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
E	0.00 - no credit, included in calculation of GPA
I	a temporary grade, not computed in GPA
NR	a temporary grade, not computed in GPA
W	withdrawn; no credit, not computed in GPA
AU	Audit

**Grade Point Average (GPA):** At the end of each semester (and/or summer session), a semester GPA is calculated by dividing the total number of credits attempted (excluding grades of I, P, F, W) into the sum of the products of points and credits for all courses taken.

**A Cumulative Grade Point Average** reflecting the entire history of a student's achievement at Worcester State University is also computed. The Cumulative GPA is a major factor in determining class membership, academic standing, and eligibility for academic honors. Only grades earned at Worcester State University or through the Consortium Program are computed in the cumulative GPA.

**Audit Procedure Policy:** Students electing to audit may attend classes but will not earn grades or be permitted to submit assignments or take examinations. No academic credit is awarded, but the student receives the benefits of course lectures and discussions. Consent of the instructor is required to enroll in a class as an auditor.

Only students who are not matriculated undergraduates at Worcester State University are eligible to audit undergraduate courses. Also ineligible to audit courses are Consortium, CAPS, dual enrollment, and foreign exchange students.

The audit option must be declared at the time of registration. Students cannot switch to credit-bearing status or from credit-bearing to audit status after registration. Audited courses do not count toward load for any purposes (e.g., financial aid, veterans benefits, etc.) The audit will be permanently recorded on the student's transcript.

**Pass/Fail:** Pass/Fail is not available for graduate classes.

**Independent Study:** Independent studies offer motivated students the opportunity to study a topic not covered in the established curriculum. Independent studies can cover specialized topics or focus on unique research. A student may undertake an independent study to explore individual interests and formulate decisions about future career opportunities.

A matriculated student seeking to take an independent study should contact an instructor and work with him or her to prepare a written contract outlining the course content, student learning outcomes, grading parameters, and suitable credit hours. In general, independent studies will be supervised by a full-time faculty member. Exceptions require permission from the department chair and the appropriate dean. The student is responsible for obtaining all necessary signatures (the professor, department chair, and appropriate dean) and submitting the application to the Registrar no later than the last day of add/drop. One to six hours of credit may be granted for one semester of independent study. No more than twelve hours in independent study may be granted toward the baccalaureate degree.

**Directed Study:** A directed study is an alternative method of learning required course material which is appropriate only when special circumstances prevent a student from taking a course in the usual manner. Directed studies will be allowed only in rare instances and in a semester in which the course is not otherwise scheduled. Under the direction of a faculty member, the student must meet the same learning outcomes as required in a regularly scheduled course. Directed Studies should not be used for core classes. Directed study applications can be obtained from the Office of the Registrar. Only one course taken by a directed study may be applied toward fulfilling graduation requirements.

A matriculated student seeking to take directed study should contact an instructor and work with him or her to prepare a written contract detailing the course content, student learning outcomes, grading parameters, suitable credit hours, and how the goals of the course will be accomplished within the directed study format. In general, directed studies will be supervised by a full-time faculty member. Exceptions require permission from the department chair and the appropriate dean. The student is responsible for obtaining all necessary signatures (the professor, department chair, and appropriate dean) and submitting the application the Registrar no later than the last day of add/drop. One to three hours of credit may be granted for a directed study.

**Incomplete Grades:** When circumstances (e.g.: illness) prevent a student from completing a course on time, 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 academic calendar indicates the deadline for resolving incomplete grades from the previous term. If the requirements are not met within the appropriate period, the incomplete will automatically become an "E," and 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 (6) week period. With regard to the extension of an incomplete 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 incomplete was originally issued. The instructor will then have five working days within which to submit a final grade to the Registrar.

**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.

## Residency

### Student Conduct and Non-Academic Dismissal

Information about student conduct can be found at <https://www.worcester.edu/Community-Standards/>.

### Term Limit/Intent to Graduate Form

### Transcripts

Official transcripts of coursework taken at Worcester State University or Becker College 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>). Transcripts are \$10 per copy.

### Transfer Credit

### Withdrawal from Courses

### Withdrawal from Program

## ADMINISTRATIVE OFFICES

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### Office of the President

Ashlynn Allain, Staff Assistant, President's Office (2022) B.A., Clark University

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Caitlin Kincaid, Assistant Director, Conference and Event Services (2023)

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### Academic Affairs

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Mary Jo Marion, Associate Vice President, University and Community Engagement (2008) B.A., Suffolk University; M.A., University of Chicago

Michael J. Mayko, Staff Associate, 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, Assistant Director, Multicultural Affairs (2019) B.A., Clark University

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

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

Thomas P. O'Malley, Assistant Director, Worcester Center for Crafts (2009) B.F.A., Alfred University; M.F.A., Rhode Island School of Design

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

Deirdre Palmer, Staff Assistant, 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

Delaney Parke, Staff Assistant, International Programs (2023)

Russ Pottle III, Dean, 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, Information Technology Services (2004) B.A., Universidad Dominicana O&M

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

Andrea Quinn, Director, Communication Science and Disorders (2023) B.S., Northeastern University; M.S., MGH Institute of Health Professions

Athena Reese, Staff Associate, Communication Science and Disorders (2023) B.A., University of Louisville; M.S., University of North Texas

Ilyasah Shabazz, Director, Academic Affairs (2023) B.S., SUNY New Paltz; M.S., Fordham University

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

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

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

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

Catherine Thomas, Associate Dean, Associate Dean (2023) B.S.N., University of Saint Joseph; M.S.N., University of Hartford; D.N.P., Regis College

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

Amber Vaill, Associate Dean, Online Programming (2021) B.A., Bay Path University; Ed.M., Westfield State University; Ed.M., Framingham State University; Ph.D., Northcentral University

Karen Wigren, Staff Assistant, School of Science, Technology & Health (2018)

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

Amanda Wittman, Director, Binienda Center for Civic Engagement (2023) B.A., Clark University; M.S., Oregon State University; Ph.D., University of Edinburgh

## **Administration and Finance**

David J. Ayotte, Director, Employee Services (2020) B.S., University of New Hampshire, Durham

Kathleen Bates, Controller, Administration and Finance (2023) B.S., Boston College Wallace E. Carroll School of Management

John Capuano, Assistant Director, Facilities (2021)

Julie C. Carmel, Director, Office of the Bursar (1992) A.B., Becker Junior College

Kiran Chamankar, Staff Associate, Financial Sustainability Taskforce (2024) B.Com., Mumbai University; M.S., Clark University

Jennifer L. Collins, Director, Employee Services (2021) B.A., M.A., Framingham State University

Jesilka Cortez Curran, Executive Director, Accounts Payable & Procurement (2022) B.A., College of Our Lady of the Elms; M.S., M.B.A., Nichols College

Robert P. Daniels, Director, Facilities (2004) A.S., Quinsigamond Community College

Joshua Dell'Aquila, Assistant Director, Facilities (2023)

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

Peter M. Fenuccio, Director, Facilities (2004)

Nora Goguen, Staff Associate, Accounts Payable & Procurement (2024) B.S., Framingham State University

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

Edward M. Horniak, Staff Associate, Facilities (2010) A.S., New England Institute of Anatomy and Mortuary Science

Anisa Hoxha, Director, Administration and Finance (2012) B.S., Nichols College; M.S., Worcester State University

Suze Jean-Charles, Assistant Director, Employee Services (2014) B.A., M.A., Clark University

Kayla Klemba, Associate Director, Office of the Bursar (2012) B.A., Worcester State University

Heather M. Lamarche, Assistant Director, Administration and Finance (2014) B.S., Worcester State University

Lucinda M. Lambert-Hutchinson, Staff Associate, Facilities (2021) B.S., Elmira College

Matthew MacDougall, Staff Associate, Facilities (2011)

Jodi Meagher, Assistant Director, Administration and Finance (2024) B.S., Fitchburg State University

Sathi Mitra, Assistant Vice President / CHRO, Employee Services (2023) B.A., M.A., Osmania University; M.S., Rochester Institute of Technology

Kristyn Neale, Staff Assistant, Office of the Bursar (2018) B.S., Framingham State University

Gabrielle M. Noe, Staff Associate, Employee Services (2021)

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

Michelle Price, Staff Assistant, Employee Services (2021)

Nancy M. Ramsdell, Director, Facilities (2005)

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

Benito Vega, Assistant Director, Accounts Payable & Procurement (2023)

Jonathan Walker, Director, Financial Sustainability Taskforce (2018) B.A., Worcester State University

## **Council of Presidents**

Julia Del Sobral, Assistant Director, Council of Presidents (2021) B.A., Union College; J.D., University of Connecticut School of Law

Vincent Pedone, Executive Director, Council of Presidents (2016)

## **Enrollment Management**

Amy Belina, Associate Director, Financial Aid (2023) B.A., Westfield State University; M.S., Bay Path College

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

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

Rebecca Cross, Assistant Director, Communications and Marketing (2021) B.A., Newbold College; M.A., University of Sussex

Tania S. Delehanty, Assistant Director, Communications and Marketing (2019) B.A., Gustavus Adolphus College

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

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

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

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

Alex Garipey, Assistant Director, Admissions (2021) B.A., Worcester State University

Simon Goodacre, Associate Director, Communications and Marketing (2024) B.A., M.S., Clark University

Jeremy Greenhouse, Director, Financial Aid (2021) B.A., Ithaca College; Ed.M., Northeastern 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

Mary Leufstedt, Staff Associate, Communications and Marketing (2022) B.S., Fitchburg State University

Kelly Lin, Director, Communications and Marketing (2021) B.A., Mount Holyoke College; M.Phil., M.A., Columbia University

Lisa McCormack, Staff Assistant, Publications and Printing Services (2021) B.F.A., Massachusetts College of Art and Design

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

Gloria E.F. McElroy, Assistant Director, Admissions (2021) B.A., Birmingham-Southern College; M.A., Florida State University

Deborah O'Neil, Director, Communications and Marketing (2022) B.A., University of South Florida; M.A., Florida International University

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

Danely Rosado, Staff Assistant, Financial Aid (2023) B.S., Kaplan University

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

Allison Vickstrom, Staff Assistant, Enrollment Management (2023) B.S., Worcester State University; M.S., Fitchburg State University

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, Athletics (2016) B.S., M.S., The College at Brockport, SUNY

Donald Brickman, Assistant Director, University Police (2018) A.S., Becker College; B.S., M.A., Anna Maria College

Casey Brown, Staff Assistant, Residence Life and Housing (2023) B.S., Keene State College

Benjamin Concepcion, Assistant Director, Career Services (2023) B.A., University of Rhode Island

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

Kathleen Edwards, Staff Assistant, Residence Life and Housing (2022)

Teresita Encarnacion, Associate Director, Career Services (2019) A.S., Mount Wachusett Community College; B.S., Nichols College

Kevin J. Fenlon, Associate Director, Counseling Services (2008) B.A., M.A., Assumption College

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

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

Andrew Goins, Staff Associate, Counseling Services (2022) B.A., Montclair State University; M.A., Roger Williams University

Rachel Graddy, Assistant Dean, Student Accessibility Services (2023) B.A., University of Puget Sound; Ph.D., Washington University

Bridget P. Joiner, Staff Associate, Student Affairs (2012)

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

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

Jennifer Lane, Staff Assistant, Student Accessibility Services (2023) B.A., University of Phoenix; M.Ed., Ottawa University

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

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

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

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

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

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

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

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

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

Alison Park, Assistant Director, Title IX and Alcohol & Other Drug Prevention Education (2022) B.A., Syracuse University; M.Ed., University of Massachusetts Lowell

Adam P. Peloquin, Staff Associate, 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, Assistant Dean, Title IX and Alcohol & Other Drug Prevention Education (2010) B.S., M.Ed., Worcester State College

Krystyanna Ramsdell, Staff Associate, Athletics (2022) B.A.S., Catholic University of America; M.S., Northeastern University

Rochelle Santiago, Staff Assistant, Counseling Services (2024) B.S., Worcester State University; M.S.W. Springfield College

Stephanie Teixeira, Director, Military Affairs and Veterans Services (2023) A.A., Quinsigamond Community College; B.A., M.S.H.E., Baypath University; D.L.P., Northeastern University

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

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

Scott VanderMolen, Staff Associate, Athletics (2023) B.S., UMass Amherst; M.S., Southern New Hampshire University

Sonja Wagner, Staff Associate, Counseling Services (2023) B.S., Florida Southern College; M.A., University of South Florida

## University Advancement

Ursula Arello, Director, University Advancement (2022) B.A., St. Lawrence University; M.B.A., Anna Maria College

Caitlyn Costello, Assistant Director, University Advancement (2022) B.A., Worcester State University; M.S., Northeastern University

Andrea Dever, Director, Alumni Relations and Engagement (2020) B.A., Keene State College

Elizabeth Doyle, Staff Assistant, University Advancement (2022) B.A., Boston University College of Communication

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

Anna Griffin, Staff Associate, Grants and Sponsored Research (2022) M.S., Fitchburg State University

Paul Madden, Staff Assistant, University Advancement (2023) B.S., M.S., University of Massachusetts Lowell

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

Suzanne Nebelung, Associate Director, Alumni Relations and Engagement (2024) B.A., Clark University; M.Ed., Worcester State University

Felicia Riffelmacher, Executive Director, University Advancement (2024) A.S., Quinsigamond Community College; B.S., Becker College; M.B.A., Suffolk University

Louise Q. Taylor, Director, University Advancement (2004)

Susan L. Vigeant, Staff Associate, University Advancement (2020) A.S., Becker College

Jennifer Zajac, Staff Associate, Grants and Sponsored Research (2024) B.S., M.B.A., Nichols College



# DIRECTIONS TO CAMPUS

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## By Auto

### From Massachusetts Turnpike (I-90):

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

### From Rt. 495:

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

### From Rt. 9 West:

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

### From Rt. 146 North:

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

### From Rt. 190 South:

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

### From Rt. 290 West:

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

### From Rt. 290 East:

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

### From Highland Street:

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

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

## For GPS Purposes - Main Campus:

486 Chandler Street, Worcester, MA 01602

## DISCIPLINE/IMPORTANT PHONE INFORMATION

University Switchboard: 508-929-8000

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

Discipline	Location	Sponsoring Department	Phone	Fax
Art	Learning Resource Center (LRC325)	Visual Performing Arts	508-929-8145	508-929-8166
Biology	Science & Tech Bldg (ST 310)	Biology	508-929-8569	508-929-8148
Biotechnology	Science & Tech Bldg (ST 310)	Biology	508-929-8569	508-929-8148
Business Administration	Sullivan Academic Center (S203)	Business Administration and Economics	508-929-8091	508-929-8048
Chemistry	Science & Tech Bldg (ST410)	Chemistry	508-929-8583	508-929-8171
Communication	Learning Resource Center (L332B)	Communication	508-929-8829	508-929-8170
Communication Sciences & Disorders	Science & Tech Bldg (ST115L)	Communication Sciences & Disorders	508-929-8055	508-929-8175
Computer Science	Science & Tech Bldg (ST110)	Computer Science	508-929-8832	508-929-8156
Criminal Justice	Learning Resource Center (L120)	Criminal Justice	508-929-8417	508-929-8426
Economics	Sullivan Academic Center (S203)	Business Administration and Economics	508-929-8091	508-929-8048
Education	Sullivan Academic Center (S226, S227, S218)	Education	508-929-8671	508-929-8164
English	Sullivan Academic Center (S303)	English	508-929-8154	508-929-8174
Environmental Science	Science & Tech Bldg (ST410)	Earth, Environment & Physics	508-929-8583	508-929-8171
French	Sullivan Academic Center (S303)	World Languages	508-929-8154	508-929-8174
Geography	Science & Tech Bldg (ST410)	Earth, Environment & Physics	508-929-8583	508-929-8171
Health	Science & Tech Bldg (ST110Q)	Health Science	508-929-8832	508-929-8176
History	Sullivan Academic Center (S327)	History & Political Science	508-929-8162	508-929-8155
Liberal Studies	Learning Resources Center (L305A)	Liberal Studies	508-929-8692	
Mathematics	Sullivan Academic Center (S145)	Mathematics	508-929-8912	508-929-8197
Music	Learning Resource Center (LRC325)	Visual Performing Arts	508-929-8145	508-929-8166
Nursing	Science & Tech Bldg (ST222)	Nursing	508-929-8129	508-929-8168
Occupational Therapy	Science & Tech Bldg (ST210B)	Occupational Therapy	508-929-8624	508-929-8178
Philosophy	Sullivan Academic Center (S316)	Philosophy	508-929-8406	508-929-8105
Physics	Science & Tech Bldg (ST410)	Earth, Environment & Physics	508-929-8583	508-929-8171
Political Science	Sullivan Academic Center (S327)	History & Political Science	508-929-8162	508-929-8155
Psychology	Sullivan Academic Center (S241)	Psychology	508-929-8159	508-929-8172
Sociology	Sullivan Academic Center (S218)	Sociology	508-929-8408	508-929-8177
Spanish	Sullivan Academic Center (S303)	World Languages	508-929-8154	508-929-8174
Theatre	Learning Resource Center (LCR Suite 325)	Visual Performing Arts	508-929-8145	508-929-8166
Urban Studies	Sullivan Academic Center (S129)	Urban Studies	508-929-8940	508-929-8144
Visual/Perform Arts	Learning Resource Center (L132B)	Visual Performing Arts	508-929-8145	508-929-8166
World Languages	Sullivan Academic Center (S303)	World Languages	508-929-8154	508-929-8174

# GENERAL GRADUATE ADMISSION INFORMATION

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## 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

## Executive Certificate Programs

- Accounting
- Leadership
- Marketing

## Post-Baccalaureate Certificate Programs

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

## 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.

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

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

## Unconditional Acceptance

1. Minimum Undergraduate GPA of 2.7
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. Check individual program pages to see which degree requires a standardized entrance exam, and if so, which one.

## 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 79 or above on the Test of English as a Foreign Language (TOEFL), a score of 6.5 or above on the International English Language Testing System (IELTS), a score of 100 or above on the Duolingo Test, a score of 59 or above on the Pearson PTE test, or a score of 4 or above on the International English Language Proficiency Test (iTEP).

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 regionally accredited 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 School 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 English language proficiency exam;
- 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](http://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](http://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.necche.org/>

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

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

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

### Graduate Programs with Professional Accreditation

Graduate Program	Accrediting Body
Speech-Language Pathology	• Council of Academic Accreditation (CAA) in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. • Approved by the Massachusetts Department of Elementary and Secondary Education (DESE)
Occupational Therapy	• Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. (301) 652-AOTA. <a href="http://www.acoteonline.org">www.acoteonline.org</a> .
Nursing	• The Master's degree program in nursing at Worcester State University is accredited by the Commission on Collegiate Nursing Education ( <a href="http://ccneaccreditation.org">ccneaccreditation.org</a> ).

**Education**

- Massachusetts Department of Elementary and Secondary Education (DESE)

**Education - School Psychology**

- Massachusetts Department of Elementary and Secondary Education (DESE) • National Association of School Psychologists (NASP)

## 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 Enrollment Management Division and Admissions Welcome Center. On the second floor are the President's Office and Conference Room, the Fuller Theater, Office of Communications and Marketing, and Institutional Advancement. The third floor is home to Academic Affairs, Administration and Finance, Institutional Research and Assessment, Human Resources, Payroll and Benefits, Diversity and Affirmative Action. The Division of Graduate and Continuing Education and the Intensive English Language Institute are located on the fourth floor.

### 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, and Publications and Printing Services.

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.

### 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 two locations: the main Sagamore Road Studios building at 25 Sagamore Road, Worcester, MA 01605 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 Veteran's 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.

## Additional Locations of WSU Study

Sagamore Road Studios  
25 Sagamore Road  
Worcester, MA 01605

Worcester Idea Lab  
50 Franklin Street  
Worcester, MA 01608

Sever Street Building  
51 Sever Street  
Worcester, MA 01609

## Change of Catalog Information

This catalog was prepared in the summer of 2024, and published on August 31, 2024, 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 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.

## Campus Communications and Marketing

The Office of Communications and Marketing (MARCOM) handles strategic communications, media and public relations, and serves as the chief spokesperson for the University. The office works closely with other administrative departments to disseminate campus-wide notifications, and invitations to the President's Campus Conversations, a periodic open forum to share updates and to dialogue with the campus community on specific topics important to students, faculty and staff.

The University's marketing team supports integrated marketing campaigns to engage the public and to distinguish Worcester State as the premier public university in Central Massachusetts. Updates to the University's website, advertising, print and digital marketing presence, videography and social media are under their charge. They work closely with the Office of Publications and Printing for consistency in brand management standards for design, print and large-format printing services of the university.

## University Advancement

The Office of University Advancement is responsible for fundraising to support the university's mission, donor relations, and alumni relations. A number of special events and activities are coordinated annually for Worcester State University alumni including Reunion Weekend, Homecoming, and chapter events. Fundraising campaigns provide an array of benefits and services to current students, faculty, and the entire university community. Contributions are used primarily for scholarships, academic awards, laboratory and classroom equipment, educational seminars, faculty research grants, and other support services to retain and promote students on their educational journey. The office publishes an annual donor report and monthly alumni newsletter, manages an online alumni community, and works in partnership with the Office of Communications and Marketing to produce the *Worcester Statement*.

## 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 non-discrimination and equal opportunity laws. Anyone with questions, concerns or complaints regarding discrimination, discriminatory harassment, or retaliation may contact the EO Officer. Any person with questions or concerns about any form of sexual violence, sexual harassment, gender-based harassment, domestic violence, dating violence, stalking, and/or retaliation may also contact:

**Discrimination:** Dr. Edgar Moros, Executive Director of Affirmative Action and Equal Opportunity (EO Officer): 508-929-8784

**Student Accessibility:** Rachel Graddy, OTD, OTR/L Assistant Dean and Director, Student Accessibility Services: 508-929-8733

**Title IX / Sexual Violence:** Jennifer Quinn, Assistant Dean of Student Affairs/Title IX Coordinator: 508-929-8243

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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, at [Jquinn@worchester.edu](mailto:Jquinn@worchester.edu), [wsu\\_titleix@worchester.edu](mailto:wsu_titleix@worchester.edu), 508-929-8243, or in-person in the Student Center, room 344. A report may also be filed at this link: [https://cm.maxient.com/reportingform.php?WorcesterStateUniv&layout\\_id=7](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 may 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

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## 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. Applicants must also meet all eligibility requirements and must be in good academic standing. Graduate students are eligible for Federal Unsubsidized Direct Loans. 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 or [financial-aid@worcester.edu](mailto:financial-aid@worcester.edu).

## 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
- May 1—Priority date for all returning students
- November 1—Deadline for on-time consideration for financial aid for students entering in the spring semester
- For summer sessions, applications are available by mid-March 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 returned to the credit card used, or direct deposited into the account the Student specifies in Self Service. If no direct deposit information exists, a check will be mailed 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 <https://studentaid.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 <https://studentaid.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 seeking a release from this Agreement for any other reason will be charged the corresponding Buy-Out. A Buy-Out of 60% of room charges for the Fall semester is available through the 8<sup>th</sup> week of the Fall semester. After the 8<sup>th</sup> 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 8<sup>th</sup> week of the Spring semester. After the 8<sup>th</sup> 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 Students who complete a License Agreement, thereby reserving a space for the 2024-2025 academic year, may request, in writing, to cancel this Agreement according to the terms listed below.

Cancellation 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.

Current resident students withdrawing for the Spring 2025 semester must have their belongings moved out of their residence hall room within 72 hours of withdrawing from housing and/ or University.

- 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 except the forfeiture of deposit. Students who cancel this Agreement after the 7th day but before the Fall or Spring semester opening will be assessed a \$300.00 cancellation charge and will forfeit their deposit. Additionally, this Agreement cannot be canceled within 5 days of a semester opening as listed in the Academic Calendar. All cancellation dates will be established by date received in the Office of Residence Life and Housing.

- E. License Agreement Buy-Out Appeal

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

## Programs and Resources

### State Employees' Tuition Remission

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

### Massachusetts Rehabilitation Benefits Program

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

### 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 Moderate Disabilities.

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/](http://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. If the calculation results in an amount to be returned that exceeds the school's portion, the student must repay some of the funds. A student who does not officially withdraw from the university will be considered to be withdrawn as of the latest date of academic activity reported by the faculty member. If this information is not available, a withdrawal date corresponding with 50% point of the term will be used.

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.

The school will perform these calculations as soon as possible but no later than 45 days from the date of the withdrawal determination. Post withdrawal disbursements must be credited back to the student within 45 days for grants. Loans will be offered to the student with 30 days which students then have 14 days to accept the loans. All credit balances are applied to the students account first before any refunds are made. If the result of the calculation creates a credit balance, the credit balance must be disbursed as soon as possible, but no later than 14 days.

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](http://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 \$378.50 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-(2.2% Service fee from card processor will apply to all credit/debit card transactions) 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)	\$189.00
Graduate Fees (per credit)	\$189.50
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
International Student Fee Fall/Spring	250.00
International Student Fee-Summer	125.00

**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.]



## LIBRARY

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The Library, <http://www.worcester.edu/Library>, is the intellectual heart of Worcester State University, a place where people converge, collaborate, learn, and discover. Library staff assist users at the research help desk, the circulation desk, and by phone, email, and online chat. They teach information literacy and research skills to help students better understand the ever-changing world of information and knowledge.

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 mobile whiteboards and large digital displays, carrels for independent study, tables with ample space to spread out, lounge chairs with built-in desks, and comfortable café-style seating.

Print collections include more than 130,000 books, 200 journals, magazines, and newspapers, and 3,500 DVDs and videos. Electronic collections include over 275,000 e-books, 90,000 e-journals, and a diversified selection of 400+ databases from publishers such as EBSCO, JSTOR, and ProQuest. Remote access to electronic materials is available any time by signing in with a WSU network account. The WSU Archives and Special Collections, <https://libguides.worcester.edu/archives>, features more than 300 linear feet of materials related to Worcester State University history and more than 500 rare books. Included in the collection are historic faculty and student papers, local and regional history materials, and the papers of poet and activist Dennis Brutus. The collection is available for student and faculty research.

Library users can request items from other libraries via Interlibrary Loan. Users may also borrow items from area libraries through partnerships with the Higher Education Libraries of Massachusetts (HELM), <https://libraries.flo.org/HELM-Public>, a consortium of Massachusetts public higher education institutions, and the Academic and Research Collaborative (ARC), <http://www.worcesterarc.org>, a coalition of Worcester area libraries.

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## PROGRAMS A-Z

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Worcester State University offers Master's Degrees, Post-Baccalaureate Certificates, Post-Master's Certificates, and Education Specialist programs at the graduate level. A list of undergraduate level programs can be found at [catalog.worcester.edu/undergraduate/undergraduate-studies/](http://catalog.worcester.edu/undergraduate/undergraduate-studies/).

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- Education Specialist (Ed.S.) in Curriculum and Instruction (p. 38)
- Education Specialist (Ed.S.) in School Psychology (p. 40)
- Education Specialist (Ed.S.) in Secondary Education (p. 45)
- Master of Arts in English (p. 47)
- Master of Arts in History (p. 51)
- Master of Arts in Spanish (p. 54)
- Master of Education (p. 56)
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- Master of Education—Middle School Education (p. 65)
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- Master of Science in Biotechnology (p. 93)
- Master of Science in Management (p. 98)
- Master of Science in Management: Executive Certificate in Accounting
- Master of Science in Management: Executive Certificate in Leadership
- Master of Science in Management: Executive Certificate in Marketing
- Master of Science in Nonprofit Management (p. 107)
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- Master of Science in Speech-Language Pathology (p. 117)
- Post-Baccalaureate Certificate Program for Initial Teacher License for Reading Specialist (p. 122)
- Post-Baccalaureate Certificate Program for Initial Teacher License in English as a Second Language (Pre-K-6 and 5-12) (p. 123)
- Post-Baccalaureate Certificate Program for Initial Teacher License in Middle/Secondary School Education (p. 125)
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- Post-Baccalaureate Program for Adult English as a Second Language (ESL) Certificate—Non-Licensure (p. 129)
- Post-Master's Certificate in Nursing Education (p. 130)
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## Center for Effective Instruction (CEI)

**Program Director:** Dr. Stephen Mills

**Administrative Assistant:** Dona Edwards

**Phone:** 508-929-8476/8873

**Email:** smills@worchester.edu

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

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

Special offerings for teachers include:

- 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@worchester.edu

The Education Specialist (Ed.S.) program in Curriculum and Instruction is designed for people interested in curriculum leadership who already have a Master's degree in Education, a cognate area, or a 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.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended, demonstrating evidence of an earned Master of Education or Master's degree in a related field with a minimum GPA of 3.0 from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

### Program of Study

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

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

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

Language, Literacy, and Culture

STEM - Science, Technology, Engineering, and Mathematics

English Language Learners

Moderate Disabilities

Reading and Writing

Leadership and Administration

Health Education

Math (p. 158)

English (p. 155)

Biology (p. 134)

History (p. 157)

Spanish (p. 168)

Code	Title	Credits
6 Credits in Advanced Research Methods and Research Project such as:		6
EA-939	Action Research Project I	
EA-940	Action Research Project II	
Code	Title	Credits
2 Credits in Seminar/Comprehensive Exam:		2
EA-941	Educational Lead Research Forum	

1. Design and conduct an action research study related to curriculum, instruction or assessment.
2. Use educational research strategically to respond to problems in the field of education.
3. Advance their expertise in curriculum, instruction, assessment and content area knowledge.
4. Actively engage with professional organizations and journals within their field of education.

## Education Specialist (Ed.S.) in School Psychology

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

**Phone: 508-929-8673**

**Email: dcooke@worchester.edu**

The WSU School Psychology Program is a specialist level program approved by the National Association of School Psychologists (NASP). Students receive an Education Specialist (Ed.S.) certificate in School Psychology at the culmination of three years of full time study. Upon completion, students may receive Institutional Endorsement to obtain the credential of School Psychologist in the Commonwealth of Massachusetts. The Ed.S. is awarded upon successful completion of 72 credits combined planned program of study including supervised full-time practicum (650+ hours) and supervised full-time internship (total 1250+ 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 January 15. 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<sup>1</sup>
- A passing score on the MTEL Communication and Literacy Skills Test at the time of application is strongly recommended.

<sup>1</sup> 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](http://www.worcester.edu/graduate).

For information regarding the MTEL test, please go to [www.mtel.nesinc.com](http://www.mtel.nesinc.com).

For information regarding the PRAXIS tests, please go to [www.ets.org](http://www.ets.org).

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended demonstrating a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- 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.

The Education Specialist is awarded upon successful completion of a 72 credit combined planned program of study including a supervised practicum (650+ hours) and a supervised full time internship (1250+ hours), completion of acceptable professional portfolio, and successful performance on the MTEL, Part I, the Comprehensive Examination and the Praxis II. Candidates must satisfy all other graduate and degree requirements.



**Year One**

<b>Semester One</b>		<b>Credits</b>
EP-901	Intro to School Psychology: Ethical Standards, Legal Issues & Professional Topics	3
EP-920	Research, Design and Evaluation	3
EP-902	Intro to Counseling Theory, Practice & Psychotherapy	3
EP-903	Principles of Cognitive and Psycho-Educational Assessment And Intervention I (includes lab)	3
<b>Credits</b>		<b>12</b>
<b>Semester Two</b>		
EP-904	Principles of Cognitive and Psycho-Educational Assessment and Intervention II (includes lab)	3
EP-905	Behavioral Assessment and Interventions	3
EP-921	Human Development: Lifespan	3
EP-927	Exceptionalities : Developmental Processes, Identification and Intervention	3
<b>Credits</b>		<b>12</b>
<b>Summer</b>		
EP-907	Child & Adolescent Psychopathology	3
EP-930	Group Processes: Theories and Practice	3
<b>Credits</b>		<b>6</b>
<b>Year Two</b>		
<b>Semester Three</b>		
EP-906	Personality Assessment: Social, Emotional and Affective Functioning	3
EP-922	Child and Adolescent Therapy	3
EP-923	Learning: Principles, Theories and Applications	3
EP-990	Professional Seminar & Practicum in School Psychology I	3
<b>Credits</b>		<b>12</b>
<b>Semester Four</b>		
EP-925	Advanced Counseling Theory, Practice and Psychotherapy	3
EP-929	Fundamentals of Consulting: Theory and Practice	3
EP-926	Systems Theory & Practice	3
EP-991	Professional Seminar and Practicum in School Psychology II	3
<b>Credits</b>		<b>12</b>
<b>Summer</b>		
EP-908	Community Psychology	3
ED-909	RETELL: Best Practices for English Language Learners	3
<b>Credits</b>		<b>6</b>
<b>Year Three</b>		
<b>Semester Five</b>		
EP-924	Principles of Neuropsychology	3
EP-992	Professional Seminar and Internship In School Psychology I	3
<b>Credits</b>		<b>6</b>
<b>Semester Six</b>		
EP-993	Professional Seminar and Internship in School Psychology II	3
EP-928	Applied Neuropsychology in the Schools	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>72</b>

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

The following are the Program Outcomes as identified through the accreditation process by the National Association of School Psychologists. Standards that are specific to structure and context were not provided as they are not "Learning Outcomes".

All Ed.S. School Psychology Program Learning Outcomes are evaluated through professional standards (NASP). The Program identified six (6) overall programmatic assessments.

Aggregated and Disaggregated data are part of the overall accreditation process and serve as evidence that student learning outcomes are met. Below each standard in italics are the courses with primary responsibility to meet the standard.

STANDARD II:

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Data-Based Decision Making

and Accountability: Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Courses: EP 906, 929, 990

STANDARD III

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY: Consultation and

Collaboration: School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

EP 929, 991, 928

STANDARD IV

DIRECT AND INDIRECT SERVICES: STUDENT LEVEL SERVICES

School psychologists have knowledge of direct interventions that focus on academic and social/emotional interventions for children and families. School psychologists engage multi-disciplinary teams (including children, teachers, parents, other school professionals) to develop and implement academic and mental health interventions.

Element 4.1 Interventions and Instructional Support to Develop Academic Skills: School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

EP 904, 923, 927

Element 4.2 Interventions and Mental Health Services to Develop Social and Life Skills: School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social-emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

EP 902, 922, 907

STANDARD V

DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES – SCHOOLS

School psychologists have knowledge of direct and indirect services that focus on knowledge of schools and system structures, and preventive and responsive services. School psychologists implement school-wide practices to promote learning and knowledge of principles and research related to resilience and risk factors.

Element 5.1 School-Wide Practices to Promote Learning: School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

EP 923, 927, 929

Element 5.2

Preventive and Responsive Services: School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

EP 925, 991

STANDARD VI

DIRECT AND INDIRECT SERVICES: SYSTEMS LEVEL SERVICES: Family-School Collaboration

Services: School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

EP 908, 922, 926

STANDARD VII

#### FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: Diversity in Development and

Learning: School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

EP 925, 926

#### STANDARD VIII

##### FOUNDATIONS OF SCHOOL PSYCHOLOGISTS' SERVICE DELIVERY: RESEARCH, PROGRAM EVALUATION, LEGAL, ETHICAL AND PROFESSIONAL PRACTICE

School psychologists have core foundational knowledge and experiences and implement practices and strategies in research, program evaluation, and legal, ethical and professional practice.

Element 8.1 Research and Program Evaluation: School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

EP 920, 908, 992

Element 8.2 Legal, Ethical, and Professional Practice: School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

EP 901, 904, 993

#### STANDARD IX

##### PRACTICA AND INTERNSHIP IN SCHOOL PSYCHOLOGY

During systematic, comprehensive consistent with its goals and objectives, the school psychology program ensures that all candidates demonstrate application of knowledge and professional skills in relevant settings and under conditions of appropriate supervision, evaluation, and support. The school psychology program's practica and internship develop and enhance candidates' skills and professional characteristics needed for effective school psychology service delivery; integration of competencies across the Standards of professional preparation and practice outlined in Standards and elements II-VIII; and direct, measurable, positive impact on children, families, schools, and other consumers

Element 9.1 – Practica: The school psychology program requires supervised practica experiences that are completed for academic credit or otherwise documented by the institution. Practica are distinct from, precede, and prepare candidates for the school psychology internship and include specific, required activities and systematic development and evaluation of skills that are consistent with goals of the program, emphasize human diversity, and are completed in settings relevant to program objectives for development of candidate skills. Practica require direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and practicum supervisors, as well as close supervision of candidates by program faculty and qualified practicum supervisors, including appropriate performance-based evaluation, to ensure that candidates are developing professional work characteristics and designated competencies.

EP 990, 991, Program Handbook and Guidelines

Element 9.2 – Internship: The school psychology program requires a comprehensive, supervised, and carefully evaluated internship in school psychology that represents a culminating experience in the program's course of study and is completed for academic credit or otherwise documented by the institution. The internship has a primary emphasis on providing breadth and quality of experiences, attainment of comprehensive school psychology competencies, and integration and application of the full range of school psychology. The internship requires completion of activities and attainment of school psychology competencies that are consistent with the goals and objectives of the program and emphasize human diversity, and provision of professional school psychology services that result in direct, measurable, and positive impact on children, families, schools, and/or other consumers. The internship includes inclusion of both formative and summative performance-based evaluations of interns that are completed by both program faculty and field-based supervisors, are systematic and comprehensive, and ensure that interns demonstrate professional work characteristics and attain competencies needed for effective practice as school psychologists.

EP 992, 993

Element 9.3 – Internship Hours: The school psychology program requires that the internship be completed for a sufficient time period and in appropriate settings to achieve program objectives. The internship requires a minimum of 1200 clock hours for specialist-level interns and 1500 clock hours for doctoral-level interns, including a minimum of 600 hours of the internship completed in a school setting. The internship requires a

minimum of one academic year for internship, completed on a full-time basis over one year or at least a half-time basis over two consecutive years; and completion in settings relevant to program objectives for candidate competencies. The internship requires direct oversight by the program to ensure appropriateness of the placement, activities, supervision, and collaboration with the placement sites and intern supervisors.

Element 9.6 – Integration of Skills: The school psychology program employs a systematic, valid process in which program faculty ensure that interns, during their culminating internship experience, demonstrate competencies to begin effective practice as school psychologists. The program includes the integration of elements of knowledge and application of professional skills in school psychology for delivering a comprehensive range of services; and effective school psychology service delivery evidenced by direct, measurable, positive impact on children, families, schools, and other

## Education Specialist (Ed.S.) in Secondary Education

**Program Coordinator:** Dr. Sara Young

**Phone:** 508-929-8246

**Email:** syoung3@worchester.edu

The Ed.S. program in Secondary Education is designed for Middle and High School teachers and curriculum leaders who already have a Master's degree in Education, a cognate area, or a field related to their teaching license. This program provides students with the opportunity to focus on advanced graduate study in secondary education with a disciplinary focus such as Math, English, Biology, Health, History, Business, Spanish, English Language Learners, Reading and Writing, Math/Science or Humanities:English/History.

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. The Ed.S. Degree (Education Specialist) is the equivalent to a C.A.G.S (Certificate of Advanced Graduate Study).

### 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.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended, demonstrating evidence of an earned Master of Education or Master's degree in a related field with a minimum GPA of 3.0 from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

### Program of Study

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

#### Requirements of the Program

Minimum of 30 credits plus 2 credit Research Forum including:

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

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

Code	Title	Credits
6-9 Credits in Secondary Education selected from courses such as:		6-9
ED-958	Middle School Curriculum and Instruction : Strategies and Modification	
ED-959	Assessment, Differentiation and Data Analysis in Middle School	

ED-963	The Understanding and Teaching of Culture
ED-965	Principles of Curriculum Development
ED-968	Seminar in Curriculum and Instruction
ED-974	Curriculum Development and Innovations (Secondary School)
ED-975	Assessment, Differentiation and Data Analysis in Secondary Schools
ES-903	The Art of Teaching Adolescents
ES-915	Secondary School Curriculum Development: Theory and Practice
ES-917	Approaches to Teaching in the Secondary Schools: Theory and Practice

12 Credits in a Disciplinary Focus such as:

12-15

Math (p. 158)

English (p. 155)

Biology (p. 134)

History (p. 157)

Spanish (p. 168)

English Language Learners

Reading and Writing

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

- Design and conduct an action research study related to secondary education.
- Use educational research strategically to respond to problems in secondary education.
- Advance their content area expertise within their field in secondary education.
- Actively engage with professional organizations and journals within their field of education.

## Master of Arts in English

**Program Coordinator: Dr. Elizabeth Bidinger**

**Phone: 508-929-8431**

**Email: ebidinger@worchester.edu**

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

The program has the following convenient features:

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

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

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not taught in English
- Undergraduate degree in English or at least 18 completed 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.

### Requirements of the Program

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

### 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-908 Milton**

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

3 Credits

**EN-909 Critical Approaches to Literature**

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

Every year. 3 Credits

**EN-910 Literature of the English Renaissance**

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

3 Credits

**EN-911 Young Adult Literature**

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

3 Credits

**EN-912 Shakespeare**

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

3 Credits

**EN-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-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-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-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

Knowledge:

Students in the Master of Arts in English program will:

- Demonstrate knowledge of literary terms, major periods, authors, genres, and theories
- Demonstrate knowledge of "best practices" regarding research, writing, teaching, and the academic profession of literary studies

Skills:

Students in the Master of Arts in English program will:

- Develop complex reading, writing, and research skills
- Demonstrate argumentative skills which enable students to defend interpretations and research practices by using textual material, secondary sources, and literary theory

Career Preparation:

Graduates of the Master of Arts in English program are prepared to:

- Teach as adjunct faculty at colleges and universities
- Be a professional writer and editor in a variety of fields
- Work in other professions requiring analytical, literary, or writing skills
- Continue into a PhD program

## Master of Arts in History

Program Coordinator: Dr. Robert Smith

Phone: 508-929-8631

Email: rsmith1@worchester.edu

### Admission Requirements

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

Code	Title	Credits
HI-103	Connecting Ancient Worlds: World History to 1500	3
HI-104	Age of Empires: World History 1500 to the Present	3
HI-111	US History to 1877	3
HI-112	US History 1865 to the Present	3

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Completion of 18 credits in undergraduate history including the following courses or their equivalents:

Code	Title	Credits
HI-103	Connecting Ancient Worlds: World History to 1500	3
HI-104	Age of Empires: World History 1500 to the Present	3
HI-111	US History to 1877	3
HI-112	US History 1865 to the Present	3

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

### Requirements of Track 1 (Portfolio)

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

### Requirements of Track 2 (Thesis)

Code	Title	Credits
<b>Foundation course</b>		<b>(3 credits)</b>
HI-910	Study and Writing of History	3
<b>Major Concentration in U.S. History or World History</b>		<b>(21 credits)</b>
Elective History courses (U.S. or World)		15

HI-995	Thesis Option (research)	3
HI-996	Thesis Option (writing)	3
<b>Minor Concentration in History or a related field (developed in consultation with advisor)</b>		<b>(9 credits)</b>
Students will form a thesis committee of at least two faculty members. One will be the primary advisor (and the instructor of record for the thesis courses) who will work closely with the student in their research and writing. The second will read the final version of the thesis. Upon completion of the thesis, the student will schedule an oral defense with the thesis committee.		9
<b>Total Credits</b>		<b>33</b>

## 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-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-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-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 History students will:

- Identify and analyze a variety of primary source genres, employing strong historical thinking skills.
- Define historiography and apply it as a meaningful analytical framework within context of one's own research, situating oneself within the field.
- Evaluate and engage in history as scholarship, demonstrating professional disciplinary conventions.
- Formulate a research agenda; Provide adequate evidence appropriate to graduate-level projects in breadth or depth; Conduct significant original research engaging with up-to-date scholarship in the field that advances beyond mere historical narrative.
- Create sustained, coherent explanations of and reflections on one's own work; Articulate and defend the significance and implications of his or her own work both within and beyond the field of history.
- What distinguishes graduate study from undergraduate study is the deeper application of knowledge and skills: the "why it matters" and "how it was built" aspects below the surface-level facts and historical narratives. Graduate-level work in history engages with and situates itself within scholarly conversation. M.A. candidates grasp that history is a contentious discipline and a dynamic debate among evidence-based arguments, rather than a static body of agreed-upon knowledge to be simply acquired or mastered. And they hone their research and writing skills by engaging in a wide variety of scholarly tasks and discipline-appropriate writing genres that prepare them for professional life.

**Methods of Assessment**

- Development of Program of Study
- Evaluation of student artifacts
- Successful performance in courses aligned to these graduate program outcomes
- Defense of thesis and/or portfolio
- Post-graduate career / job placements

## Master of Arts in Spanish

**Program Coordinator: Dr. Naida Saavedra**

**Phone: 508-929-8804**

**Email: nsaavedra@worchester.edu**

### Admission Requirements

General admission requirements for the Graduate School are located at <http://worchester.edu/graduate>. 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. Naida Saavedra at [nsaavedra@worchester.edu](mailto:nsaavedra@worchester.edu) for additional information.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Bachelor's degree in Spanish or related field preferred

### Curriculum

Code	Title	Credits
<b>Spanish Foundation Courses</b>		<b>(3 credits)</b>
SP-994	Comprehensive Exam (in Spanish)	3
<b>Spanish Concentration Courses</b>		<b>(21 credits)</b>
<i>Culture</i>		
One course must be in Peninsular Culture, and one in Latin American Culture or Latinx Culture.		6
<i>Literature</i>		
Two courses must be in Peninsular Literature, two in Latin American Literature, and one in Latino Literature.		15
<b>Electives</b>		<b>(6 credits)</b>
Students may take graduate elective courses in Advanced Language, Civilization, Spanish for Professionals, Translation, or an Independent Study.		6
<b>Total Credits</b>		<b>30</b>

### 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-925 Travel Study Course

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

3 Credits

#### SP-931 Spanish Civilization

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

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-940 Ind Study: Spanish**

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

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-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 Comprehensive Exam**

Students will take a Comprehensive Exam that evaluates the overall program coursework in order to complete the requirements for graduate work.

Other or on demand. 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

Upon completion of the Master of Arts in Spanish, students will:

1. Apply theoretical and methodological approaches to the analysis of literary texts from Latin America, Spain, and the US Latinx culture.
2. Demonstrate in-depth knowledge of the populations of Latin America, Spain, and the US Latinx as it pertains to cultural production.
3. Identify and analyze social, cultural, economic, and political events that interconnect Latin America, Spain, and US Latinx communities.
4. Evaluate Latin American, Spanish, and Latinx literary texts and films based on their historical and social contexts.
5. Produce scholarly works that relates to extant research in order to contribute to the fields of Latin American, Spanish, and Latinx Literature, Cultural Studies, Linguistics, and Pedagogy.
6. Be able to close-read, analyze, interpret, and discuss literary and cultural works using appropriate terminology in Spanish.
7. Refine academic writing in Spanish.
8. Acquire knowledge of up-to-date techniques that are essential for teaching Spanish as a foreign language and for heritage speakers.
9. Apply skills and knowledge in linguistics in order to examine bilingual and/or bicultural situations and contexts among Latin America, Spain, and the US.
10. Communicate research findings with critical insight on a range of topics to evaluate historical ideas, arguments, and points of view from Latin American, Spanish, and US Latinx populations.

## Master of Education

**Graduate Program Coordinator: Dr. Sara Young**

**Phone: 508-929-8246**

**Email: syoung3@worchester.edu**

This flexible program is designed for students with a variety of educational backgrounds who wish to pursue a Master of Education without teacher licensure. The program focuses on curriculum studies and students' professional interests through a variety of electives in content or pedagogy. Students in this program come from higher education, administration, public and private PK-12 schools, coaching, non formal education, international education, and other fields. While teacher licensure is not required for admissions, teachers with an initial license may use this degree to meet their own professional goals including career advancement, professional licensure, and professional development.

### 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.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.75 or higher
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- GREs are required, but are waived with passing scores on MTEL, possession of a Massachusetts initial or professional teaching license, or an earned master's degree

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

### Program of Study

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

- Demonstrate an understanding of philosophical foundations in education.
- Explore areas of curriculum, assessment, diversity and technology in education.
- Design a research study that receives approval to be conducted ethically.
- Apply research skills to conduct and present educational research.



## Master of Education: Concentration in English as a Second Language

Graduate Program Coordinator: Dr. Margarita Perez

Phone: 508-929-8609

Email: mperez@worchester.edu

### Admission Requirements for the Master of Education: Concentration in ESL

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

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

OR

Applicants who are pursuing a Master of Education in ESL, but have not yet obtained initial licensure in ESL apply to the post-baccalaureate program where they must provide the following items.

- 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
- Experience working with English Learner populations in school or community settings.

Or

Documentation of participation at an intermediate level in a language other than English from a college or university or foreign secondary school through the successful completion of foreign language courses deemed appropriate by the foreign language program in the World Languages and Literature Department or demonstrated ability as determined by a member of the Education Department faculty.

- Evidence of an existing bachelor's degree and passing of Communication and Literacy MTELEs

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

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

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply), essay explaining reason for pursuing this degree program, and application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Results of a language proficiency assessment, if applicable. (Students must have studied or must be fluent in a language other than English to be eligible for this program.)
- Copy of initial or professional license in English as a Second Language
- GREs are required, but are waived with passing scores on MTEL, possession of a Massachusetts initial or professional teaching license, or an earned master's degree

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.

**OR**

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

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply), essay explaining reason for pursuing this degree program, and application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- 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 of demonstrated ability as determined by a member of the Education Department faculty
- GREs are required, but are waived with passing scores on MTEL, possession of a Massachusetts initial or professional teaching license, or an earned master's degree

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.

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

## Program of Study

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

## Electives (Optional)

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

### 1. Language and Linguistics

- Language as a system: functions and registers of language
- The structure and nature of language: Phonology, morphology, syntax, semantics, pragmatics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions
- Language variation and change

### 2. Language acquisition and literacy development

- Theory and research in first and second language acquisition
- Knowledge of the significant theories and practices for developing reading skills and reading comprehension in English as a first language at different educational levels
- Relevance of linguistic differences between the first and the second language for reading instruction in English
- Differences in initial reading instruction in English (including phonemic awareness and phonics) for students who may or may not be literate in their first language: effects of first language literacy on second language learning and literacy
- Formal and informal measures for assessing development in reading skills and their use with second language learners
- Development of listening, speaking, reading, and writing vocabulary
- Approaches and practices for developing writing skills and the use of writing tools
- Writing process and formal elements of writing

- i. Oral/Aural fluency in English at different proficiency levels
  - j. Social and academic English and academic language for the content areas
  - k. Development of metalinguistic skills and vocabulary appropriate to cognitive, academic, and language proficiency levels
3. Instructional approaches and best practices for teaching ESL
    - a. Foundations of ESL instruction
    - b. Theories and sheltered strategies for developing English language skills in listening, speaking, reading, and writing for English language learners in bilingual or multilingual classrooms from the primary grades on
    - c. Research-based practices for English language development
    - d. Program models and teaching strategies for developing and integrating language skills
    - e. Planning and implementing standards-based ESL and content instruction
  4. Socio-cultural and socio-emotional considerations in teaching ESL
    - a. Regional, socioeconomic, and developmental factors influencing language variation and bilingualism or multilingualism
    - b. The nature and role of culture and its intersection with teaching and learning
    - c. Cultural, racial, ethnic, and linguistic identity
    - d. Intercultural communication in the classroom
    - e. Special populations and situations: long term English language learners, English learners with disabilities, and students with limited or interrupted formal education
    - f. The role of the community, families, and schools in English language learner education
  5. Formal and informal English language assessment procedures and instruments for English language learners: selection, administration, and interpretation; identification of bias and normal variation in performance as well as possible differentiation from learning disabilities
  6. Federal and State laws pertaining to the education of English language learners
  7. Theoretical, political, and historical foundations of education for English language learners
  8. Instruction, assessments, resources, research, and advances in the field of ESL
  9. Strategies for school collaboration, family outreach, and community involvement for English language learners

## Master of Education—Early Childhood Education

**Early Childhood Graduate Coordinator: Dr. Carol Donnelly**

**Phone: 508 929-8667**

**Email: cdonnelly@worchester.edu**

The Master of Education, Concentration in Early Childhood Education, will provide students with an in depth knowledge and understanding of the practical applications of the content, pedagogy, curriculum, and assessments used in early childhood programs from Birth through Age 8. Students enrolled in this program also will examine issues of diversity and equity and incorporate elements of developmentally appropriate practice. During the second half of the program students will engage in an action research project designed to address a current problem of practice in an early childhood setting.

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. **(This program will not lead to an initial license in early childhood education from the Massachusetts Department of Elementary and Secondary Education).**

(34 credits total)

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

Note: Teachers in the field of Early Childhood Education are certified in the Commonwealth of Massachusetts by two licensing agencies. Public school teachers in 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.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two professional references
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

## Master of Education in Early Childhood Education

The program consists of the following courses:

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

EE-917	The Fine Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials
EE-915	Detection and Remediation of Early Reading Difficulties

**Total Credits****34**

Design, implement and evaluate curriculum and instruction and assessment that promote children's development and learning (NAEYC\*\* 1, 3, 4, EEC 1, 5, 6, 7, DESE 1)

Identify, apply, and critique developmentally appropriate technology and interactive media that promote learning and development for individual children. (NAEYC\*\* 1, 3, 4, EEC 1, 5, 6, 7, DESE 1)

Establish a positive social context for learning, provide appropriate behavioral supports; and employ effective instructional strategies, to meet the needs of diverse learners. (NAEYC 1, 3, 6, EEC 2, 7 DESE 2)

Articulate how children and families differ in their perspectives and approaches to learning and create effective means of partnering with families. (NAEYC 2, 4, EEC 3 DESE 3)

Engage in reflective practice and continually evaluate and improve how their actions affect children, parents, and other professionals in the learning community; and apply reflective practice to the role of practitioner-researcher in action research. (NAEYC 6, EEC 8, DESE 4)

## Master of Education—Educational Leadership and Administration (Non-Licensure)

**Program Coordinator:** Cheryl DelSignore

**Phone:** 508-929-8642

**Email:** cdelsignore@worcester.edu

### Admission

Candidates for the fully online, non-licensure track must possess a bachelor's degree from a regionally accredited institution or its equivalent with a minimum GPA of 2.75. Applicants must possess a minimum of two years of instructional or related work experience in a PreK-12 educational setting, and provide two professional references.

- Application: [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Official undergraduate transcripts from all colleges/universities attended
- Official graduate transcripts, if applicable, from all universities attended
- Career Essay (addressing work experience)
- Two professional references from a PreK-12 educational setting

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two professional references
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

### Program Requirements

Code	Title	Credits
<b>Curriculum (33 credits)</b>		
<i>Content Courses</i>		
EA-912	Introduction to Educational Leadership	3
EA-913	Action Research for School Administrators	3
EA-915	Economic and Operational Dimensions of Education	3
EA-918	Family and Community Engagement	3
EA-923	Governance, Ethics, & Law in Education	3
EA-924	Curriculum, Instruction, & Assessment for Aspiring Leaders	3
EA-931	Administration of Programs for Children with Special Needs and ELLs	3
EA-970	Professional Culture	3
EA-972	Enhancing Teacher and Student Performance	3
EA-973	Building Capacity for Shared Vision and Educational Change	3
EA-929	Educational Leadership Capstone Assessment/Evaluation	3

**Instructional Leadership:** Promote learning and growth by cultivating a shared vision that makes effective teaching and learning the central focus of a school or organization.

**Management & Operations:** Promote learning and growth by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.

**Family & Community Engagement:** Promote learning and growth through effective partnerships with families, community organizations, and other stakeholders that support the mission of an organization or school.

**Professional Culture:** Promote success by nurturing and sustaining a culture of reflective practice, high expectations, and continuous learning for staff.

## Master of Education—Elementary Education

Elementary Education Graduate Coordinator: Dr. Christina Kaniu

Phone: 508-929-8753

Email: christina.kaniu@worchester.edu

The Master of Education, Concentration in Elementary Education, 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 existing career or experience in elementary education or in a similar learning environment.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two professional references
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

### Master of Education in Elementary Education

The program consists of the following courses:

Code	Title	Credits
<b>Core requirements</b>		<b>(10 credits)</b>
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ED-993	Seminar: Research in Content Concentration	3
ED-992	Portfolio Evaluation (to be taken last)	1
<b>Content Courses</b>		<b>(15 credits)</b>
ED-979	Technology and Literacy in the Classroom	3
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ED-929	Mathematics Assessment and Instruction For Diverse Learners	3
EL-908	Social Studies Content, Curriculum Assessment, & Instruction	3
EL-909	Science Content, Curriculum, Assessment And Instruction	3
<b>Diversity, Equity, and Differentiated Instruction Courses</b>		<b>(6 credits)</b>
ED-918 or ED-927	Reading As Language: Teaching Literacy to English Language Learners Inclusive Settings: Learning Strategies and Management Techniques (1-6)	3
ED-910	The Child, Family, Community, and Diversity in Education	3
<b>Electives</b>		<b>(3 credits)</b>
Select one elective with consent of the program coordinator.		3
<b>Total Credits</b>		<b>34</b>

1. RESEARCH: Graduate students will develop and implement a plan of action related to a problem of practice by engaging in the action research process. (DESE 4)
2. PEDEGOGY: Graduate students will provide high-quality instruction to young students related to the relevant state standards in the major subject areas (math, English language arts, social studies, and science) through the use of research-based and effective teaching methods and valid assessments and analysis of assessment data. (DESE 1)

3. TEACHING ALL STUDENTS: Graduate students will maintain high expectations for all students and establish a classroom where all students are able to access the curriculum and students of diverse backgrounds, learning styles, needs, interests, identities, native languages, English language proficiency, strengths, and challenges are valued and respected. (DESE 2)
4. FAMILY AND COMMUNITY: Graduate students will establish effective partnerships with families, caregivers, community members, and organizations to promote learning and growth. (DESE 3)
5. TECHNOLOGY: Graduate students will use appropriate technology and related instructional methods to help students become capable technology users and to enhance student learning in all areas of the curriculum. (DESE 1)
6. PROFESSIONAL CULTURE: Graduate students will collaborate with colleagues using high ethical standards to make continuous improvements to their teaching practice. (DESE 4)



## Master of Education—Middle School Education

**Graduate Program Coordinator: Dr. Sara Young**

**Phone: 508-929-8246**

**Email: syoung3@worchester.edu**

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

The Master of Education in Middle School Education is for Middle grades 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 Massachusetts Department of Elementary and Secondary Education (DESE) guidelines for advancing Education Licenses. 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 that includes middle school grades (1-6, 5-8, 5-12, or all grades) from the Commonwealth of Massachusetts in the relevant field of licensure.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.75 or higher
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Copy of a Massachusetts initial or professional teaching license that includes middle school grades (1-6, 5-8, 5-12, or all grades) in the relevant field of licensure

### Program of Study

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

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

Students in Middle School Education have the following program outcomes which they meet at their grade level at a professional level:

1. Candidate demonstrates subject matter knowledge for the content they will teach.
2. Candidate applies and evaluates pedagogical principles and can integrate them with content in planning, implementing and assessing.
3. As caring individual, candidate demonstrates high expectations for all learners. They evaluate and meet the individual needs of diverse learners.
4. Candidate reflects upon and evaluates teaching practices in order to improve learner outcomes.
5. Candidate uses evidence from research and practice to address challenges and improve student outcomes.
6. Candidate develops and demonstrates in practice the affirmation of diversity and promotes equity in schools and in the larger world (e.g. race, gender, ethnicity, class, sexual orientation, language, family structure, religion, ability, age, etc.).
7. Candidate uses technology and digital media strategically and critically in research, teaching, and learning.
8. Candidate collaborates with colleagues and community members to advance professional practice (e.g. across the curriculum, interdisciplinary, community service, etc.).

## Master of Education—Moderate Disabilities

**Program Coordinator:** Dr. Sue F. Foo

**Phone:** 508-929-8071

**Email:** sfoo@worchester.edu

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

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

Additional courses that transfer from the initial licensure program are ED-921, ED-923, ED-922, and ED-924. These are required courses for the M.Ed.

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

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Copy of a Massachusetts initial or professional teaching license in moderate disabilities
- GREs are required, but are waived with passing scores on MTEL or possession of an earned master's degree

### Core M.Ed. Requirements

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

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

### Core Content/Pedagogical Courses

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

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

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

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

Code	Title	Credits
ED-911	Advanced Foundations of Literacy	3
ED-918	Reading As Language: Teaching Literacy to English Language Learners	3
ED-951	Integrating Language Arts and Social Studies in the Elementary/Middle Schools	3
ED-953	Integrating Science and Mathematics in the Elementary/Middle Schools	3
ED-917	Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades	3
ED-979	Technology and Literacy in the Classroom	3
EE-915	Detection and Remediation of Early Reading Difficulties	3
Other course with approval from the Moderate Disabilities Graduate Coordinator.		

1. Expand their knowledge of the special education and related laws, and subject matter in core academic disciplines that relate to the content taught under the moderate disabilities licenses, P-8 and 5-12.
2. Design and implement integrated, developmentally appropriate, challenging curriculum based upon the MA Curriculum Frameworks and on the students' abilities, needs and interests.
3. Use their knowledge of individual students and the Massachusetts curriculum frameworks to plan, implement and evaluate experiences embracing the concept of inclusion and responding to each student as an individual learner.
4. Develop skills and strategies to encourage parents and families to be active participants in the student's development and learning.
5. Involve community of people, settings and services as resources for learning and teaching.
6. Utilize a variety of instructional strategies, materials, and other resources to meet the learning needs of each student with moderate disabilities.
7. Assess students within the context of deep knowledge of child and adolescent development and learning, and use of the information to develop and implement IEP's and to report to parents.
8. Connect current educational practice to philosophical, psychological, and historical foundations of American education.
9. Find, interpret, and apply current research to answer questions about and improve their classroom practice.

## Master of Education—Moderate Disabilities (Non-Licensure)

**Program Coordinator:** Dr. Sue F. Foo

**Phone:** 508-929-8071

**Email:** sfoo@worchester.edu

Candidates for the Master of Education (M.Ed.) with a concentration in Moderate Disabilities (Non-Licensure) 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. Candidates are advised to contact the program coordinator for further information prior to formal application to the program.

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;
- meet with the Program Coordinator;
- apply to the initial licensure program and be accepted;
- register for ED-921, ED-922, ED-923, ED-924, ED-909, ED-926, and ED-928.

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](http://www.worcester.edu/graduate)

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- GREs are required, but are waived with passing scores on MTEL or possession of an earned master's degree

### Program of Study

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

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

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

Code	Title	Credits
<b>Core M.Ed. Requirements (10 credits)</b>		
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3

ED-993	Seminar: Research in Content Concentration	3
ED-992	Portfolio Evaluation	1
<b>Total Credits</b>		<b>10</b>

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

Code	Title	Credits
<b>Core Content/Concentration Courses</b>		<b>(24 credits)</b>
ED-905	Introduction to Special Education	3
ED-906	Analysis and Implementation of Interventions to Support Learning Of Students With Moderate Disabilities	3
ED-907	Universal Design for Learning (UDL) and Inclusion	3
ED-908	Special Education and Related Services: Consultation, Collaboration and Interprofessional Skills	3
ED-913	Differentiated Reading Instruction	3
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ED-929	Mathematics Assessment and Instruction For Diverse Learners	3
CD-910	Speech/Language Development, Differences and Diversity	3
<b>Total Credits</b>		<b>24</b>

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

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

### Elective Courses (select from the following)

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

Other course approved by the Moderate Disabilities Graduate Coordinator.

## Master of Education—Reading

Reading Graduate Coordinator: Dr. Heidi Wojcik

Phone: 508-929-8840

Email: [hwojcik2@worchester.edu](mailto:hwojcik2@worchester.edu)

The Master of Education in Reading degree allows candidates to progress through the program by completing a series of courses that build knowledge and application in general educational areas and in topics related to the knowledge standards for reading specialist licensure, progressively leading to more advanced and specialized reading courses. Students are advised to meet with the Reading graduate coordinator before beginning their program.

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://worchester.edu/Graduate/>

In addition:

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

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Copy of a Massachusetts initial or professional teaching license
- GREs are required, but are waived with passing scores on MTEL or possession of an earned master's degree
- Evidence of a foundation course in reading taken as an undergraduate or graduate or significant experience in teaching reading, as well as a course in human, child, or adolescent development at the undergraduate or graduate level
- For candidates pursuing licensure, a passing score on the Communication & Literacy MTEL

## Course of Study

### Master of Education in Reading

Total 34 credits without reading specialist licensure

Total 43 credits with reading specialist licensure

The program consists of the following courses:

Code	Title	Credits
<b>Core requirements</b>		<b>(10 credits)</b>
ED-981	Advanced Foundations of Education	3
ED-982	Research in Education	3
ED-983	Theory and Research in Reading	3
ED-984	Reading Portfolio (to be taken last)	1
or ED-992	Portfolio Evaluation	
<b>Reading Content Courses</b>		<b>(21 credits)</b>
ED-911	Advanced Foundations of Literacy	3
ED-918	Reading As Language: Teaching Literacy to English Language Learners	3
ED-979	Technology and Literacy in the Classroom	3

ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ER-903	Teaching Writing to Striving Readers	3
EE-915	Detection and Remediation of Early Reading Difficulties	3
ED-917	Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades	3
<b>Electives</b>		<b>(3 credits)</b>
One elective chosen with consent of the program coordinator		3
<b>Requirements for Licensure Option</b>		<b>(6 credits)</b>
Candidates must pass the Reading Specialist MTEL before registering for the 150 hour practicum.		
ED-915	Leadership in Literacy: Consultation, Administration and Supervision	3
ED-919	Reading Practicum/Internship	3
<b>Total Credits</b>		<b>40</b>

Candidates demonstrate knowledge of the current Massachusetts English Language Arts and Literacy Framework.

Candidates demonstrate knowledge of the significant theories and evidence-based practices and programs of literacy and language and the ways in which they interrelate across the academic disciplines.

Candidates demonstrate advanced knowledge the components of reading (National Reading Panel, 2000): concepts of print, phonological awareness (including phonemic awareness), phonics, word recognition, fluency, vocabulary, oral language, and comprehension. In addition to the components of language: phonology, syntax, semantics, morphology, discourse, pragmatics.

Candidates demonstrate the reciprocal relationship among the five dimensions of reading.

Candidates demonstrate knowledge of brain science research related to reading, including how the brain learns to read and neurobiological impacts on reading development.

Candidates demonstrate knowledge of the characteristics of diverse learner profiles, including the strengths and needs commonly demonstrated by multilingual students and students with reading disabilities including dyslexia, second language acquisition and its relationship to literacy learning.

Candidates demonstrate knowledge of aspects of texts to consider when evaluating and selecting curriculum and print/digital texts, including: dimensions of text complexity, alignment with grade-level topics; curriculum topics, diversity in literacy genres and forms; cultural relevance of text to students; the representation of diverse cultures and perspectives in texts.

Candidates are knowledgeable of the aspects of learners to consider when evaluating and selecting curriculum and print/digital texts, including: text quality, a student's current literacy strengths and needs, background knowledge, interests, stamina and motivation, and reading difficulties and disabilities.

Candidates demonstrate the knowledge of the composition process and the knowledge of elements of composition to include craft and structure of texts in various genres and forms.

Candidates demonstrate knowledge in evidence-based practices for explicit, systematic, and cumulative instruction across the academic disciplines, aligned to grade specific standards in the 2017 Massachusetts English Language Arts and Literacy Framework and the digital literacy standards of the 2016 Massachusetts Standards for Digital Literacy and Computer Science

Candidates demonstrate knowledge in evidence-based practices for literacy across content areas, including disciplinary literacy.

Candidates recognize the importance of involving students and home in assessment and instruction.

Candidate demonstrate knowledge of the purposes, attributes, strengths/limitations and administration of various types of assessments including valid, reliable and scientifically-based screening and diagnostic assessments; curriculum-based measurements (CBM); and assessments used for formative, progress monitoring, and summative purposes

Candidates demonstrate approaches to using assessment data to identify students at risk for reading difficulties and to inform instruction.

Candidates demonstrate knowledge of the structure and purpose of flexible multi-tiered systems that support academic and behavioral needs of all students in a school, including consideration of executive function, self-regulation, working memory, and metacognition.

Candidates demonstrate foundational knowledge of collaborative leadership and adult learning theories about organizational change, school culture, and strategies related to effective mentorship and coaching to include planning and leading professional development, developing a school-based plan for literacy instruction and assessment that integrates evidence-based strategies and the evaluation and selection of core and intervention instructional materials for literacy.

Candidates understand the purpose of reflective journals and anecdotal notes of their own teaching or observations of teaching.



Candidates understand and influence local, state, or national policy decisions and their impact on literacy instruction in schools.

Candidates use technology effectively to enhance lesson plans, thematic units, and instructional resources for classrooms and home.

## Master of Education—School Leadership and Administration

**Program Coordinator: Dr. Stephen Mills**

**Phone: 508-929-8476**

**Email: [smills@worchester.edu](mailto:smills@worchester.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](http://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. Please see MEd in Leadership Letter of Recommendation form online at [www.worcester.edu/ME-School-Leadership-and-Administration/](http://www.worcester.edu/ME-School-Leadership-and-Administration/) under Admissions Requirements.

Candidates for the fully online, non-licensure track must possess a bachelor's degree from a regionally accredited institution or its equivalent with a minimum GPA of 2.75. Applicants must possess a minimum of two years of instructional or related work experience in a PreK-12 educational setting, and provide two professional references.

Application: [www.worcester.edu/apply](http://www.worcester.edu/apply)

- Official undergraduate transcripts from all colleges/universities attended
- Official graduate transcripts, if applicable, from all universities attended
- Career Essay (addressing work experience)
- Two professional references from a PreK-12 educational setting

### Application Deadlines

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

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://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
- A minimum of two years of teaching experience when applying to the program, and at least three years of teaching experience to earn the license
- Official transcripts of all college-level work, both undergraduate and graduate, showing completion of a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

- Evidence of passing scores on the Communication & Literacy MTEL exam
- Three letters of reference from professionals who can speak to the applicant's promise of becoming an effective school administrator, including a letter of support from a school district administrator

## CURRICULUM

### **Content Courses**

- EA 912 Introduction to Educational Leadership (3)
- EA 913 Action Research for School Administrators (3)
- EA 915 Economic and Operational Dimensions of Education (3)
- EA 918 Family and Community Engagement (3)
- EA 923 Governance, Ethics and Law in Education (3)
- EA 924 Curriculum, Instruction and Assessment for Aspiring Leaders (3)
- EA 931 Administration of Programs for Children with Special Needs and ELLs (3)
- EA 970 Professional Culture (3)
- EA 972 Enhancing Teacher and Student Performance (3)
- EA 973 Building Capacity for Shared Vision and Educational Change (3)
- EA 929 Educational Leadership Capstone (3)

### **Practicum Courses**

*Practicum in Family & Community Engagement (1 cr): EA 950 (PreK-8), or EA 952 (Grades 5-12)*

*Practicum in Professional Culture (1 cr): EA 954 (PreK - 8), or EA 956 (Grades 5-12)*

*Practicum in Instructional Leadership (1 cr): EA 958 (PreK - 8) or EA 960 (Grades 5-12)*

*Practicum in Management & Operations (1 cr): EA 962 (PreK-8) or EA 964 (Grades 5-12)*

*Practicum Educational Leadership Capstone (1 cr): EA 966 (PreK-8) or EA 968 (Grades 5-12)*

Total Credits: 38 credits

## ADDITIONAL REQUIREMENT

Candidates must complete, or provide evidence of, SEI endorsement to earn the degree.

## ADMISSIONS REQUIREMENTS

Candidates for the licensure program must possess a bachelor's degree from a regionally accredited institution or its equivalent with a minimum GPA of 2.75. They must possess an initial or professional Massachusetts teaching license and have at least three years of teaching experience. Their essay must address the four professional standards of effective school leaders, as defined by the Department of Secondary and Elementary Education (DESE). They must provide evidence of passing scores on the Communication & Literacy MTEL exam. They must submit three letters of reference from professional sources.

Application: [www.worcester.edu/apply](http://www.worcester.edu/apply)

Essay addressing the four professional standards of school leadership: *Instructional Leadership, Management and Operations, Family and Community Engagement, and Professional Culture*

Copy of a Massachusetts initial or professional educator license. *Applicants must have at least three years of teaching experience to apply to the program.*

Official undergraduate transcripts from all colleges/universities attended

Official graduate transcripts, if applicable, from all universities attended

Passing scores on the Communication & Literacy MTEL exam

Three letters of recommendation 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.

**Instructional Leadership:** Promote learning and growth by cultivating a shared vision that makes effective teaching and learning the central focus of a school or organization.

**Management & Operations:** Promote learning and growth by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.

**Family & Community Engagement:** Promote learning and growth through effective partnerships with families, community organizations, and other stakeholders that support the mission of an organization or school.

**Professional Culture:** Promote success by nurturing and sustaining a culture of reflective practice, high expectations, and continuous learning for staff.

## Master of Education—Secondary Education

Graduate Program Coordinator: Dr. Sara Young

Phone: 508-929-8246

Email: syoung3@worchester.edu

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

The Master of Education in Secondary 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. 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 or professional license in secondary school (all grades, grades 5-12 or grades 8-12) from the Commonwealth of Massachusetts in the relevant field of licensure.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.75 or higher
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Copy of a Massachusetts initial or professional teaching license in secondary education in the relevant field of licensure

### Program of Study

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

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

Students in Secondary School Education have the following program outcomes which they meet at their grade level at a professional level:

1. Candidate demonstrates subject matter knowledge for the content they will teach.
2. Candidate applies and evaluates pedagogical principles and can integrate them with content in planning, implementing and assessing.

3. As caring individual, candidate demonstrates high expectations for all learners. They evaluate and meet the individual needs of diverse learners.
4. Candidate reflects upon and evaluates teaching practices in order to improve learner outcomes.
5. Candidate uses evidence from research and practice to address challenges and improve student outcomes.
6. Candidate develops and demonstrates in practice the affirmation of diversity and promotes equity in schools and in the larger world (e.g. race, gender, ethnicity, class, sexual orientation, language, family structure, religion, ability, age, etc.).
7. Candidate uses technology and digital media strategically and critically in research, teaching, and learning.
8. Candidate collaborates with colleagues and community members to advance professional practice (e.g. across the curriculum, interdisciplinary, community service, etc.).

## Master of Occupational Therapy

Program Coordinator: Dr. Sarah DiMeo

Phone: 508-929-8893

Email: sdimeo@worchester.edu

### Program Description

The Occupational Therapy Department offers a Master of Occupational Therapy (MOT) degree. Students with a baccalaureate degree in a field other than occupational therapy can complete the program of study in three years. The program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). Inquiries regarding accreditation may be made to: The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone, c/o AOTA, is (301) 652-AOTA and its web address is [www.acoteonline.org](http://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](http://www.wfot.org)).

**Please note: Effective for the incoming class of Summer 2025, the post-baccalaureate track is suspended.**

### Items Needed to Apply:

Beginning with the incoming class of Summer 2025, the post-baccalaureate entry is suspended until further notice.

### 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.

## Master's of Occupational Therapy Program (Students with a completed Bachelor's of Science in Occupational Studies from Worcester State University)

### Year One

		Credits
<b>Summer</b>		
OT-908	Community Health	3
OT-928	Thesis Seminar I	3
OT-931	Organizational and Professional Issues II	3
<b>Credits</b>		<b>9</b>
<b>Fall</b>		
OT-903	Clinical Reasoning I	3
OT-929	Thesis Seminar II	3
OT-933	Assessment and Evaluation Across the Lifespan	3
<b>Credits</b>		<b>9</b>
<b>Spring</b>		
OT-905	Clinical Reasoning II	3
OT-906	Global Health Issues	3
OT-930	Thesis Seminar III	3
<b>Credits</b>		<b>9</b>
<b>Year Two</b>		
<b>Summer or Fall</b>		
OT-920	Physical Disabilities Fieldwork II	3

OT-921	Psychosocial Fieldwork II	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>33</b>

## Post-Baccalaureate Master's of Occupational Therapy Program (Students with a completed Bachelor's Degree)

### Year One

#### Summer I Credits

OT-101	Introduction of Occupational Studies of Wellness/Disability	3
BI-271	Basic Kinesiology	3
OT-211	Kinesiology Lab	1
<b>Credits</b>		<b>7</b>

#### Summer II

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

#### Fall

OT-301	Psychosocial Wellness/Disability	2
OT-302	Psychosocial Therapeutic Approaches	3
OT-304	Psychosocial Therapeutic Approaches Lab	2
OT-317	Research I	3
<b>Credits</b>		<b>10</b>

#### Spring

OT-312	Physiological Wellness/Disability	2
OT-313	Physiological Therapeutic Approaches	3
OT-318	Physiological Therapeutic Approaches Lab	2
PS-322	Psychology of Aging	3
<b>Credits</b>		<b>10</b>

### Year Two

#### Fall

OT-401	Occupational Performance & Context for Older Adults	2
OT-402	Therapeutic Approaches for Older Adults	3
OT-403	Therapeutic Approaches Lab for Older Adults	2
OT-404	Assistive Technology I	3
OT-407	Research II	3
<b>Credits</b>		<b>13</b>

#### Spring

OT-421	Occupational Performance and Context for Children/Adolescents	2
OT-423	Therapeutic Approaches Lab for Children/Adolescents	2
OT-424	Assistive Technology II	3
OT-426	Organizational and Professional Issues I	3
OT-427	Therapeutic Approaches for Children/Adolescents	3
OT-928	Thesis Seminar I	3
<b>Credits</b>		<b>16</b>

### Year Three

#### Summer

OT-903	Clinical Reasoning I	3
OT-908	Community Health	3
OT-929	Thesis Seminar II	3
OT-931	Organizational and Professional Issues II	3
<b>Credits</b>		<b>12</b>

#### Fall

OT-905	Clinical Reasoning II	3
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OT-906	Global Health Issues	3
OT-930	Thesis Seminar III	3
OT-933	Assessment and Evaluation Across the Lifespan	3
<b>Credits</b>		<b>12</b>
<b>Spring</b>		
OT-920	Physical Disabilities Fieldwork II	3
OT-921	Psychosocial Fieldwork II	3
<b>Credits</b>		<b>6</b>
<b>Total Credits</b>		<b>92</b>

## Post-baccalaureate Prerequisites for Entry

Effective for the incoming class of Summer 2025, the post-baccalaureate track is suspended.

## Traditional Students Conditional Graduate Standing Prerequisites for Entry

Bachelor of Science in Occupational Studies (BSOS) Class of 2026 and Beyond

By July 1, 2025 (or beyond), after completion of the junior year, undergraduate students will apply for conditional graduate standing by notifying the graduate program coordinator of their intention. Students must have a cumulative grade point average (GPA) of 3.2 in the OT courses and prerequisites to be considered for conditional acceptance. The transition to the graduate school process requires submission of a Notice of Intent to the graduate program coordinator. Once conditionally accepted, senior BSOS students must maintain a GPA of 3.2 in the OT major courses to receive full acceptance into the MOT program.

## 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.

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.

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-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

**Program Learning Outcomes**

- Demonstrate entry-level clinical reasoning skills.
- Identify, evaluate, and synthesize research for best clinical practice.
- Exhibit professional and ethical behaviors in a variety of settings (traditional, nontraditional, and emerging practice) and with diverse populations.
- Design, implement, and evaluate therapeutic interventions to increase occupational performance in accordance with the Occupational Therapy Practice Framework.
- Assume the responsibility for achieving and maintaining competence in lifelong learning by participating in professional development activities.

# Master of Public Administration and Policy

**Program Coordinator: Dr. Shiko Gathuo**

**Phone: 508-929-8892**

**Email: sgathuo@worchester.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](http://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 Economics, Political Science and Statistics.
- Students may take up to six (6) credits before matriculation.

## Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution in political science, urban studies, criminal justice, economics, management or related field with a minimum GPA of 2.75
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Prerequisite courses: introductory courses in Economics, Political Science, and Statistics

## Program Requirements

Code	Title	Credits
<b>Core Courses</b>		<b>(24 credits)</b>
PA-901	Policy Analysis	3
PA-903	Economics for Policy Analysis	3
PA-934	Ethics & Management of Human Resources	3
PA-942	Organizational Theory	3
PA-945	Public Budgeting & Financial Management	3
PA-949	Strategic Leadership & Planning for Public Organizations	3
PA-951	Negotiation & Conflict Resolution for Public Organizations	3
PA-990	Analysis and Interpretation of Quantitative Data for Public Policy	3
<b>Elective Courses <sup>1</sup></b>		<b>(6 credits)</b>
Any two electives offered in the program, including an independent study and/or an internship		6
<b>Capstone Fieldwork</b>		<b>(6 credits)</b>
PA-980	Capstone Fieldwork I for Public Administration & Policy	2
PA-981	Capstone Fieldwork II for Public Administration and Policy	4
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> 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

### 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**

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

- Students will demonstrate an understanding of the role of the public sector
- Students will demonstrate an awareness of the relationship between politics and public policy
- Students will demonstrate an appreciation of the role that social construction plays in policy setting and implementation
- Students will have demonstrable knowledge of the interconnectedness of the public, private and nonprofit sectors
- Students will demonstrate an appreciation for the complexity of policy creation processes
- Students will demonstrate the ability to identify, describe, analyze, and evaluate policy issues and provide policy options based on commonly used qualitative and quantitative criteria

- Students will demonstrate the ability to provide counterarguments, caveats, and alternative interpretations in providing policy solutions and recommendations
- Students will demonstrate the skills needed to lead and manage a diverse pool of public sector employees
- Students will demonstrate the skills required to communicate with and manage the wide array of stakeholders of a public organization
- Students will demonstrate the skills necessary to plan, implement and evaluate special projects while being engaged in the day-to-day operations of a public organization
- Students will demonstrate the skills to allocate and manage the resources required to serve the public effectively
- Students will demonstrate familiarity with technological tools required to run a successful public organization
- Students will demonstrate the grasp and application of research concepts and the ability to make evidence-based tactical, operational, and strategic decisions
- Students will demonstrate the ability to innovate solutions and solve problems creatively
- Students will demonstrate job readiness through engagement with real-life public organizations and policy issues
- Students will demonstrate an empathetic understanding of the range of human experiences and the role of public servants in ensuring the equitable treatment of all constituents

# Master of Public Management

**Program Coordinator: Dr. Shiko Gathuo**

**Phone: 508-929-8892**

**Email: sgathuo@worchester.edu**

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](http://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, Economics, and a course in political science. A course in financial accounting is highly recommended.
- Students may take up to six (6) credits before matriculation.

## Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.75
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Prerequisite courses: Introductory courses in Principles of Management, Economics, and a course in political science. A course in financial accounting is highly recommended

## Program Requirements

Code	Title	Credits
<b>Core Courses</b>		<b>(21 credits)</b>
PM-901	Project Management for Public Organizations	3
PM-903	Economics for Policy Analysis	3
PM-934	Ethics & Management of Human Resources	3
PM-942	Organizational Theory	3
PM-945	Financial Management for Public Organizations	3
PM-949	Strategic Leadership & Planning for Public Organizations	3
PM-951	Negotiation & Conflict Resolution for Public Organizations	3
<b>Elective Courses <sup>1</sup></b>		<b>(6 credits)</b>
Any two electives offered in the program, including an independent study and/or an internship		6
<b>Action Research/Management Project Fieldwork</b>		<b>(9 credits)</b>
PM-990	Action Research	3
PM-980	Management Project Fieldwork I for Public Management	2
PM-981	Management Project Fieldwork II for Public Management	4
<b>Total Credits</b>		<b>36</b>

<sup>1</sup> 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-651 Negot. & Confl. Res. Pub. Org.**

3 Credits

### **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:** an introductory course in Economics

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

- Students will demonstrate an understanding of the role of the public sector
- Students will demonstrate an awareness of the relationship between politics and public policy
- Students will demonstrate an appreciation of the role that social construction plays in policy setting and implementation
- Students will have demonstrable knowledge of the interconnectedness of the public, private and nonprofit sectors
- Students will demonstrate the skills needed to lead and manage a diverse pool of public sector employees
- Students will demonstrate the skills required to communicate with and manage the wide array of stakeholders of a public organization
- Students will demonstrate the skills necessary to plan, implement and evaluate special projects while being engaged in the day-to-day operations of a public organization
- Students will demonstrate the skills to allocate and manage the resources required to serve the public effectively
- Students will demonstrate familiarity with technological tools required to run a successful public organization
- Students will demonstrate the grasp and application of research concepts and the ability to make evidence-based tactical, operational, and strategic decisions
- Students will demonstrate the ability to innovate solutions and solve problems creatively
- Students will demonstrate job readiness through engagement with real-life public organizations and projects
- Students will demonstrate an empathetic understanding of the range of human experiences and the role of public servants in ensuring the equitable treatment of all constituents

# Master of Science in Biology

## Items Needed to Apply

- Online application and application fee
- Essay explaining reason for pursuing this degree program
- General GRE test scores or a passing MTEL score on the Biology, Chemistry, General Science or other science-related MTEL test.
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution in Biology, Biotechnology, Chemistry, or a similar science major
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

## Program Requirements

Students will select one of two tracks (see below). Track I is a literature-based thesis track, while Track II is an experimental lab or field research-based track. Both tracks will require a written product (thesis or research review) and an oral defense.

Code	Title	Credits
<b>Track I</b>		
<b>(34 credits)</b>		
<i>Required Core Courses</i>		
BI-942	Biostatistical Analysis and Experimental Design	4
BI-983	Techniques in Laboratory and Field Resea	4
<i>Required Research Credits</i>		
BI-999	Biology Research Review	4
<i>Elective Courses</i>		
22		
BI-917	Topics in Cell and Molecular Biology	
BI-918	Topics in Genetics and Genomics	
BI-921	Biotechnology and DNA	
BI-923	Fermentation Technology	
BI-927	Tissue Culture Techniques	
BI-930	Biological Chemistry	
BI-936	Immunology	
BI-937	Molecular Virology	
BI-938	Toxicology	
BI-941	Topics in Physiology	
BI-950	Physiological Ecology	
BI-951	Topics in Ecology and Evolution	
BI-952	Topics in Zoology	
BI-968	Cancer Biology	
BI-980	Selected Topics: Advanced Biology	

**Total Credits** **34**

Code	Title	Credits
<b>Track II</b>		
<b>(34 credits)</b>		
<i>Required Core Courses</i>		
BI-942	Biostatistical Analysis and Experimental Design	4
BI-983	Techniques in Laboratory and Field Resea	4
<i>Required Research Credits</i>		
BI-996	Thesis Research I	3
BI-997	Thesis Research II	3
BI-998	Thesis Writing	3
<i>Elective Courses</i>		
17		
BI-917	Topics in Cell and Molecular Biology	
BI-918	Topics in Genetics and Genomics	
BI-921	Biotechnology and DNA	
BI-923	Fermentation Technology	
BI-927	Tissue Culture Techniques	

BI-930	Biological Chemistry
BI-936	Immunology
BI-937	Molecular Virology
BI-938	Toxicology
BI-941	Topics in Physiology
BI-950	Physiological Ecology
BI-951	Topics in Ecology and Evolution
BI-952	Topics in Zoology
BI-968	Cancer Biology
BI-980	Selected Topics: Advanced Biology

**Total Credits****34**

Examples of courses offered in recent years as Special Topics:

Cancer Biology

Biochemical Regulatory Mechanisms

Drug Discovery/Development

Mammalogy

Microbial Diversity

Genomics

Secondary Metabolism

Mycology

## Program Timeline

Timeline is based on students taking no more than 2 courses in each regular term (Fall & Spring) and no more than 1 course in each of the two Summer terms. Students must complete BI-942 and BI-983: Techniques in Laboratory & Field Research before enrolling in BI-996: Thesis Research I or BI-999: Biology Research Review.

<b>Year One</b>		<b>Credits</b>
BI-942	Biostatistical Analysis and Experimental Design	4
BI-983	Techniques in Laboratory and Field Resea	4
2-3 Electives		8-10
<b>Credits</b>		<b>16-18</b>
<b>Year Two</b>		
BI-999	Biology Research Review (Or BI-996, BI-997 and BI-998)	1-4
2-4 Electives		8-10
<b>Credits</b>		<b>9-14</b>
<b>Total Credits</b>		<b>25-32</b>

## Master of Science in Biotechnology

**Program Coordinator: Dr. Roger Greenwell**

**Phone: 508-929-8601**

**Email: rgreenwell@worchester.edu**

The Master of Science in Biotechnology is 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://worchester.edu/Graduate>

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

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- General GRE test scores
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution in Biology, Biotechnology, Chemistry, or a similar science major
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Prerequisite courses: Chemistry I and II, Organic Chemistry I, Physics I and II, Microbiology, Cell and/or Molecular Biology (all with a laboratory component), and math coursework up to the level of Pre-Calculus

### Program of Study for the Degree

The program of study includes 36 graduate credits in required and elective courses, including research in biology/biotechnology culminating in an acceptable written thesis and thesis defense.

Of the 36 credits required for the degree, at least 24 credits must be earned as a matriculated graduate student at Worcester State University. Credits for which students have earned a "B-" or higher within a two year period immediately prior to the date of their acceptance into the program are transferable from an accredited institution, including credits earned at Worcester State University. A maximum of 12 such transfer credits may be accepted. Matriculated students who do not maintain a GPA 3.0 or higher or have two grades below a "B-" will be terminated from the program. All work for the degree must be completed within a period of six years from the date of admission to the program.

### Degree Requirements required of all students

#### Required Courses

Code	Title	Credits
BI-921	Biotechnology and DNA	4
BI-927	Tissue Culture Techniques	4
BI-930	Biological Chemistry	3
BI-942	Biostatistical Analysis and Experimental Design	4
BI-996	Thesis Research I	3
BI-997	Thesis Research II	3

BI-998	Thesis Writing	3
BI/CH 900-Level Biology or Chemistry electives. One elective may include a Business course from the list below.		12
<b>Total Credits</b>		<b>36</b>

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

Code	Title	Credits
BI-923	Fermentation Technology	3
BI-936	Immunology	3
BI-937	Molecular Virology	3
BI-938	Toxicology	3
BI-980	Selected Topics: Advanced Biology	1-4
BI-981	Independent Study in Biology/ Biotechnology	1-6
BI-985	Graduate Internship in Biology/ Biotechnology	3-4
CH-990	Special Problems in Chemistry	3
CH-991	Independent Study	1-4
CH-996	Internship: Chemistry	3
BA-914	Organizational Behavior	3
BA-961	Organizational Development and Change	3
BA-960	Leadership Theory and Skills	3
BA-962	Ethics and Social Responsibility of Leadership	3

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-917 Topics in Cell and Molecular Biology

Each topic is a lecture and/or laboratory course in a selected area of cell and molecular biology presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. May be repeated as long as cell and molecular biology topics differ. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor.

Other or on demand and every 2-3 years. 3-4 Credits

#### BI-918 Topics in Genetics and Genomics

Each topic is a lecture and/or laboratory course in a selected area of genetics or genomics presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. May be repeated as long as genetics and genomics topics differ. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every 2-3 years. 3-4 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.

Every year. 4 Credits

#### BI-923 Fermentation Technology

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

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

Spring only and every year. 4 Credits

**BI-930 Biological Chemistry**

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

3 Credits

**BI-936 Immunology**

Recent advances in understanding the immune system will be covered. B.S. in a biological science is required. This course integrates both lecture and lab activities.

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. This course integrates both lecture and lab activities.

3 Credits

**BI-938 Toxicology**

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

3 Credits

**BI-941 Topics in Physiology**

Each topic is a lecture and/or laboratory course in a selected area of physiology presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. May be repeated as long as physiology topics differ. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every 2-3 years. 3-4 Credits

**BI-942 Biostatistical Analysis and Experimental Design**

Provides a foundation in biological data analysis and interpretation as well as experimental design, discussing the underlying principles of how scientific investigations are conducted to maximize the validity of the results. This course will guide students through the process of developing a scientific question and a hypothesis, designing appropriate experimental methods, selecting and using relevant statistical tools, interpreting results, and conveying results to a scientific audience in multiple formats.

Fall only and every year. 4 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-951 Topics in Ecology and Evolution**

Each topic is a lecture and/or laboratory course in a selected area of ecology or evolution presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. [3 credits for lecture only course and 4 credits w/ lab]. May be repeated as long as ecology and evolution topics differ. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every 2-3 years. 3-4 Credits

**BI-952 Topics in Zoology**

Each topic is a lecture and/or laboratory course in a selected area of animal biology presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. May be repeated as long as zoology topic differs. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every 2-3 years. 3-4 Credits

**BI-968 Cancer Biology**

Cancer results from genomic mutations that compromise the mechanisms that normally regulate cell growth and proliferation, cell death, and cell-cell interactions. This course will examine how cancer cells differ from normal cells (morphologically, behaviorally, and in the functioning of molecular pathways), the genetic basis of cancer, how cells progress from a normal to a cancerous state, factors that promote cancer development, and strategies for cancer therapy. It will also include examination of the historical evolution of our understanding of cancer and societal issues related to cancer. Prerequisite: Undergraduate courses in Genetics and Biochemistry or permission of instructor.

Other or on demand and every 2-3 years. 3 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.

Other or on demand. 1-6 Credits

**BI-983 Techniques in Laboratory and Field Resea**

**LASC Categories:** LAB

Students will carry out an experimental research project in a topic area defined by the instructor. Projects may involve laboratory- or field-based research, or a combination of the two. Research topic areas will be announced in advance. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every year. 4 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.

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.

1-6 Credits

**BI-996 Thesis Research I**

**Prerequisites:** Completion of at least four Biology/Biotechnology master's courses, with BI-942 Biostatistical Analysis and Experimental Design being one of these courses (or taken concurrently), and permission of the Program Coordinator. Matriculated students only.

Original, experimental research in biology or biotechnology under faculty supervision, working toward production of a written thesis in an approved format. A research problem will be identified and a literature search conducted. For students choosing the experimental track of the MS in Biology program (designated Track II) and all students in the MS in Biotechnology program, experiments will be designed and planned, and preliminary research work may be performed. This course is the first course in a series of research coursework (BI 996, BI 997, BI 998) leading to completion of a thesis research project.

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, working toward production of a written thesis, in a 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 996 Thesis Research I and BI 997 Thesis Research II (for the M.S. in Biotechnology, or the experimental track of the M.S. in Biology, Track II) and permission of Program Coordinator. Matriculated students only.

Preparation of a thesis, written in an approved format, describing original, experimental research or literature-based research in biology or biotechnology under faculty supervision, and presentation of an oral thesis defense. This course will follow BI 996: Thesis Research I and BI 997: Thesis Research II for all students in the MS in Biotechnology program and for those students choosing the experimental track for the MS in Biology program, Track II .

Fall and Spring and every year. 3 Credits

**BI-999 Biology Research Review**

**Prerequisites:** Completion of BI-942: Biostatistical Analysis Experimental Design and BI-983: Techniques in Laboratory and Field Research, at least 3 elective courses in the MS in Biology program, and permission of Program Coordinator. Matriculated students only.

Preparation of a written, comprehensive literature review on an approved topic in the biological sciences under the supervision of an Biology or Biotechnology graduate faculty member, leading to an oral defense. Students can complete this 4-credit class in one semester, or over a maximum of 2 semesters totaling 4 credits. Course may be repeated.

Other or on demand and other or on demand. 1-4 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



- Demonstrate the advanced body of scientific knowledge as applied to biotechnology, including the following core content areas:
  - Cellular & molecular biology and biochemistry
  - Biostatistics and experimental design
  - Applications of cells and organisms for industrial and research purposes
- Demonstrate knowledge by critically applying analytical skills to biotechnological problems
  - Identify and formulate appropriate experiments to test a hypothesis
  - Gather, organize, interpret and evaluate data
  - Employ reason and logic, analyze pros and cons, and evaluate the validity of conclusions in experiments and scientific literature
- Perform laboratory techniques and practices used in the biotechnology industry
  - Proper use of tools, equipment/instrumentation, and materials
  - Demonstration of safety procedures and proper techniques
  - Conduct experiments independently and work effectively in a group or team environment
- Effectively communicate scientific results and information to appropriate target audiences using well-structured written and oral forms of communication, including:
  - Written material (laboratory reports, standard operating procedures, posters)
  - Oral presentations provided in a professional format
- Exhibit awareness of the social implications and impacts of biotechnology on society, including the ethical considerations for biotechnology, by addressing
  - The effect of biotechnology on the environment, business, and human health
  - The ethical issues that influence decisions related to biotechnology and society

## Master of Science in Management

**Program Coordinator: Dr. Lagnajita Chatterjee**

**Email:** lchatterjee@worchester.edu

### Admission Requirements

The general admission requirements for graduate study at Worcester State University are located at: [www.worcester.edu/graduate](http://www.worcester.edu/graduate)

In addition, applicants must also have the results of the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) 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 or GRE will be waived for students meeting the following criteria an undergraduate degree in Business Administration (3-year or 4-year programs with equivalencies to 120 U.S. undergraduate credits), fully in English, with a GPA of 3.0 or higher according to U.S. equivalencies. International transcripts are required to be verified by external equivalency services. 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.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Three letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Prerequisite courses: Principles of Management or Organizational Behavior, Undergraduate Accounting, Business Law, Computer Applications, Statistics, Microeconomics, Macroeconomics, Communications, and College Mathematics (College Algebra or higher). Students pursuing 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 must also complete an undergraduate Principles of Marketing and a Marketing Research course. Grades in prerequisite courses must be C- or better in order to be considered.
- Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) results, which are waived for students with a 3.0 or higher GPA and a bachelor's degree in Business Administration from a regionally accredited university or college

### Requirements of the Program

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

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

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

Note: Other courses may count in both the undergraduate and graduate programs with permission of the instructor.  
The following prerequisites apply to all students entering the program:

- 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

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

## Accounting Concentration

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

**Finance Track**

<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Finance Concentration Required Courses</b>		<b>(12 credits)</b>
BA-918	International Finance	3
BA-926	Financial Risk Management	3
BA-928	Security Analysis	3
BA-934	Investment Analysis and Portfolio Manage	3
Students in the Finance concentration may take BA-916 instead of BA-925 for the core course requirement.		

**Leadership Concentration**

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

**Marketing Concentration**

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

<sup>1</sup> May be waived for students with consultation of the graduate coordinator

<sup>2</sup> May be waived for students in the accounting concentration

<sup>3</sup> 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-918 International Finance**

**Prerequisites:** EC-110 and EC-120.

This course is designed to provide graduate students with a comprehensive understanding of the theoretical and practical analysis of exchange rates and foreign exchange markets. Students will analyze transaction mechanisms and products. This course introduces for ex-risk exposure from a corporate perspective and links instruments and products to risk management strategies.

Every year. 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-925 Econometrics**

**Prerequisites:** EC 110, EC 120 and MA 150 or EC 150 (or transfer equivalents)

This course is designed to provide graduate students with a comprehensive understanding of econometric theory and its practical application using the STATA software. Students will review probability theory and statistics and advance to familiar econometric principles and techniques to analyze financial market data, estimate models, and draw meaningful inferences. Emphasis will be placed on both theoretical foundations and hands-on experience with real-world data using STATA.

Every year. 3 Credits

**BA-926 Financial Risk Management**

**Prerequisites:** BA-915 and BA-925.

This course introduces conceptual and practical aspects of financial risk management. This covers risk management in the context of financial organizations and financial instruments. We will use Microsoft Excel to explore a variety of mathematical models pertaining to interest rate risk, credit risk and market risk among others. Upon completion, students should know what models are available, which scenarios are suitable for each, and how to critically evaluate and intelligently use the output of the models.

Every year. 3 Credits

**BA-928 Security Analysis**

**Prerequisites:** BA-915 and BA-925.

This course introduces concepts of financial instruments which are sources of assured income as well as those which are a source of risk capital. This includes how to value securities, how to manage a portfolio of securities, and adopting risk mitigating measures for such securities.

Every year. 3 Credits

**BA-934 Investment Analysis and Portfolio Manage**

**Prerequisites:** BA-915 and BA-925 and BA-928.

This course provides an in-depth exploration of investment strategies, portfolio management techniques, and financial analysis. It is designed to equip students with the knowledge and skills necessary to make informed investment decisions and construct well-diversified portfolios. Students will learn to critically evaluate financial assets, assess risk, and develop strategies to maximize returns while managing risk. The course the practical application of investment theory in real-world scenarios. Through hands-on exercises and portfolio simulation, students will gain valuable experience in managing investment portfolios.

Every year. 3 Credits

**BA-960 Leadership Theory and Skills**

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

3 Credits

**BA-961 Organizational Development and Change**

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

3 Credits

**BA-962 Ethics and Social Responsibility of Leadership**

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

3 Credits

**BA-963 Action Learning Professional Leadership Project**

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

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

3 Credits

**BA-970 Seminar in Leadership**

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

3 Credits

**BA-971 Entrepreneurship and Small Business Management**

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

3 Credits

**BA-972 Motivation and Leadership of Teams**

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

3 Credits

**BA-973 Leading in the International Business Environment**

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

3 Credits

**BA-974 Negotiations**

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

3 Credits

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

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

3 Credits

**BA-976 Selected Topics in Leadership**

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

3 Credits

**BA-986 Internship in Management**

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

1-6 Credits

**BA-990 Integrated Business Strategy**

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

3 Credits

**Graduate Accounting Courses****AC-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

The primary goal of the program is to develop the competencies for both personal and professional success advocated by professional and academic business associations. These associations have defined the need for accountants and managerial leaders to develop a wider array of knowledge and skills ranging from a strong understanding of business theories and concepts to effective communication, analytical and leadership skills. Most business curricula allow students to acquire the necessary functional business expertise to perform a job. However, career success now hinges on the ability to have a broad perspective of internal and external factors that impact how a business operates. This necessitates an enhanced understanding of the interrelationship between business functions, the critical role of technology in operational performance, the important influence of cultural, economic and social factors on business success, and the interpersonal skills to make and, more importantly, to implement decisions to solve complex business problems. The required competencies advocated by the professional and academic associations that have provided the basis for developing the Masters of Science in Management Program are as follows:



- Personal Skills - The ability to lead, motivate, empower and manage individuals and teams.
- Communications Skills - The ability to present, persuade, influence, discuss, and negotiate both in writing and verbally.
- Understanding of Emerging Technologies -The ability to use basic office technology such as spreadsheet, word processing, database, presentation, accounting and analytical applications and an understanding of the business implications of the internet, e-commerce, work group, workflow, imaging, artificial intelligence and other emerging technologies.
- Ethic Standards -The ability to analyze and understand the ethical implications of business decisions and the importance of integrity in career success.
- Customer Focus -The ability to identify and satisfy the voice of the customer.
- Research and Analysis -The ability to gather, analyze, compare, and comprehend data and information to solve complex structured and unstructured issues and problems.
- Broad Business Perspective - The ability to understand the interrelationship between various business functions and the interaction between the business organization and external cultural, social, economic and global issues.

### *Leadership Track*

#### Leadership Skills:

1. Graduates with a Master of Science in Management concentration in Leadership will develop and demonstrate leadership skills to foster collaboration, team effectiveness and conflict resolution for making decisions and accomplishing goals in a business organization.
2. Graduates with a Master of Science in Management concentration in Leadership will demonstrate creative and critical thinking skills and develop appropriate communication and interpersonal skills necessary for leadership positions in organizations.
3. Graduates with a Master of Science in Management concentration in Leadership will find a leadership position.

#### Functional Business Knowledge:

4. Graduates with a Master of Science in Management concentration in Leadership will demonstrate knowledge of information systems, accounting, marketing, economics, organizational behavior, finance, quantitative analysis, and strategy.

#### Professional Development and Communication Skills:

5. Graduates with a Master of Science in Management concentration in Leadership will learn how to present, persuade, influence, discuss, and negotiate both in writing and verbally.

#### Understanding of Emerging Technologies:

6. Graduates with a Master of Science in Management concentration in Leadership will be able to effectively use technology and will be able to analyze how organizations use Information Technology to improve organization efficiency and effectiveness and to achieve a competitive advantage.

#### Ethic and Legal Standards:

7. Graduates with a Master of Science in Management concentration in Leadership will have the ability to analyze and understand the ethical implications of business decisions and the importance of integrity in career success.

#### Research and Analysis:

8. Graduates with a Master of Science in Management concentration in Leadership will have the ability to gather, analyze, compare and comprehend data and information to solved complex structured and unstructured issues and problems.

#### Broad Business Perspective:

9. Graduates with a Master of Science in Management concentration in Leadership will have the ability to understand the interrelationship between various business functions and the interaction between the business organization and external cultural, social, economics and global issues.

### *Accounting Track*

#### Accounting Knowledge:

1. Graduates with a Master of Science in Management concentration in Accounting will be expected to demonstrate knowledge of and be able to apply a range of accounting and financial principles and concepts, as well as, tax and auditing principles and concepts.

2. Graduates with a Master of Science in Management concentration in Accounting will be prepared to pass a professional accounting exam (i.e. CPA, CMA, CFA, CIA).
3. Graduates with a Master of Science in Management concentration in Accounting will be prepared for a job in the accounting field.
4. Graduate with a Master of Science in Management concentration in Accounting will be conversant will generally accepted accounting principles (GAAP) and generally accepted auditing standards (GAAS).
5. Graduates with a Master of Science in Management concentration in Accounting will be familiar with the various federal, state, and private agencies that have an impact or oversight authority related to accounting, auditing, and taxation – such as FASB, GASB, IRS, AICPA, SEC, PCAOB, et al.

Functional Business Knowledge:

6. Graduate with a Master of Science in Management concentration in Accounting will demonstrate knowledge of information systems, accounting, marketing, economics, organizational behavior, finance, quantitative analysis, and strategy.

Professional Development and Communication Skills:

7. Graduates with a Master of Science in Management concentration in Accounting will develop and demonstrate skills to foster collaboration, team effectiveness and conflict resolution for making decisions and accomplishing goals in a business organization.
8. Graduates with a Master of Science in Management concentration in Accounting will demonstrate creative and critical thinking skills and develop appropriate communication and interpersonal skills necessary for accounting positions in organizations.
9. Graduates with a Master of Science in Management concentration in Accounting will learn how to present, persuade, influence, discuss, and negotiate both in writing and verbally.

Understanding of Emerging Technologies:

10. Graduates with a Master of Science in Management concentration in Accounting will be able to effectively use technology (various accounting and tax software – QuickBooks, TurboTax, et al.) and will be able to analyze how organizations use Information Technology to improve organization efficiency and effectiveness and to achieve a competitive advantage.

Ethic and Legal Standards:

11. Graduates with a Master of Science in Management concentration in Accounting will have the ability to analyze and understand the ethical implications of business decisions and importance of integrity in career success.

Research and Analysis:

12. Graduates with a Master of Science in Management concentration in Accounting will have the ability to gather, analyze, compare, and comprehend data and information to solve complex structured and unstructured issues and problems.
13. Graduates with a Master of Science in Management concentration in Accounting will have a general working knowledge to be able to research certain accounting, tax and auditing issues using any number of authoritative web sites

Broad Business Perspective:

14. Graduates with a Master of Science in Management concentration in Accounting will have the ability to understand the interrelationship between various business functions and the interaction between the business organization and external cultural, social, economics, and global issues.

*Marketing Track*

Marketing Knowledge:

1. Critically evaluate the key analytical frameworks, concepts and strategies (product, price, place and promotion) used in marketing management.
2. Apply key marketing theories, frameworks and strategies (product price place and promotion) to solve marketing problems.
3. Utilize information of a firm's external and internal marketing environment to identify opportunities and prioritize appropriate marketing strategies.

# Master of Science in Nonprofit Management

**Program Coordinator:** Dr. Shiko Gathuo

**Phone:** 508-929-8892

**Email:** sgathuo@worchester.edu

The NPM program prepares students for leadership positions in the local nonprofit sector and in international nongovernmental organizations (NGOs). The program attracts a wide range of applicants from the local nonprofit sector, undergraduate students who join the program as 4+1 students, retirees seeking a second career or voluntary service in the sector, and international students with experience or interest in the NGO sector. Students take the *NM 901: Nonprofit World: Nonprofits, NGOs and Civil Society* as their foundational course. A three-course thesis series consisting of Action Research and Thesis I and II at the end of the program allows students to apply knowledge acquired throughout the program in an action research project.

## Admission Requirement

- Online application with essay and application fee ([www.worcester.edu/apply](http://www.worcester.edu/apply))
- Bachelor's degree in any field, with a minimum GPA of 2.75.
- Two letters of recommendation from a professional or academic source.

## 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

## Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program, including career goals
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

## Program Requirements

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

Code	Title	Credits
<b>Core Courses (22 credits)</b>		
NM-901	The Nonprofit World: NGOs, the State & Civil Society	3
NM-934	Ethics and Management of Human Resources	3
NM-942	Organizational Theory	3
NM-945	Financial Management for Non-Profit Organizations	3

NM-949	Strategic Leadership and Planning	3
NM-951	Grant Writing	4
NM-993	Marketing and Resource Development	3
<b>Elective Courses</b>		<b>(6 credits)</b>
Any two electives offered in the program including an independent study and/or an internship		6
<b>Thesis Project</b>		<b>(8 credits)</b>
NM-990	Action Research	3
NM-980	Thesis I	1
NM-981	Thesis II	4
<b>Total Credits</b>		<b>36</b>

## 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.

## Nonprofit 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-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-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-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-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-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

- Students will demonstrate an understanding of the nonprofit sector including their organization, IRS designations, and pertinent mandates, rules, laws, and regulations governing the sector
- Students will demonstrate an awareness of the changing political, legal, social-cultural, economic, ecological, and technological environments within which nonprofits operate
- Students will demonstrate an understanding of the dynamics of the internal environment of a nonprofit organization including operations, market, competition, and collaboration
- Students will have demonstrable knowledge of the interconnectedness of the public, private and nonprofit sectors
- Students will demonstrate the skills needed to lead and manage a diverse pool of nonprofit employees in an under-resourced and high employee-turnover sector
- Students will demonstrate the skills required to communicate with and manage the wide array of stakeholders of a nonprofit organization
- Students will demonstrate an awareness of the role of social construction of populations in the delivery of social and nonprofit services
- Students will demonstrate the skills necessary to plan, implement and evaluate special projects while being engaged in the day-to-day operations of a nonprofit organization
- Students will demonstrate the skills to plan, acquire, harness, allocate and manage the resources required to sustain a successful nonprofit for the long term
- Students will demonstrate familiarity with technological tools required for the efficient operation of a successful nonprofit organization
- Students will demonstrate their grasp and application of research concepts and the ability to make evidence-based tactical, operational, and strategic decisions
- Students will demonstrate the ability to innovate solutions and solve problems creatively
- Students will demonstrate job readiness through engagement with real-life nonprofit organizations and problems
- Students will demonstrate an empathetic understanding of the range of human experiences and the social responsibility of nonprofit workers to treat clients equitably and act as global citizens

# Master of Science in Nursing-Public and Population Health Nursing

**Program Coordinator:** Dr. Amanda Cornine

**Phone:** 508-929-8129

**Email:** [acornine@worchester.edu](mailto:acornine@worchester.edu)

## Program Description

The Master of Science in Nursing (Public and Population Health Nursing Clinical Specialty Track) degree program is designed for nurses who are interested in improving population health, healthcare, and community systems in the U.S. and around the world. Our multi-disciplinary curriculum teaches you to:

- Become a leader to work effectively with diverse stakeholders and communities
- Use skills in community assessment and engagement, policy and program development and evaluation, budgeting, and management to drive healthy change, policy, and high impact solutions to health problems

Graduates are expertly prepared in:

- Advanced levels of the national public health competencies [http://www.phf.org/resourcestools/pages/core\\_public\\_health\\_competencies.aspx](http://www.phf.org/resourcestools/pages/core_public_health_competencies.aspx)
- Community and population level prevention
- Social justice, and
- Collaborative leadership

Graduates of the program excel in traditional and non-traditional nursing practice roles in different employment sectors.

Examples of practice roles for MS in Nursing (Public and Population Health Nursing Clinical Specialty Track) graduates include;

Education: Nursing Faculty, Manager of School Health Services, RN-BSN Program Director.

Healthcare: Division Director in hospital and public health institution, Hospital-based Population-level Care Manager or Coordinator, Chronic Disease Program Manager, Director of Clinical Services at a community and migrant health center, and

Government: Nurse Manager and Director at urban and rural public health departments, Community Health Director, Public Health Nursing Advisor at public health department, AACN/CDC Public Health, Nurse Fellow, US Public health Service Nurse, Equity & Environment Program Manager.

Tribal Institutions: Community Health Program Supervisor

Nonprofits: Director of a national environmental health nonprofit, Program Director and Assistant Director at local and regional nonprofits, Mental Health Project Manager, Regional Director of Health Equity at a voluntary health agency, Chief Nursing Officer at a nonprofit for global health

Business: Self-employed Public Health Nurse Consultant, Employee Health Nurse and Program Supervisor

The Master of Science in Nursing program at Worcester State University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## Admission requirements

Applicants to the program must meet the following criteria in addition to the WSU Graduate School's general admission requirements. This program does not require applicants to submit GRE scores.

- A Baccalaureate Degree in Nursing
- An unencumbered license to practice as a registered nurse.

See: <https://www.worcester.edu/graduate-admissions/>

## Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two professional references
- Official transcripts from ALL colleges and universities attended showing a Baccalaureate in Nursing degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States

- An English language proficiency test if the student's academic background is not in English
- Evidence of an unencumbered, unexpired nursing license from one of the following states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, or New York

#### Program Requirements

## Admissions Requirements

In addition to Worcester State University Graduate admission criteria, applicants to the Master of Science in Nursing Program must:

# Have achieved a GPA of 2.75 in undergraduate study. Applicants may seek conditional admission with a GPA of 2.5 if they have demonstrated substantive growth as a professional nurse.

# Have a Bachelor of Science degree in nursing from an accredited program.

# Hold a current unencumbered license to practice professional nursing in one of the states where practicum is approved, which include MA, RI, CT, ME, NH, NY (contact nursing@worchester.edu if you would like to complete practicum in another state)

Code	Title	Credits
<b>Professional Courses</b>		<b>(15 credits)</b>
NU-952	Public and Population Health Nursing Theory and Practice	3
NU-954	Essentials of Evidence-Based Practice in Public and Population Health	3
NU-957	Public and Population Health Nursing Leadership	3
NU-958	Global Perspectives on Health and Environment	3
NU-962	Program Planning and Evaluation for Public and Population Health	3
<b>Interdisciplinary Courses</b>		<b>(12 credits)</b>
NU-953	Public and Global Health Policy, Politics, and Progress	3
NU-955	Epidemiology and Population Health	3
NU-956	Informatics and Data Science for Population and Public Health	3
NU-959	Genetics and Genomics in Public and Population Health	3
<b>Specialty Courses in Community / Public Health Nursing</b>		<b>(8 credits)</b>
NU-963	Population-Based Public Health Nursing Interventions (60 Hour Practicum)	4
NU-964	Applied Project in Public and Population Health (65 Hour Practicum)	4
<b>Total Credits</b>		<b>35</b>

## Program Learning Outcomes

Upon successful completion of the Worcester State University graduate program in nursing, graduates are prepared to:

- Integrate nursing, related sciences and humanities to analyze, design, implement, and evaluate nursing care across diverse settings at the Master's Level.
- Provide leadership in the delivery and evaluation of strategies for improving delivery of high quality and safe patient care by using ethics, critical decision-making, and effective working relationships from a systems perspective.
- Direct continuous quality improvement methods and initiatives to promote a culture of safety, professional accountability, and evidence-based patient care.
- Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy change through translational research and knowledge dissemination by generating meaningful evidence for nursing practice.
- Integrate emerging informatics, health care technologies, and related ethical principles into clinical decision-making processes.
- Advocate for policies that improve the health of the public and the profession of nursing.
- Participate, lead and coordinate when appropriate, inter-professional teams across care environments to reduce barriers, facilitate access, and improve health outcomes.
- Synthesize broad ecological, global, biological, and socio-cultural determinants of health to assess the profession's leadership role and accountability toward improving the population's health.
- Demonstrate Master's Level Professional Practice through the development of nursing interventions and advocacy to implement safe, quality care to diverse populations in a variety of settings and roles.
- Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies and interventions.



# Master of Science in Nursing: Nurse Educator Specialization

**Program Coordinator:** Prof. Cara Cohen

**Email:** ccohen2@worchester.edu

## Program Description

Nurse educators are a vital 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 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 the 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.

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

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

This 35-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. Courses are taught in an online format.

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

## Admission Requirements

Bachelor of Science in Nursing degree from a regionally accredited institution

Grade point average of 2.75 or higher. Applicants may seek conditional admission with a GPA of 2.5 if they have demonstrated substantive growth as a professional nurse.

Unencumbered license to practice as a Registered Nurse in the state in which practicum will occur. GRE scores are not required for admission.

For more information, see <https://online.worcester.edu/programs/msn-educator/>

**The Master's degree program in nursing at Worcester State University is accredited by the Commission on Collegiate Nursing Education (ccneaccreditation.org).**

## Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this degree program
- Application fee
- Two professional references
- Official transcripts from ALL colleges and universities attended showing a Bachelor of Science in Nursing degree from a regionally accredited institution with a GPA of 2.75 or higher. Applicants may seek conditional admission with a GPA of 2.5 if they have demonstrated substantive growth as a professional nurse.
- Official transcript evaluation for any transcript from outside the United States

- An English language proficiency test if the student's academic background is not in English
- Evidence of an unencumbered, unexpired nursing license from one of the following states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, New York, South Carolina, or Pennsylvania.

## MSN Nurse Education Specialty Track -- Traditional Entry

(For students with a B.S. degree in Nursing)

### Admissions Requirements

In addition to Worcester State University Graduate admission criteria, applicants to the Master of Science in Nursing Program must:

# Have achieved a GPA of 2.75 in undergraduate study. Applicants may seek conditional admission with a GPA of 2.5 if they have demonstrated substantive growth as a professional nurse.

# Have a Bachelor of Science degree in nursing from an accredited program.

# Hold a current unencumbered license to practice professional nursing in one of the states where practicum is approved, which include MA, RI, CT, ME, NH, NY (contact nursing@worchester.edu if you would like to complete practicum in another state)

### Required Courses

Code	Title	Credits
<b>Professional Core</b>		<b>(12 credits)</b>
NU-908	Professional Role Development: Philosophical & Curricular Development In Nursing Education	3
NU-920	Conceptual Foundations of Nursing	3
NU-925	Research for Evidence-Based Practice	3
NU-951	Nursing Leadership & Administration	3
<b>Interdisciplinary Courses</b>		<b>(6 credits)</b>
NU-930	Social Policy and the Economics of the Health Care Delivery System	3
NU-946	Biostatistics	3
<b>Specialty Courses in Education</b>		<b>(17 credits)</b>
NU-937	Advanced Health Assessment	3
NU-938	Advance Concepts in Physiology and Pathophysiology	3
NU-939	Advanced Concepts in Pharmacology	3
NU-942	Practicum in Teaching & Learning I	4
NU-943	Practicum in Teaching & Learning II	4
<b>Total Credits</b>		<b>35</b>

### Nurse Educator Specialty Courses

#### 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

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

3 Credits

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

**Prerequisites:** NU-946

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

3 Credits

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

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

3 Credits

**NU-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.

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.

4 Credits

**NU-943 Practicum in Teaching & Learning II**

**LASC Categories:** NLL

**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.

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 nursing education and healthcare organizations.

3 Credits

**Program Learning Outcomes**

Upon successful completion of the Worcester State University graduate program in nursing, graduates are prepared to:

1. Integrate nursing, related sciences and humanities to analyze, design, implement, and evaluate nursing care across diverse settings at the Master's Level.
2. Provide leadership in the delivery and evaluation of strategies for improving delivery of high quality and safe patient care by using ethics, critical decision-making, and effective working relationships from a systems perspective.
3. Direct continuous quality improvement methods and initiatives to promote a culture of safety, professional accountability, and evidence-based patient care.
4. Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy change through translational research and knowledge dissemination by generating meaningful evidence for nursing practice.
5. Integrate emerging informatics, health care technologies, and related ethical principles into clinical decision-making processes.
6. Advocate for policies that improve the health of the public and the profession of nursing.
7. Participate, lead and coordinate when appropriate, inter-professional teams across care environments to reduce barriers, facilitate access, and improve health outcomes.
8. Synthesize broad ecological, global, biological, and socio-cultural determinants of health to assess the profession's leadership role and accountability toward improving the population's health.

9. Demonstrate Master's Level Professional Practice through the development of nursing interventions and advocacy to implement safe, quality care to diverse populations in a variety of settings and roles.
10. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies and interventions.

# Master of Science in Speech-Language Pathology

**Program Coordinator: Dr. Samantha Scripture**

**Phone: 508-929-8562**

**Email: [sscripture@worchester.edu](mailto:sscripture@worchester.edu)**

Worcester State University offers a graduate program leading to a Master's Degree in Speech-Language Pathology. This program is designed to provide a high caliber academic and clinical program for the preparation of speech-language pathologists. The program prepares students for positions in public schools, skilled nursing facilities, rehabilitation centers, hospitals, speech-language-hearing clinics, special-care facilities, and private practice. The Master of Science (M.S.) education program in speech-language pathology residential 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. Please apply and submit your application on the CSDCAS website. Admission is considered for the summer start only.

A monthly information session is held between September – 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. More information regarding program requirements, contact information for the graduate program coordinator, and dates for the information sessions can be found at: <https://www.worcester.edu/MS-Speech-Language-Pathology/>

## Admissions Requirements

**APPLICATION DEADLINE is February 1 for a summer start.**

In addition to the WSU Graduate School's general admission requirements, and the Essential Functions for Master of Science in Speech-Language Pathology Program, applicants must meet the following criteria:

1. Applicants must possess a baccalaureate degree from a regionally-accredited (or its equivalent) college or university.
2. Candidates for admission are required to submit a completed application, which is available on the CSDCAS website, by February 1. 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 three may be submitted in CSDCAS.
3. 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.
4. 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<sup>1</sup>
  - b. 3 credit hours in biological sciences<sup>2</sup> Biological Science must be human and/or animal biology.
  - c. 3 credit hours in human neuroanatomy<sup>2</sup> Appropriate course titles include, but are not limited to, Human Neuroanatomy, Human Neuroscience, Physiological Psychology. A neuroanatomy/neuroscience course within a communication sciences and disorders department is acceptable.
  - d. 3 credit hours in physical science<sup>2</sup> Physical Science must be either physics or chemistry. Courses covering physics and/or chemistry but not explicitly named as such may be used to fulfill the physical science requirement subject to graduate coordinator approval.
  - e. 3 credit hours in statistics<sup>2</sup>
  - f. 6 credit hours in the behavioral and/or social sciences<sup>2</sup> (a course in Developmental Psychology/Child Growth and Development must be included.
5. 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.<sup>2</sup>
6. Twelve 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 7 years

- <sup>1</sup> 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.
- <sup>2</sup> 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.

## Items Needed to Apply:

- Online application found at CSDCAS website
- Responses to four essay prompts
- Application fee
- Three letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Prerequisites: Anatomy of the Speech & Hearing Mechanism, Phonetics, Normal Development of Speech and Language, Speech Science, Hearing Science, and Audiology (18 credits total); a human and/or animal biology course (3 credits); a course in human neuroanatomy (3 credits); either a physics or chemistry course (3 credits); statistics (3 credits); developmental psychology/child growth and development (3 credits); a behavioral and/or social science course (3 credits)

## 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 Clinical Practice courses) 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 any Clinical Practice course, 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 any Clinical Practice Course 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

Code	Title	Credits
<b>Course Requirements</b>		
<b>(55 credits)</b>		
CD-901	Intro to Graduate and Clinical Skills	2
CD-920	Speech-Sound Disorders and Differences	3
CD-921	Language Disorders in Children	3
CD-922	Language Disorders in Adults	3
CD-923	Fluency Disorders	3
CD-924	Voice Disorders	3
CD-925	Motor Speech Disorders	3
CD-926	Reading and Writing Disabilities	2
CD-928	Aural Rehabilitation	3
CD-929	Dysphagia	3
CD-937	Counseling in Communication Disorders	2
CD-940	Evaluation and Diagnosis in Speech-Language Pathology	3

CD-946	Organization of Speech Language Programs In Schools	1
CD-947	Augmentative/Alternative Communication	1
CD-950	Cognitive Communication Disorders	3
CD-980	Research in Communication Sciences and Disorders	3
CD-987	Special Topics in Communication Sciences And Disorders (Take two topics for one credit each)	2
CD-990	-On-Campus Clinical Practice I (Practicum 1)	3
CD-991	On-Campus Clinical Practice II (Practicum 1)	3
CD-992	Off-Campus Clinical Practice I	3
CD-994	Off-Campus Clinical Practice II	3

**Total Credits****55**

## Clinical Clock Hours

In addition to academic coursework, students are required to complete 25 hours of observation of clinical work and 375 live hours of participation in diagnostic/therapeutic work in three distinctly different clinical settings. Observation hours and 50 of the live hours may be transferred from the undergraduate level.

## Written Comprehensive Examination/Master's Thesis

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

## Communication Disorders Courses

### CD-901 Intro to Graduate and Clinical Skills

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

Every year. 2 Credits

### CD-910 Speech/Language Development, Differences and Diversity

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

Spring only and every year. 3 Credits

### CD-920 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**

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

Spring only and every year. 3 Credits

**CD-946 Organization of Speech Language Programs In Schools**

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

Every year. 1 Credit

**CD-947 Augmentative/Alternative Communication**

Principles of augmentative and alternative communication, evaluation, and intervention across diverse populations.

Every year. 1 Credit

**CD-950 Cognitive 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 -On-Campus Clinical Practice I**

Principles of clinical methodology and documentation. Experience with and accrual of clinical clock hours in screening, evaluation, and/or intervention of speech, language and hearing disorders in the on-campus clinic and its extensions with direct supervision.

Fall and Spring and every year. 3 Credits

**CD-991 On-Campus Clinical Practice II**

**Prerequisites:** CD-920 CD-921 CD-922 CD-927 CD-940 CD-946 CD-990

Advanced principles of clinical methodology and documentation. Experience with and accrual of clinical clock hours in screening, evaluation, and intervention of speech, language and hearing disorders in the on-campus clinic and its extensions with direct supervision.

Fall and Spring and every year. 3 Credits

**CD-992 Off-Campus Clinical Practice I**

**Prerequisites:** CD-990.

Principles of practice and supervision in specific settings. Experience with and accrual of clinical clock hours in screening, evaluation, and intervention of speech, language and hearing disorders in off-campus sites with direct supervision.

Fall and Spring and every year. 3 Credits

**CD-994 Off-Campus Clinical Practice II**

**Prerequisites:** CD-990.

Principles of practice, professional licensure, certification, employment, regulations, and contemporary issues. Experience with and accrual of clinical clock hours in screening, evaluation, and intervention of speech, language and hearing disorders in off-campus sites with direct supervision.

Fall and Spring and 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

Students who graduate with a Master of Science degree from the Speech-Language Pathology Graduate Program at Worcester State University will be able to:

1. Demonstrate knowledge of mathematics, biological and neurological sciences, physical sciences, statistics, and social/behavioral sciences applicable to communication disorders.
2. Demonstrate knowledge of etiologies and characteristics of communication and swallowing disorders.
3. Demonstrate knowledge and clinical proficiency in evaluation skills with a variety of clients.
4. Demonstrate knowledge, develop, and implement plans of intervention with a variety of clients.
5. Demonstrate professional behavior that exemplifies knowledge of ethical, legal, and regulatory aspects of professional practice.
6. Use oral, written, and nonverbal communication to communicate clearly, effectively, and appropriately with clients, other professionals, and caregivers.
7. Implement evidence-based clinical practice.
8. Apply knowledge of cultural and linguistic diversity within professional settings.
9. Demonstrate knowledge and skills to interview and counsel clients and caregivers.
10. Demonstrate knowledge and skills to educate and collaborate with clients, other professionals, and caregivers.
11. Demonstrate certification and licensure eligibility including completion of academic and clinical requirements.
12. Develop skills for lifelong learning, professional development, and self-assessment.

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

Reading Graduate Coordinator: Heidi Wojcik

Phone: 508-929-8840

Email: [hwojcik2@worchester.edu](mailto:hwojcik2@worchester.edu)

### Admission Requirements

<http://worchester.edu/Graduate>

In addition:

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

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this certificate program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Copy of a Massachusetts initial or professional teaching license
- Evidence of a foundation course in reading taken as an undergraduate or graduate or significant experience in teaching reading, as well as a course in human, child, or adolescent development at the undergraduate or graduate level
- For candidates pursuing licensure, a passing score on the Communication & Literacy MTEL

### The Initial Licensure Program Requirements

This program leading to an initial licensure for reading specialist is designed for candidates who have both a minimum of an initial teaching license in another field other than reading and are seeking an initial license as a reading specialist. It is a 31 credit, non-degree program. It consists of 25 credits of course work and a 6 credit practicum or practicum equivalent. Candidates must pass the Reading Specialist MTEL before registering for the practicum.

The courses are:

Code	Title	Credits
ED-911	Advanced Foundations of Literacy	3
ED-918	Reading As Language: Teaching Literacy to English Language Learners	3
ED-979	Technology and Literacy in the Classroom	3
ED-914	Teaching and Learning Literacy Across Multiple Disciplines	3
ER-903	Teaching Writing to Striving Readers	3
EE-915	Detection and Remediation of Early Reading Difficulties	3
ED-917	Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades	3
ED-915	Leadership in Literacy: Consultation, Administration and Supervision	3
ED-984	Reading Portfolio	1
ER-951	Reading Practicum I	3
ER-952	Reading Practicum II	3
<b>Total Credits</b>		<b>31</b>

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

Graduate Program Coordinator: Dr. Margarita Perez

Phone: 508-929-8609

Email: mperez@worchester.edu

Candidates for this program must hold a bachelor's degree from an accredited institution with a cumulative GPA of 2.75 or higher and meet the admissions requirements below.

### Admission Requirements

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

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

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

- A course in human, child, or adolescent development at the undergraduate level.
- Experience working with English Learner populations in school or community settings.

Or

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**

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this certificate program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a cumulative GPA of 2.75 or higher
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Passing scores on the Communication and Literacy MTEL
- Results of a language proficiency assessment, if applicable. (Students must have studied or must be fluent in a language other than English to be eligible for this 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.

Code	Title	Credits
<i>Core Requirements (29 credits)</i>		
ES-924	Linguistics for Teachers of English Language Learners	3
CD-910	Speech/Language Development, Differences and Diversity	3
ED-978	Contemporary Issues in the Teaching of Bilingual and English Language Learners	3
ES-928	Second Language Acquisition	3
ES-914	Methods and Materials for Teaching English Language Skills to the ELL	3

ED-986	Literacy Instruction for the English Language Learner (ELL)	3
ED-955	Assessing English Language Learners	3
ES-930	Sheltered Instruction and Assessment in the Immersion Classroom	3
ES-940	Practicum and Seminar in the Teaching of English as a Second Language (ESL) in Grades Pre-K-6	5
or ES-945	Practicum & Seminar in Teaching English as a Second Language (ESL) in Grades 5-12	
<i>Electives (Optional)</i>		
ES-929	Assessing and Teaching English Language Learners With Disabilities	3
ES-932	Teaching Adult Esl and Sife	3
ES-933	Global Perspectives in Cultural Diversity	3

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

**Program Coordinator: Dr. Susan Monaghan**

**Phone: 508-929-8594**

**Email: [smonaghan@worchester.edu](mailto:smonaghan@worchester.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/Social Science (5-12)
- Mathematics (5-8 and 8-12)
- 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.<sup>1</sup> A Provisional 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+).

<sup>1</sup> 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 15-weeks, 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 full-time, semester-long experience. The practicum may be completed at candidates' public school where they are 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](http://www.worcester.edu/apply)

**MA Dept of Elementary and Secondary Education:** [www.doe.mass.edu](http://www.doe.mass.edu)

**MTEL information:** [www.mtel.nesinc.com](http://www.mtel.nesinc.com)

**Standards:** [www.worcester.edu/Education](http://www.worcester.edu/Education)

## Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this certificate program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.7 in the chosen content area or sufficient background in the content area\*

- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Evidence of passing scores on two MTEs: Communication & Literacy MTEL and one of the following content areas: Biology, Chemistry, Earth and Space Science, English, General Science, History, Mathematics, or Spanish
- An undergraduate or graduate course in Adolescent Development is a pre-requisite for stage 3 of the program; or a score of 50 or higher on the CLEP exam in Human Growth & Development

\*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.

## Program Requirements

Code	Title	Credits
Stage 1		6
ED-949	American Education: Contexts and Influences	
ED-973	Instructional Design and Evaluation for Middle-Secondary School (course change will adjust this to 5-12) <sup>1</sup>	
Stage 2		7 - 10
ED-909	RETELL: Best Practices for English Language Learners (Required only of students without current SEI endorsement) <sup>2</sup>	
ES-925	Inclusive Settings: Learning Strategies and management Techniques (5-12)	
ES-905	Methods and Materials for Teaching Humanities	
or ES-906	Methods and Materials for Teaching Science and Math	
ES-921	Clinical Experience for Middle-Secondary Grades (5-12) (course change will adjust this to 5-12) <sup>3</sup>	
Stage 3 (full-time experiential semester; courses taken concurrently) <sup>4</sup>		8
ES-911	Teaching Practicum	
ES-908	Teaching Practicum Seminar (Middle and Secondary Grades)	
<b>Total Credits</b>		<b>21-24</b>

<sup>1</sup> 15 hours of classroom observation required

<sup>2</sup> 25 hours of classroom observation required; Course is not required of those with SEI endorsement

<sup>3</sup> This is a 45-hour field placement in an appropriate local public school setting

<sup>4</sup> Pre-requisites: Minimum Graduate GPA of 3.0 and a graduate or undergraduate child development course

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

**Program Coordinator:** Dr. Sue F. Foo

**Phone:** 508 929-8071

**Email:** sfoo@worchester.edu

### Admissions Requirements

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

Candidates who are seeking licensure P-8 must pass:

1. Communication and Literacy,
2. Foundations of Reading, and
3. General Curriculum – multi subject test and mathematic sub-test.

Candidates who are seeking licensure 5-12 must pass:

1. Communication and Literacy,
2. Foundations of Reading,
3. General Curriculum – multi subject test and mathematic sub-test **OR** Subject Matter test.

To access online information about the program, including the application and admission requirements, please go to [www.worcester.edu/graduate](http://www.worcester.edu/graduate).

MA Department of Elementary and Secondary Education information: [www.doe.mass.edu](http://www.doe.mass.edu), [www.mtel.nesinc.com](http://www.mtel.nesinc.com)

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this certificate program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a minimum GPA of 2.7
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Evidence of passing scores on three MTEs: Communication & Literacy, Foundations of Reading, and General Curriculum (multi-subject and mathematics sub-tests)

### The Initial Licensure Program Requirements

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

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

The courses are:

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

**Total Credits**

**21**

Candidates begin by taking ED-921 as a pre-requisite before taking the other courses. ED-921 establishes central principles of the program which include high standards for all students based on issues pertaining to Special Education Federal and State Laws, categories of disabilities, celebration of diversity, family involvement, with an emphasis on inclusion and collaboration. Candidates must complete ED-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@worchester.edu

### Overview

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

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

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

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

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

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this certificate program
- Application fee
- Two letters of recommendation from professional or academic sources
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English

Code	Title	Credits
<i>Core Requirements (15 credits)</i>		
ES-924	Linguistics for Teachers of English Language Learners	3
ES-928	Second Language Acquisition	3
ES-914	Methods and Materials for Teaching English Language Skills to the ELL	3
ED-986	Literacy Instruction for the English Language Learner (ELL)	3
ES-932	Teaching Adult Esl and Sife	3
<i>Electives (Optional)</i>		
ED-955	Assessing English Language Learners	3
ED-978	Contemporary Issues in the Teaching of Bilingual and English Language Learners	3
ES-933	Global Perspectives in Cultural Diversity	3

## Post-Master's Certificate in Nursing Education

Program Coordinator: Dr. Amanda Cornine

Phone: 508-929-8241

Email: [acornine@worchester.edu](mailto:acornine@worchester.edu)

### Overview

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

The 11-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

The following items are required to apply to the certificate program:

- Master of Science in Nursing degree from a regionally accredited institution
- Grade point average of 2.75 or higher
- Active, unencumbered RN license in the state you would like to complete practicum hours
- Two professional references
- Career essay

For more information, please visit <https://online.worcester.edu/programs/post-masters-certificate-nurse-education/>

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this certificate program
- Application fee
- Two professional references (name, title, phone and professional email)
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a cumulative GPA of 2.75 or higher. Applicants with a GPA between 2.5 and 2.75 would be considered "exception" cases and would go to the graduate program coordinator for consideration/recommendation
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Evidence of an unencumbered, unexpired nursing license from one of the following states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Pennsylvania, South Carolina, or New York. Applicant's nursing license must be valid in the state in which the student will complete practicum hours.

### Required Courses

Code	Title	Credits
NU-908	Professional Role Development: Philosophical & Curricular Development In Nursing Education	3
NU-942	Practicum in Teaching & Learning I	4
NU-943	Practicum in Teaching & Learning II	4
<b>Total Credits</b>		<b>11</b>

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

#### Admissions Requirements

- Online Application (\$50 fee)
- Career Plan Essay
- Two Professional References (Name, Title, Phone and Professional Email)
- Official Undergraduate and Graduate transcripts from each institution where college credit was earned. Minimum gpa 2.75. Applicants with a gpa between 2.5 and 2.75 would be considered "exception" cases and would go to the Graduate Program Coordinator for consideration/recommendation.

- Applicants must possess an active, unencumbered RN license (Note: applicant must have an active and unencumbered RN license in the state in which the student will complete the practicum hours). Verified through state website or NURSYS with verification scanned to applicant file.

## Post-Master's Certificate Public and Population Health Nursing

**Program Coordinator:** Dr. Amanda Cornine, [acornine@worcester.edu](mailto:acornine@worcester.edu)

### Required Courses

Code	Title	Credits
NU-952	Public and Population Health Nursing Theory and Practice	3
NU-963	Population-Based Public Health Nursing Interventions	4
NU-964	Applied Project in Public and Population Health	4
<b>Total Credits</b>		<b>11</b>

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

- Online Application (\$50 fee)
- Career Plan Essay
- Two Professional References (Name, Title, Phone and Professional Email)
- Official Undergraduate and Graduate transcripts from each institution where college credit was earned. Minimum gpa 2.75. Applicants with a gpa between 2.5 and 2.75 would be considered "exception" cases and would go to the Graduate Program Coordinator for consideration/recommendation.
- Applicants must possess an active, unencumbered RN license (Note: applicant must have an active and unencumbered RN license in the state in which the student will complete the practicum hours). Verified through state website or NURSYS with verification scanned to applicant file.

### Items Needed to Apply:

- Online application found at [www.worcester.edu/apply](http://www.worcester.edu/apply)
- Essay explaining reason for pursuing this certificate program
- Application fee
- Two professional references (name, title, phone and professional email)
- Official transcripts from ALL colleges and universities attended showing a bachelor's degree from a regionally accredited institution with a cumulative GPA of 2.75 or higher. Applicants with a GPA between 2.5 and 2.75 would be considered "exception" cases and would go to the graduate program coordinator for consideration/recommendation
- Official transcript evaluation for any transcript from outside the United States
- An English language proficiency test if the student's academic background is not in English
- Evidence of an unencumbered, unexpired nursing license from one of the following states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Pennsylvania, South Carolina, or New York. Applicant's nursing license must be valid in the state in which the student will complete practicum hours.

## COURSES A-Z

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### A

- Accounting (p. 133)

### B

- Biology (p. 134)
- Business Administration (p. 137)

### C

- Chemistry (p. 140)
- Communication Sciences and Disorders (p. 140)

### E

- Education (p. 142)
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### H

- History (p. 157)

### M

- Mathematics (p. 158)

### N

- Nonprofit Management (p. 158)
- Nursing (p. 160)

### O

- Occupational Therapy (p. 164)

### P

- Public Administration & Policy
- Public Management

### S

- School Psychology (p. 165)
- Spanish (p. 168)

## 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-917 Topics in Cell and Molecular Biology**

Each topic is a lecture and/or laboratory course in a selected area of cell and molecular biology presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. May be repeated as long as cell and molecular biology topics differ. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor.

Other or on demand and every 2-3 years. 3-4 Credits

**BI-918 Topics in Genetics and Genomics**

Each topic is a lecture and/or laboratory course in a selected area of genetics or genomics presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. May be repeated as long as genetics and genomics topics differ. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every 2-3 years. 3-4 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.

Every year. 4 Credits

**BI-923 Fermentation Technology**

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

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

Spring only and every year. 4 Credits

**BI-930 Biological Chemistry**

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

3 Credits

**BI-936 Immunology**

Recent advances in understanding the immune system will be covered. B.S. in a biological science is required. This course integrates both lecture and lab activities.

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. This course integrates both lecture and lab activities.

3 Credits

**BI-938 Toxicology**

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

3 Credits

**BI-941 Topics in Physiology**

Each topic is a lecture and/or laboratory course in a selected area of physiology presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. May be repeated as long as physiology topics differ. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every 2-3 years. 3-4 Credits

**BI-942 Biostatistical Analysis and Experimental Design**

Provides a foundation in biological data analysis and interpretation as well as experimental design, discussing the underlying principles of how scientific investigations are conducted to maximize the validity of the results. This course will guide students through the process of developing a scientific question and a hypothesis, designing appropriate experimental methods, selecting and using relevant statistical tools, interpreting results, and conveying results to a scientific audience in multiple formats.

Fall only and every year. 4 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-951 Topics in Ecology and Evolution**

Each topic is a lecture and/or laboratory course in a selected area of ecology or evolution presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. [3 credits for lecture only course and 4 credits w/ lab]. May be repeated as long as ecology and evolution topics differ. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every 2-3 years. 3-4 Credits

**BI-952 Topics in Zoology**

Each topic is a lecture and/or laboratory course in a selected area of animal biology presented by a departmental instructor and/or guest lecturer when appropriate. Topic to be announced in advance. May be repeated as long as zoology topic differs. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every 2-3 years. 3-4 Credits

**BI-968 Cancer Biology**

Cancer results from genomic mutations that compromise the mechanisms that normally regulate cell growth and proliferation, cell death, and cell-cell interactions. This course will examine how cancer cells differ from normal cells (morphologically, behaviorally, and in the functioning of molecular pathways), the genetic basis of cancer, how cells progress from a normal to a cancerous state, factors that promote cancer development, and strategies for cancer therapy. It will also include examination of the historical evolution of our understanding of cancer and societal issues related to cancer. Prerequisite: Undergraduate courses in Genetics and Biochemistry or permission of instructor.

Other or on demand and every 2-3 years. 3 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.

Other or on demand. 1-6 Credits

**BI-983 Techniques in Laboratory and Field Resea**

**LASC Categories:** LAB

Students will carry out an experimental research project in a topic area defined by the instructor. Projects may involve laboratory- or field-based research, or a combination of the two. Research topic areas will be announced in advance. Prerequisite: Matriculation in the Biology or Biotechnology MS program, or permission of graduate coordinator and/or instructor

Other or on demand and every year. 4 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.

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.

1-6 Credits

**BI-996 Thesis Research I**

**Prerequisites:** Completion of at least four Biology/Biotechnology master's courses, with BI-942 Biostatistical Analysis and Experimental Design being one of these courses (or taken concurrently), and permission of the Program Coordinator. Matriculated students only.

Original, experimental research in biology or biotechnology under faculty supervision, working toward production of a written thesis in an approved format. A research problem will be identified and a literature search conducted. For students choosing the experimental track of the MS in Biology program (designated Track II) and all students in the MS in Biotechnology program, experiments will be designed and planned, and preliminary research work may be performed. This course is the first course in a series of research coursework (BI 996, BI 997, BI 998) leading to completion of a thesis research project.

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, working toward production of a written thesis, in a 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 996 Thesis Research I and BI 997 Thesis Research II (for the M.S. in Biotechnology, or the experimental track of the M.S. in Biology, Track II) and permission of Program Coordinator. Matriculated students only.

Preparation of a thesis, written in an approved format, describing original, experimental research or literature-based research in biology or biotechnology under faculty supervision, and presentation of an oral thesis defense. This course will follow BI 996: Thesis Research I and BI 997:

Thesis Research II for all students in the MS in Biotechnology program and for those students choosing the experimental track for the MS in Biology program, Track II .

Fall and Spring and every year. 3 Credits



**BI-999 Biology Research Review**

**Prerequisites:** Completion of BI-942: Biostatistical Analysis Experimental Design and BI-983: Techniques in Laboratory and Field Research, at least 3 elective courses in the MS in Biology program, and permission of Program Coordinator. Matriculated students only.

Preparation of a written, comprehensive literature review on an approved topic in the biological sciences under the supervision of an Biology or Biotechnology graduate faculty member, leading to an oral defense. Students can complete this 4-credit class in one semester, or over a maximum of 2 semesters totaling 4 credits. Course may be repeated.

Other or on demand and other or on demand. 1-4 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-918 International Finance**

**Prerequisites:** EC-110 and EC-120.

This course is designed to provide graduate students with a comprehensive understanding of the theoretical and practical analysis of exchange rates and foreign exchange markets. Students will analyze transaction mechanisms and products. This course introduces for ex-risk exposure from a corporate perspective and links instruments and products to risk management strategies.

Every year. 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-925 Econometrics**

**Prerequisites:** EC 110, EC 120 and MA 150 or EC 150 (or transfer equivalents)

This course is designed to provide graduate students with a comprehensive understanding of econometric theory and its practical application using the STATA software. Students will review probability theory and statistics and advance to familiar econometric principles and techniques to analyze financial market data, estimate models, and draw meaningful inferences. Emphasis will be placed on both theoretical foundations and hands-on experience with real-world data using STATA.

Every year. 3 Credits

**BA-926 Financial Risk Management**

**Prerequisites:** BA-915 and BA-925.

This course introduces conceptual and practical aspects of financial risk management. This covers risk management in the context of financial organizations and financial instruments. We will use Microsoft Excel to explore a variety of mathematical models pertaining to interest rate risk, credit risk and market risk among others. Upon completion, students should know what models are available, which scenarios are suitable for each, and how to critically evaluate and intelligently use the output of the models.

Every year. 3 Credits

**BA-928 Security Analysis**

**Prerequisites:** BA-915 and BA-925.

This course introduces concepts of financial instruments which are sources of assured income as well as those which are a source of risk capital. This includes how to value securities, how to manage a portfolio of securities, and adopting risk mitigating measures for such securities.

Every year. 3 Credits

**BA-934 Investment Analysis and Portfolio Manage**

**Prerequisites:** BA-915 and BA-925 and BA-928.

This course provides an in-depth exploration of investment strategies, portfolio management techniques, and financial analysis. It is designed to equip students with the knowledge and skills necessary to make informed investment decisions and construct well-diversified portfolios. Students will learn to critically evaluate financial assets, assess risk, and develop strategies to maximize returns while managing risk. The course the practical application of investment theory in real-world scenarios. Through hands-on exercises and portfolio simulation, students will gain valuable experience in managing investment portfolios.

Every year. 3 Credits

**BA-960 Leadership Theory and Skills**

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

3 Credits

**BA-961 Organizational Development and Change**

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

3 Credits

**BA-962 Ethics and Social Responsibility of Leadership**

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

3 Credits

**BA-963 Action Learning Professional Leadership Project**

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

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

3 Credits

**BA-970 Seminar in Leadership**

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

3 Credits

**BA-971 Entrepreneurship and Small Business Management**

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

3 Credits

**BA-972 Motivation and Leadership of Teams**

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

3 Credits

**BA-973 Leading in the International Business Environment**

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

3 Credits

**BA-974 Negotiations**

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

3 Credits

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

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

3 Credits

**BA-976 Selected Topics in Leadership**

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

3 Credits

**BA-986 Internship in Management**

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

1-6 Credits

**BA-990 Integrated Business Strategy**

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

3 Credits

## Chemistry

**CH-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**

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

Spring only and every year. 3 Credits

**CD-946 Organization of Speech Language Programs In Schools**

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

Every year. 1 Credit

**CD-947 Augmentative/Alternative Communication**

Principles of augmentative and alternative communication, evaluation, and intervention across diverse populations.

Every year. 1 Credit

**CD-950 Cognitive 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 -On-Campus Clinical Practice I**

Principles of clinical methodology and documentation. Experience with and accrual of clinical clock hours in screening, evaluation, and/or intervention of speech, language and hearing disorders in the on-campus clinic and its extensions with direct supervision.

Fall and Spring and every year. 3 Credits

**CD-991 On-Campus Clinical Practice II****Prerequisites:** CD-920 CD-921 CD-922 CD-927 CD-940 CD-946 CD-990

Advanced principles of clinical methodology and documentation. Experience with and accrual of clinical clock hours in screening, evaluation, and intervention of speech, language and hearing disorders in the on-campus clinic and its extensions with direct supervision.

Fall and Spring and every year. 3 Credits

**CD-992 Off-Campus Clinical Practice I****Prerequisites:** CD-990.

Principles of practice and supervision in specific settings. Experience with and accrual of clinical clock hours in screening, evaluation, and intervention of speech, language and hearing disorders in off-campus sites with direct supervision.

Fall and Spring and every year. 3 Credits

**CD-994 Off-Campus Clinical Practice II****Prerequisites:** CD-990.

Principles of practice, professional licensure, certification, employment, regulations, and contemporary issues. Experience with and accrual of clinical clock hours in screening, evaluation, and intervention of speech, language and hearing disorders in off-campus sites with direct supervision.

Fall and Spring and 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

## Education

**EA-912 Introduction to Educational Leadership**

This course will introduce students to best practices and standards for school administrators and the theoretical underpinnings of educational leadership/administration.

Other or on demand and other or on demand. 3 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. Students will conduct research addressing educational best practices and standards. How to write case studies will also be addressed as a way to do research.

Other or on demand and other or on demand. 3 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****Prerequisites:** Must have successfully completed a minimum of 27 credits in the program.

This capstone assessment will be used to assess the student's overall ability to synthesize and evaluate their work in the program. An academic paper and presentation demonstrating action research undertaken during the program will be part of the capstone assessment process.

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

**EA-931 Administration of Programs for Children with Special Needs and ELLs**

The administration and implications of legislation for administrators who are responsible for implementing special education programs and programs for English language learners.

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

**EA-939 Action Research Project I**

A two semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects. [Continues as EA940.]

3 Credits

**EA-940 Action Research Project II**

A two semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects. [Continuation of EA939.]

3 Credits

**EA-941 Educational Lead Research Forum**

2 Credits

**EA-950 Practicum in Family & Community Engagement: PreK-8**

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 submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-952 Practicum in Family & Community Engagement: Grades 5-12**

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 submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-954 Practicum in Professional Culture: PreK-8**

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 submitted for evaluation. Student will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-956 Practicum in Professional Culture: Grades 5-12**

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 submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-958 Practicum in Instructional Leadership: PreK-8**

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 submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-960 Practicum in Instructional Leadership: Grades 5-12**

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 submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-962 Practicum in Management & Operations: PreK-8**

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 submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-964 Practicum in Management & Operations: Grades 5-12**

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 submitted for evaluation. Students will complete 100 hours of practicum.

Other or on demand and other or on demand. 1 Credit

**EA-966 Practicum in Educational Leadership Capstone: PreK-8**

**Prerequisites or Corequisite:** ED-929.

This capstone practicum of 100 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 five 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. Course should be taken with EA 929.

Other or on demand and other or on demand. 1 Credit

**EA-968 Practicum in Educational Leadership Capstone: Grades 5-12**

**Prerequisites or Corequisite:** EA-929 concurrently with this course.

This capstone practicum of 100 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 five 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. Course should be taken with EA 929.

Other or on demand and other or on demand. 1 Credit

**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 Capacity for Shared Vision and 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.

Other or on demand and other or on demand. 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.

Every year. 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 the role of a teacher as an active member of a multidisciplinary learning team. Emphasis is also given to the conceptual frameworks for understanding cultural, racial, ethnic, gender and linguistics 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-933 Practicum and Seminar in a Bilingual Teaching Setting in Grades PreK-12****Prerequisites:** ED-978 and ES-924 and ES-928 and ED-955 and ED-935

A 75-hour practicum and Seminar in a supervised field-based experience in a pre-K-12 dual language education, transitional bilingual education program, two-way immersion program, or another bilingual education setting teaching experience with a bi-weekly seminar on topics related to effective teaching for bilingual students at the grade level of the certificate sought. Seminar topics include reading and writing in the first (primary) language, teaching language through content instruction, teaching to diverse learning styles, culturally learned ways of learning and methods for on-going assessment of language and content learning.

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 adaptations. Pre-requisite: Completion of all core courses.

Fall and Spring and other or on demand. 3-4 Credits

**ED-970 Workshop for Educators**

The course offers specialized workshop experiences structured to enhance teacher abilities to implement new educational practices.

3 Credits

**ED-971 Spec Topics in Education**

This special topic course focuses on in-depth exploration of contemporary educational topics or issues.

3 Credits

**ED-972 The Adolescent Learner: Needs and Characteristics**

The course examines the needs and characteristics of the adolescent learner and the corresponding implications for curriculum, instruction, classroom management and school organization.

3 Credits

**ED-973 Instructional Design and Evaluation for 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 adaptation.

3 Credits

**ED-977 Seminar in Contemporary Trends and Issues in Middle and Secondary Schools**

The course examines contemporary issues and trends in middle and secondary school curriculum, instructional delivery, assessment, classroom management, and the use of technology.

3 Credits

**ED-978 Contemporary Issues in the Teaching of Bilingual and English Language Learners**

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

3 Credits

**ED-979 Technology and Literacy in the Classroom**

The course examines the key components of balanced literacy in the K-8 school classrooms with a focus on the integration of educational technology as a tool for instruction, student centered learning, assessment, as well as family-school engagement.

3 Credits

**ED-980 Ind Study in Education**

An opportunity for further study in a special field of interest under faculty supervision.

3 Credits

**ED-981 Advanced Foundations of Education**

The course explores historical, philosophical, psychological, legal, and cultural foundations for education and school practices.  
Fall and Spring and every year. 3 Credits

**ED-982 Research in Education**

**Prerequisites:** Online Master of Education students must complete ED-996.

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 provide the theoretical and evidence-based foundations of writing processes and instruction and its connection to reading. Students will use a variety of assessment tools and practices to plan and evaluate effective writing instruction, especially for striving readers/writers.

3 Credits

**ER-925 Reading and Research Forum (Capstone Experience)**

Prerequisite: Approval of Program Coordinator and completion of all required courses

2 Credits

**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**

Examines recent research and theories of second-language acquisition and bilingualism in order to prepare teachers for the challenges of educating a linguistically and culturally diverse population. Focuses on intrinsic and extrinsic factors which impact second language learning and the bilingual student. Explores academic learning behaviors of second language learners and bilingual students as well as struggles presented in the classroom. Attention is paid to teaching strategies proven to be successful for second language learners and bilingual students.

Spring only and every year. 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-908 Milton**

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

3 Credits

## **EN-909 Critical Approaches to Literature**

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

Every year. 3 Credits

## **EN-910 Literature of the English Renaissance**

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

3 Credits

## **EN-911 Young Adult Literature**

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

3 Credits

## **EN-912 Shakespeare**

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

3 Credits

## **EN-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-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-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-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

# 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-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-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-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

**MT-911 Understanding K-8 Mathematics: Probability and Statistics**

Teachers will develop and strengthen their knowledge of statistical and probabilistic concepts. Presentations will include investigations appropriate to middle school classrooms.

3 Credits

**MT-912 Understanding K-8 Mathematics: Patterns, Functions, and Algebra**

Develops and strengthens teachers' knowledge and understanding of the patterns, functions and algebra strand of elementary and middle school mathematics.

3 Credits

**MT-913 Understanding K-8 Mathematics: Geometry And Measurement**

Teachers will develop and strengthen their knowledge of the geometry and measurement strand of elementary and middle school mathematics.

3 Credits

**MT-920 Probability and Statistics for Middle And High School Teachers**

Teachers will strengthen their knowledge of probability, descriptive, and inferential statistics.

Every 2-3 years. 3 Credits

**MT-923 Algebra and Trigonometry for Middle and High School Teachers**

Teachers will develop and strengthen their knowledge of algebra and trigonometry.

Every 2-3 years. 3 Credits

**MT-930 Mathematical Modeling for Middle and High School Teachers**

This course focuses on mathematical modeling techniques for Middle and High School teachers. Students will strengthen and expand their knowledge of algebra and its applications to a variety of situations and models.

Other or on demand and every 2-3 years. 3 Credits

**MT-932 Number Theory for Middle and High School 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-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-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-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-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-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**

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

3 Credits

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

**Prerequisites:** NU-946

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

3 Credits

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

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

3 Credits

**NU-936 Epidemiology**

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

3 Credits

**NU-937 Advanced Health Assessment**

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

3 Credits

**NU-938 Advance Concepts in Physiology and Pathophysiology**

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

3 Credits

**NU-939 Advanced Concepts in Pharmacology**

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

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.

4 Credits

**NU-943 Practicum in Teaching & Learning II****LASC Categories:** NLL**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.

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 nursing education 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

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.

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.

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.

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.

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.

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.

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.

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 develop 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.

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. A minimum of 60 practicum hours is required.

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. A minimum of 65 practicum hours will be required as part of this course.

Other or on demand and every year. 4 Credits

**NU-966 Nursing Science II: Community/Public Health Leadership Theory and Practicum II****LASC Categories:** NLL

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

## 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.

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.

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-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. Prerequisite: Full Time enrollment 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. Video, experiential and role-plays may be utilized. Prerequisite: Full Time enrollment in the School Psychology Program or permission of School Psychology Program Director

Every year. 3 Credits

### **EP-903 Principles of Cognitive and Psycho-Educational Assessment And Intervention I**

This course is one of two required courses designed to introduce testing and assessment processes in psychology and education. Students will develop emerging expertise in individual test administration, scoring, interpretation, and report writing. Contemporary issues pertinent to the assessment of cognition are covered. Emphasis is placed on synthesizing and integrating information from multi data points in order to generate effective recommendations and interventions. Competency examination(s) must be passed for course credit. Separate lab required. Prerequisite: Full Time enrollment in the School Psychology Program or permission of School Psychology Program Director. Laboratory fee applicable

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. Separate lab required. Prerequisite: Full Time enrollment in the School Psychology Program, successful completion of all Year One Fall program courses or permission of School Psychology Program Director. Laboratory fee applicable

Every year. 3 Credits

### **EP-905 Behavioral Assessment and Interventions**

This course covers theory, research and practice pertaining to the assessment of complex behaviors across childhood and adolescence. Course work uses a problem-solving framework to help students acquire skills in identifying common behavioral problems and designing targeted assessment plans. It will provide students with the opportunity to use various approaches to collecting data including history taking, direct observation, and clinical interview. Students will be afforded the opportunity to gain experience in the administration, scoring and interpretation of relevant measures designed to assess the behavioral functioning of children and adolescents. Laboratory fee applicable. Prerequisite: Full Time enrollment in the School Psychology Program, successful completion of all Year One Fall program courses or permission of School Psychology Program Director

Every year. 3 Credits

### **EP-906 Personality Assessment: Social, Emotional and Affective Functioning**

This course uses a problem solving framework to help students develop skills in identifying common social, emotional and affective problems. Students will have an opportunity to gain experience in the advanced administration, scoring and interpretation of specific measures designed to assess children's and adolescents' social, emotional and affective functioning. Linking formal assessment data with interventions will be discussed. Conducting functional behavior assessments and linking results to behavioral intervention plans will be a focus of this class. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of all Year One program courses and requirements, concurrent placement in full-time Clinical School-based Practicum or permission of School Psychology 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. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of Fall and Spring Year One program courses, or permission of 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. Prerequisite: Full Time enrollment in the School Psychology Program, successful completion of all Year One and Year Two program courses and requirements, or permission of School Psychology Program Director.

Every year. 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). Prerequisite: Full Time enrollment 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 throughout the span of life. 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. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of all Year One Fall program requirements, or permission of School Psychology Program Director.

Every year. 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. Prerequisite: Full time enrollment in the School Psychology Program, concurrent placement in a full-time Clinical School-based Practicum or permission of School Psychology Program Director.

Every year. 3 Credits

**EP-923 Learning: Principles, Theories and Applications**

This course is focused on current theories of learning and how to link theory and intervention. Structure of the course is designed to provide students with knowledge of scientifically-based research practices. Emphasis will be placed on linking assessments to effective instructional practices in the areas of reading, writing, and math. Evidence-based methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be emphasized. Particular focus will be placed on the advocacy and culturally sensitive practices within diverse populations. Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in full time Clinical School-based Practicum 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. Prerequisite: Full time enrollment in the School Psychology Program, concurrent with full time Clinical School-based Internship 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. Prerequisite: Full time enrollment in the School Psychology Program, EP 902, EP 922, concurrent enrollment in a full time Clinical School-based Practicum or permission of School Psychology Program Director.

Every year. 3 Credits

**EP-926 Systems Theory & Practice**

**Prerequisites:** Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in a full-time Clinical School-based Practicum 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 through a social justice framework. The course will review skills needed for systems change at the local, state, and federal levels. Through a discussion of these topics, students will gain an understanding of the various systems that interact to produce learning outcomes for students based on their intersecting identities and how to use their voice to advocate for effective school-wide practices that promote effective learning for all students. Topics covered will include strategic planning, organizational development, school-wide practices that promote learning.

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 of 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. Pre-Practicum component (30 hours). Prerequisite: Full time enrollment in the School Psychology Program, successful completion of all Year One Fall program requirements or permission of School Psychology Program Director.

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. Prerequisite: Full time enrollment in the School Psychology Program, concurrent with a full time Clinical School-based Internship, or permission of School Psychology Program Director.

Every year. 3 Credits

**EP-929 Fundamentals of Consulting: Theory and Practice**

This course will promote general knowledge of behavioral, mental health and organizational theories of consultation. Each participant will develop a conceptual understanding of effective consultation and its relevance to intervention using a pragmatic approach to client centered consultation and developing and evaluating individualized and group programs intended to remediate a client's or student's problem. The course utilizes models from school consultation, group process, systems theory, family therapy and organizational conceptual framework for discussion. School Psychology students are expected to carry out the consultation with a classroom teacher. Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in a full time Clinical School-based Practicum 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. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of Fall and Spring Year One program courses, 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.

Prerequisite: Full time enrollment in the School Psychology Program, concurrent with full-time Clinical School-based Internship 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

**EP-970 Classroom Management: Meeting the Behavioral and Social-Emotional Needs Of Students**

This course introduces students to learning strategies needed to promote effective behavior management and social-emotional learning needs in today's classrooms. This course will promote the notion that in order for students to succeed academically, teachers need to ensure that social-emotional and behavioral needs are met. Different strategies for promoting positive behavioral support and social emotional learning strategies at the individual and class-wide level will be introduced. Emphasis will be on the application of learned skills to the classroom setting.

Every year. 3 Credits

**EP-990 Professional Seminar & Practicum in School Psychology I**

Seminar and school-based year-long practicum in which students will link theories and course work to practice. The professional seminar is taught concurrently with a year-long practicum in school psychology under the supervision of a certified school psychologist. 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 and 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. Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in a full time Clinical School-based Practicum or permission of School Psychology Program Director.

Every year. 3 Credits

**EP-991 Professional 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. Prerequisite: Full time enrollment in the School Psychology Program, concurrent enrollment in a full time Clinical School-based Practicum or permission of School Psychology Program Director.

Every year. 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 1250+ hours), students will be prepared to function independently as school psychologists. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of first two years of Program of Study; Praxis 2, "Meets the Standards" in all areas for Professional Work Dispositions; 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. Prerequisite: Full time enrollment in the School Psychology Program, successful completion of first two years of Program of Study, Praxis 2 pass results, "Meets the Standards" in all areas for Professional Work Dispositions, successful completion of EP 992 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-925 Travel Study Course**

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

3 Credits

**SP-931 Spanish Civilization**

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

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-940 Ind Study: Spanish**

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

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-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 Comprehensive Exam**

Students will take a Comprehensive Exam that evaluates the overall program coursework in order to complete the requirements for graduate work.  
Other or on demand. 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

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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. 170)
- Career Services (p. 170)
- Counseling Services (p. 171)
- Dining Services (p. 171)
- Health Services Office (p. 171)
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### Athletics and Recreation

The Athletics and Recreation 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. The Gene J. and Julianne DeFeudis Wellness Center 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 Recreation 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 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 and women's ice hockey, men's and women's soccer, softball, 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 flag 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 Fitness Center, three exercise rooms with daily group exercise classes as well as a golf simulator and several academic classrooms.

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

### Career Services

Career Services provides students with the opportunity to explore career fields, 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. Career Services works with undergraduate and graduate students, and recent alumni on resume and cover letter writing, preparing for interviews, applying for internships/jobs, building LinkedIn profiles, and more! We have a wide variety of services and resources available. Please visit our website at <http://www.worcester.edu/careerservices>, or visit our office on the third floor of the Student Center. Appointments with a Career Advisor are available year-round to currently matriculated students and alumni who have graduated within the past 5 years. 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. Students that request counseling support are assessed at intake and future sessions are based on individual clinical need. Same day appointments may be available through our walk-in triage process. On our website ([www.worcester.edu/sp-counseling](http://www.worcester.edu/sp-counseling)) students can access free online screenings for a variety of areas. These are available in Spanish, and English.

To schedule an appointment, please contact the Counseling Center at 508-929-8072 or email [counseling\\_wsu@worcester.edu](mailto:counseling_wsu@worcester.edu).

## Dining Services

### Dining at Worcester State University

Worcester State Dining Services is powered by Chartwells, a Division of Compass Group North America. Chartwells is proud to present to you an unforgettable dining experience built with passion, practicality, ingenuity and sensibility. Great food and exciting environments combined with our pride of service transform the ordinary into the unexpected.

### Dining Locations

There are five dining locations on campus including Sheehan Hall Dining Hall, The Food Court, Lancer's Loft, Starbucks Café, and The Market. For more information on hours, menus, prices, specials and upcoming events visit [www.dineoncampus.com/wsu](http://www.dineoncampus.com/wsu) for details.

### Meal Plans

Chartwells offers a wide variety of meal plans for resident and commuter students. Below is a quick overview of the plans. For more information about meal plans and to see which plan is right for you, please visit <http://www.dineoncampus.com/wsu>.

### Resident Meal Plans

Resident students can choose from traditional meal plans. New this year is the Lancer Unlimited, The Lancer 19, The Lancer 14 and the Lancer 10, visit <http://www.dineoncampus.com/wsu> for details.

### Commuter Meal Plans

Commuter students are required to purchase a Commuter Dining Dollar plan for all first-year students, sophomore, junior and first-time transfer commuter students. These Dining Dollars can be used in Sheehan Dining Hall which is an "all you care to eat" environment or they can be used like cash in all of the retail locations. To find out more information about the commuter meal plans, visit <http://www.dineoncampus.com/wsu>.

### Commuter Block Meal Plans

New this year! Commuter students have the option to purchase additional Commuter Block plans at much lower entry points than in previous years. These plans allow access to Sheehan Dining Hall which is an "all you care to eat" environment. Visit <http://www.dineoncampus.com/wsu>.

### Dining Dollars

Dining Dollars can be used in Sheehan Dining Hall which is an "all you care to eat" environment or they can be used like cash in all of the retail locations. Dining Dollars can be added at any time to any Resident or Commuter meal plan by visiting <http://www.dineoncampus.com/wsu>.

## 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
6. for the current protocol/requirements in regards to COVID-19/vaccine, please refer to the University's webpage, <https://www.worcester.edu/about/safe-return-to-campus/>

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: [health\\_services@worcester.edu](mailto:health_services@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 four and a half (4.5) 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.

## Spiritual Life

Spiritual Life at Worcester State University offers you an interfaith experience for personal enrichment. We strive to cultivate the spiritual and psychological development of the university community, and we provide religious services, pastoral counseling, and a variety of spiritually uplifting and enlightening programs. We also sponsor bible study groups, prayer groups, free luncheons, stress free events, and events with ministry groups at other area campuses. Located on the main floor of the Learning Resource Center, the Spiritual Life Office and Prayer and Meditation Lounge is a sanctuary for reflection and relaxation. The space is open to all members of the university community, and we encourage you to use our main space for meetings or other scheduled events. Whether you seek solitude or connection with other people, you will find an atmosphere of peace and comfort here. Learn more <https://www.worcester.edu/campus-life/student-services-2/spiritual-life/>.

## 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@worchester.edu](mailto:sas@worchester.edu).

## Student Activities and Organizations

A variety of cultural, social, and service activities complement classroom instruction at Worcester State University including films, lectures, novelty acts, and theme weeks. Students are encouraged to participate in one or more of the 40+ active student organizations: Active Minds, Student Events Committee, WSUR radio, Dance Company, Black Student Union, Asian Boba Club, LGBTQ+ Pride Alliance, Student Senate, Intercultural Student Alliance, Dance Team, Games Club, Men's Lacrosse Team, Cheerleading Team, Equestrian Team, Commuter Activities Board, and various special interest groups. Annual campus events include Welcome Week, Homecoming/Family Day, Commuter Appreciation Week, Spring Week, Multicultural Festival, and Dance Company Showcases.

## University Bookstore

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

### Used Textbooks

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

### Rent-A-Text

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

### Textbook Rental Return Policy

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

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

### Online Purchasing

Textbooks and many general merchandise items are available on the bookstore website at [www.WSU.bkstr.com](http://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 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](http://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 sworn police officers, security officers, and 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 Department and the Parking and Transportation Office are located on the first floor of Wasylean Hall. The University Police may be reached by visiting [www.worcester.edu/police](http://www.worcester.edu/police) or by calling 508-929-8911 for emergencies or 508-929-8044 for non-emergency calls. The Parking and Transportation Office can be reached by visiting [www.worcester.edu/parking](http://www.worcester.edu/parking) or by calling 508-929-8887.**

## Veterans Information

Worcester State University proudly welcomes those who have served and are serving in the armed services. Veterans have provided a noble and crucial service; and for that, Worcester State thanks you. Worcester State is committed to helping Veterans and military connected students meet their educational needs by providing on and off campus resources, services, and support.

### Certifying Official for Veterans Benefits

The WSU Certifying Office for Veterans Benefits contact, who handles certifications for Chapter 33, the Post-9/11 GI Bill ®, and the Montgomery GI Bill ® 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 Veteran's 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 Military Affairs & Veteran Services

The Director and the Office of Military Affairs & Veteran Services provides access to resources, programming, and positive opportunities for Veterans and military connected people within the Worcester State University community. Anyone interested in ROTC opportunities available at WSU should reach out to the director. Once a Veteran has been accepted to WSU and the benefits are certified, the Office of Veterans Services will assist in the transition to the academic environment. Every day the office works to provide necessary resources, student Veteran advocacy, research and programming to aid in student Veterans in achieving their goals at WSU. The student Veteran Lounge located in the Student Center also has off-campus resources, a space to study, or relax between classes.

The mission of the Office of Military Affairs & Veteran services is to ensure that Veterans and dependents are successful in completing their academic journey at WSU. Through dedicated partnerships both on WSU campus and in the greater Worcester community, we are dedicated to the academic, professional, personal development, and empowerment of military connected students. We encourage you to reach out, contact the Director of Military Affairs & Veteran Services, Dr. Stephanie Teixeira (steixeira1@worcester.edu) 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 Public Law 117-68, the Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021, which modifies 38 U.S.C. 3679(c).

The amendment requires that for all courses, semesters, or terms beginning after August 1, 2022, public institutions of higher education must charge qualifying Veterans, dependents, and eligible individuals the in-state resident rate for tuition and fees.

In summary, Public Law 117-68 adds Chapter 35 recipients to individuals required to receive the in-state resident tuition rate effective August 1, 2022.

As amended, 38 U.S.C. 3679(c) requires that the following individuals be charged the in-state resident rate:

- A Veteran using educational assistance under either Chapter 30 (Montgomery G.I. Bill ® – Active Duty Program), Chapter 31 (Veteran Readiness & Employment) 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 their 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 their formal state of residence).
- 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 their formal state of residence).

- Anyone using Chapter 35 (Survivors and Dependents Educational Assistance Program) benefits who lives in the state in which the institution is located (regardless of their formal state of residence).

- Anyone described above while they remain continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person so described must be using educational benefits under Chapter 30, Chapter 31, Chapter 33, or Chapter 35 of 38 U.S.C.

Federal law permits public institutions of higher education to require eligible Veterans, dependents, or individuals to demonstrate their 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 residency 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.

Public institutions of higher education are required to make this in-state tuition applicability to covered individuals publicly available in their academic catalogs and on their websites. The U.S. Department of Veterans Affairs ("VA") will make publicly available on its website a database explaining any public institution's requirements for beneficiaries to be charged in-state tuition.

Any institution found not to be in compliance with the requirements of Public Law 117-68 by August 1, 2022, will be disapproved by VA for the Chapter 33 Post-9/11 G.I. Bill®, Chapter 30 Montgomery G.I. Bill®-Active Duty Program, Chapter 35 Survivors and Dependents Educational Assistance Program and Chapter 31 Veteran Readiness and Employment (VR&E).

## 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, Marlborough, MA 01752

Encompass Health Rehabilitation Hospital of New England-nature of site-Fieldwork  
1071 Varnum Avenue, Lowell, MA 01854

LUK, Inc.-nature of site-Fieldwork  
545 Westminster Street, Fitchburg, MA 01420

St. Bernard High School-nature of site-Practicum  
45 Harvard Street, Fitchburg, MA 01420

Quinsigamond Elementary School-nature of site-Practicum  
14 Blackstone River Road, Worcester, MA 01504

Goddard School of Science-nature of site-Practicum  
14 Richards Street, Worcester, MA 01603

French River Education Center-nature of site-Practicum  
672 Main Street, North Oxford, MA 01537

Pathfinder Tech-nature of site-Practicum  
240 Sykes Street, Palmer, MA 01609

## 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. 32).

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