



The
Graduate School
WORCESTER STATE COLLEGE



GRADUATE CATALOG
2010–2011

486 Chandler Street
Worcester, Massachusetts 01602

Graduate and Continuing Education
Administration Building—4th Floor
Main Phone: 508-929-8127
www.worcester.edu

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GENERAL INFORMATION

Prologue

From its founding in 1874 Worcester State College has been dedicated to educational programs that lead to self-enrichment and to careers in the professions, government, business and industry. As a public, state-funded college governed by a local Board of Trustees under the direction of the Higher Education Coordinating Council, Worcester State College is empowered to award baccalaureate and master's degrees in education and in the arts and sciences. While continuing its tradition of serving the residents of the Commonwealth, the College has earned a reputation for quality teaching by dedicated faculty in classes of moderate size, and for programs responsive to its students' and society's changing needs.

Mission

Worcester State College, a public metropolitan institution of higher learning located in a culturally vibrant region of the Commonwealth, affirms the principles of liberal learning as the foundation for all traditional liberal arts and sciences disciplines, while maintaining its historical focus on teacher education. It has expanded its offerings with professional degree programs in biomedical sciences, business, and the health professions. Through its curricula, the college addresses the intellectual and career needs of the increasingly diverse citizenry of central Massachusetts. Worcester State College is dedicated to offering high quality, affordable undergraduate and graduate academic programs and to promoting global awareness, lifelong intellectual growth, and career opportunities of its students. To this end, the college values teaching excellence rooted in scholarship and community service; cooperates with the business, social and cultural resources of Worcester County; collaborates with other institutions of higher learning in the region, and develops new programs responsive to emerging community needs.

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

Accreditation

Worcester State College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction. Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the New England Association applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

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

**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
THE SANBORN HOUSE, 15 HIGH STREET
WINCHESTER, MASSACHUSETTS 01890
(617) 729-6762**

The following programs are accredited by their respective professional organizations: Nursing, The National League for Nursing; Speech-Language Pathology, the American Speech-Language-Hearing Association; Occupational Therapy, Accreditation Council for Occupational Therapy Education; and Nuclear Medicine Technology, the Joint Review Committee on Educational Programs in Nuclear Medicine Technology. Please refer to department chapters for addresses and telephone numbers of the accrediting organizations.

Policy on Nondiscrimination

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

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

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

Family Educational Rights and Privacy Act

Worcester State College 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 College 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 College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the College 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 College to amend a record that they believe is inaccurate or misleading. They should write to the College 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 College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. To file a complaint with the U.S. Department of Education concerning the alleged failures by Worcester State College 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 College 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 College 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 College. In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, the College reserves the right to disclose information to parents of a student under 18 and/or the parents of a student who is dependent upon such parents for Federal Income Tax purposes.

The Campus

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

Helen G. Shaughnessy Administration Building

Constructed in 1932 to inaugurate the College's new location, the Administration Building houses the office of the President and the Division of Graduate and Continuing Education as well as the following divisions and offices: Academic Affairs, Academic Success Center, Admissions, Bursar/One Card, Business/Accounts Payable, Disability Services, Diversity and Affirmative Action, Financial Aid, Fiscal Affairs, Human Resources, Institutional Advancement, Institutional Assessment and Planning, International Programs, Payroll, Public Relations and Marketing, and the Registrar. There is also a fully-restored theater in the building.

Gymnasium

The Gymnasium contains indoor athletic and recreational facilities, including the Oscar Larsson Fitness Center. It also houses the Health Services and athletics administrative offices as well as art studios and classrooms.

Kalyan K. Ghosh Science and Technology Building

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

Learning Resources Center

The Learning Resources Center (LRC) houses the library, a comfortable place for study and research with over 142,000 volumes and approximately 1000 current periodicals. A CD-ROM network provides ready access to several resources electronically and a new library system will soon offer easy catalog and Internet searching capabilities. The library is a member of the Worcester Area Cooperating Libraries (WACL), a joint effort of 15 academic, public, and special libraries to facilitate the sharing of resources and provide advanced techniques in library and information science. A book delivery shuttle service operates daily during the academic year and weekly during the summer to facilitate interlibrary loans to students, faculty and staff. WACL extends cross-borrowing privileges to all full-time and permanent part-time faculty and high-level administrators. Individually issued WACL cards permit direct loans from member libraries.

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

Also in the LRC are television studios and a production facility, and photographic laboratories. An instructional media center provides media to support the teaching and learning process while media production services is equipped for production of slides and tapes. The offices for library staff, Facilities, Publications and Printing Services, and the Communication and the Criminal Justice academic departments are located in this building along with seminar rooms, classrooms, and lecture halls.

Outdoor Facilities

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

Residence Halls

Residence Halls at Worcester State College provide housing to approximately 1,200 fulltime 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 which includes single, double, and triple rooms with study and recreational lounges.

Wasleyan Hall 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. There is a Riazza coffee shop on the first floor. Wasylean Hall is home to the Office of Residence Life and Housing and the College Police.

Student Center

The Student Center is available as a resource for the entire College 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, college 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, Commuter Services/Weekend Programming, and Disability Services. Small meeting rooms, WSCW Radio Station, Student Government and Student Senate offices and the Living Room—a lounge for commuters and residents with pool tables, ping-pong, video games and several TV's, are also located on this floor. The third floor holds several Student Affairs offices including the Vice President of Student Affairs, Career Services, Counseling Office, Dining Services, Judicial Affairs and Multicultural Affairs, Student organization offices, including the Student Events Committee, Third World Alliance, the student newspaper, yearbook and more. The main cafeteria and additional meeting space are also located on this floor.

Sullivan Academic Center

Named for Eugene A. Sullivan, College 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 Amphitheater), classrooms, and a large attached auditorium. The Sullivan Auditorium provides the setting for a number of formal ceremonies including the annual Senior Capping. Also located in the Sullivan Academic Center are the Center for the Study of Human Rights, the Center for Teaching and Learning, and the Women's Studies Program office.

Community Relations

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

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

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

Change of Catalog Information

This catalog was prepared in summer of 2010, 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 College Board of Trustees. It is the policy of the College to provide advance notice of changes whenever it is reasonable and practical to do so.

GENERAL GRADUATE ADMISSION INFORMATION

The Graduate School Mission Statement

The Graduate School at Worcester State College 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 Masters Degrees in the areas of Education, Administration, Arts and Sciences, and Allied Health. In addition, Certificates of Advanced Graduate Study are awarded in Education. The programs are designed to incorporate a close interdependence between research and practice, as well as faculty and students

Graduate Education

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

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

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

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

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

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

Degree Programs

Master of Arts in English
Master of Arts in History
Master of Arts in Spanish
Master of Science in Biotechnology
Master of Science in Nursing
Master of Science in Health Care Administration
Master of Science in Management
Master of Science in Nonprofit Management (under Department of Urban Studies)
Master of Science in Speech-Language Pathology
Master of Occupational Therapy (MOT)
 Post Baccalaureate Transfer Program
 Five-year Master of Occupational Therapy
Master of Education in:
Early Childhood Education
Elementary Education
Health Education
Leadership and Administration
Middle School Education
Moderate Special Needs
Reading
Secondary School Education

Certificate of Advanced Graduate Study Programs

Reading Education
School Leadership and Administration
School Psychology (Includes M.Ed., three year full-time program)

Post-Baccalaureate Programs

Middle School Initial Licensure Program
Secondary School Initial Licensure Program
Reading Specialist Initial Licensure Program
Moderate Special Needs Initial Licensure Program (restricted enrollment)
School Leadership and Administration Initial Licensure Program (restricted enrollment)

Admission

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

Unconditional Acceptance:

1. Minimum Undergraduate GPA of 2.75
2. Score in the top 50% on the Graduate Record Exam (GRE), Miller's Analogies Test (MAT), or General Management Aptitude Test (GMAT). See program requirements to determine which test you need to take.

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 or MAT. Applicants from foreign countries in which English is not the language of instruction, must also submit a score of 500 or above on the written Test of English as a Foreign Language (TOEFL). For those taking the Internet-based TOEFL, you will be required to achieve a total score of 61 or above.

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

Each applicant must supply the following materials:

- an official transcript with calculated GPA from the institution awarding the baccalaureate;
- an official transcript from each graduate institution awarding degree(s) or course credit beyond the baccalaureate (All transcript materials requested by the applicant become the property of Worcester State College 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 (\$40.00 for all students);
- two current letters of recommendation;
- career plan/occupational history essay (approximately 500 words);
- evidence of completion of applicable departmental admission requirements;
- where applicable, the results of the GRE or MAT, and TOEFL;
- Tuition residency form.

*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. The Graduate Record Examination is not administered at the College. GRE bulletins may be obtained by calling the Counseling/Career Services Center at 508-929-8072. The Miller Analogies Test (MAT) is offered at Worcester State College by appointment only. Applicants may call the Counseling/Career Services Center at 508-929-8072 for the MAT registration form and candidate information booklet.

Only complete application folders will be reviewed. All application materials become the property of Worcester State College and will not be returned.

Note: The application deadline for the Master of Science in Speech-Language Pathology program is February 1, for entrance in the Fall semester. Because of the sequence of course offerings, the Fall semester is the only entrance period for the program. Deadline for Master of Occupational Therapy is March 1 for Fall admission.

Pre-entrance immunization requirements: Massachusetts State Law (Chapter 76, Section 15C) requires that each full-time graduate student born after 1956 present evidence of immunization in order to register for classes. Health Insurance: Massachusetts General Laws, Chapter 15A requires that certain students enrolled in institutions of higher education carry health insurance under a qualifying student health insurance program. Coverage for degree-seeking graduate students is required if they register for seven (7) or more semester hours of credit. For additional information, see page 241 about participation in and charges for the College's plan. 508-929-8875.

Graduate Teacher Certification Programs

Worcester State College 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 College 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 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. Applications for these tests can also be obtained from the Department of Elementary and Secondary Education.

Test dates are located at http://www.mtel.nesinc.com/MA_ann10testdates.asp.

Degree Requirements

Please refer to specific program requirements.

SERVICES FOR STUDENTS

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

Athletics and Recreation

The Athletics and Wellness office is an integral part of Worcester State College's efforts to provide a high quality, affordable education and supportive environment that promotes the total development of our students. The staff provides students with the opportunities to grow and learn through intercollegiate varsity athletics, intramurals, and wellness programs. Participation in these activities fosters physical, mental, leadership and life skills development, while enhancing self-discipline and sportsmanship qualities.

In all of its programs, the Athletic and Wellness office is cognizant of its responsibilities as an educational support component of the College. As a Division III member of the National Collegiate Athletic Association (NCAA), the Massachusetts State College Athletic Conference (MASCAC), the Eastern College Athletic Conference (ECAC), and the New England Football Conference (NEFC), the College offers baseball, basketball, cheerleading, cross-country, field hockey, football, golf, ice hockey, soccer, softball, tennis, track and field, volleyball and women's lacrosse.

For those students interested in competing on a less formal level, the College offers an extensive intramural sports program. The program includes touch football, coed football, basketball, tennis, street hockey, softball, soccer, volleyball, and golf. Any student who wishes to participate in intramural sports, regardless of ability or past experience is urged to do so. For the recreational athlete, the College also offers open gym time as well as a modern, well-equipped fitness center. Students may also find part-time employment through the intramural director as supervisors and officials.

Campus Ministry

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

College Bookstore

All required course materials for classes are available at the WSC Bookstore located in the Student Center. This full service bookstore offers new and used textbooks, as well as school supplies, specialty books and a wide variety of gifts and clothing imprinted with the WSC logo.

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. To make the book selection process for classes easier, bring your class schedule. Textbooks can be returned for a full refund within 5 days of the start the semester and must be accompanied by a receipt. Textbooks can also be purchased online at www.efollett.com.

The Bookstore can also buyback many of your textbooks at the end of the semester. Bring your unwanted textbooks back to the Bookstore during finals and turn them into cash.

Bookstore hours are as follows:

Fall & Spring Semester Hours

9 a.m. — 5 p.m. Monday–Thursday

9 a.m. — 4 p.m. Friday

Summer Semester Hours

9 a.m. — 4 p.m. Monday–Friday

Hours subject to change.

Extended Hours

We are open extended hours at the beginning of each semester.

Please call 508-929-8591 or visit our website (www.wsc.bkstr.com) for details.

College Police Department

The Worcester State College 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 College Police. Policing is provided 24 hours a day throughout the calendar year by a full-time staff of sixteen sworn officers and three residence hall security officers. College Police officers enforce the rules and regulations of Worcester State College 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 adhoc programs when requested by any constituent of the College community.

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

Counseling Services

Counseling Office

The Counseling Office assists students in coping with personal issues that interfere with their academic and personal development and sense of well-being. Individual counseling is available to anyone seeking assistance. Specialized counseling is available for individuals who have experienced sexual maltreatment at any point in their life. Support groups (as needed) are also available during the academic year. The staff of the Counseling Office is also able to assist students with advising and other academic issues. The Office provides services to undergraduate and graduate students and to Worcester State College alumni, and is located on the third floor of the Student Center. To make a Counseling Center appointment, please call 508-929-8072.

Career Services

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

Disability Services Office (DSO)

In accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008, the College is committed to providing equal opportunity to its academically qualified students who are disabled. The Disability Services Office (DSO) is the primary support system on campus for students with disabilities. Services have been established to ensure that the facilities, activities, and programs at Worcester State College are accessible to all students. A learning specialist is available to students registered with the DSO.

Current and comprehensive documentation is required from all students who request services, and it must demonstrate that the student's disability substantially limits one or more major life activities.

For specific documentation criteria, please visit the DSO website at www.worcester.edu/dso. Based on the documentation and an intake interview with the Director, relevant and reasonable accommodations are provided to students with physical, learning, and neurological/emotional disabilities according to the individual's unique needs. It is the responsibility of the student to request these accommodations on a semester-to-semester basis.

It is recommended that you contact the DSO personnel to discuss any concerns you might have regarding specific services. A visit to the campus is also recommended.

The DSO is located on the first floor of the Administration Building, Room 131. The Director can be reached at 508-929-8733; the learning specialist can be reached at 508-929-8932.

Health Services Office

The Health Services Office is located in the Gymnasium Building off the main foyer. During the academic year a full-time nurse practitioner, two part-time practitioners, and a part-time physician staff the office. Office hours are Monday, Tuesday and Thursday 8 a.m. to 8 p.m.; Wednesday 8 a.m. to 6 p.m.; and Friday 8 a.m. to 4 p.m. During the summer months when the Health Services Office is closed, emergencies are referred to College Police. Services include acute and routine medical care, health screenings, immunizations and specialty referral. Treatment is completely confidential. Students' health history forms remain on file in this office, health insurance brochures and claim forms are available.

Health Forms and Immunization

Each full-time undergraduate and graduate student, and all full and part-time students in health science programs involving patient contact (Nursing, Occupational Therapy, and Communication Sciences and Disorders) must present evidence of immunization in order to register for classes. Massachusetts law specifies the following immunizations: 1) two doses of measles, mumps and rubella vaccine given at least one month apart beginning at or after 12 months of age; 2) a booster dose of tetanus/diphtheria within the last ten years; 3) three doses of Hepatitis B vaccine; and 4) All newly enrolled full-time resident students must be immunized with the Meningococcal vaccine within the last 5 years or the student/parent/legal guardian may sign the Meningococcal Information and Waiver Form developed by the Massachusetts Department of Public Health. All international students must have proof of a negative mantoux test performed in the USA. In the case of positive test results evidence of a negative chest x-ray is required. Tetanus immunization and mantoux testing are available at Student Health Services free of charge, for accepted students. A copy of an immunization record from a school in the Commonwealth indicating receipt of the required immunizations may be presented; or in the case of measles, mumps, rubella, or Hepatitis B, laboratory evidence of immunity. The law provides for medical and/or religious exemptions. Provision is also made to allow students to register on condition that the required immunizations are obtained within thirty days of registration. Students must submit the Worcester State College Report of Medical History form, completed by a physician, in order to register for classes. All resident students must have a complete Worcester State College Health Form in order to move into the residence halls.

Health Insurance

The Commonwealth of Massachusetts requires that students must be covered by health insurance under their own policy or purchase the Worcester State College health insurance plan. Health insurance is required for undergraduate students if they register for nine (9) or more semester hours of credit. Coverage for graduate students is required if they register for seven (7) or more semester hours of credit. At the time of fall and spring registration, all students will be enrolled in and charged for the Worcester State College Student Health Insurance Program. Students who do not wish to participate in the College's plan must return the completed waiver request form **that is enclosed with their bill**. They may also waive the insurance online at www.universityhealthplans.com. Both the completed waiver form and proof of insurance coverage should be returned with payment of their bill to the Bursar's Office. Students who enroll only in summer session classes are not required to participate.

Lancer Dining Services

Worcester State College Dining Services is managed by Chartwells, a Division of Compass Group North America. Chartwells is proud to present to you the “Profiles in Good Taste” at Worcester State College. It’s an unforgettable dining experience; passion and practicality; ingenuity and sensibility. Great food and exciting environments combined with our pride of service transform the ordinary into the unexpected.

Locations and Hours of Operation

There are three dining locations on campus The Lancer’s Loft Café, The Food Court, and Java Junction. To find out about hours of operations, menus, prices, specials and upcoming events go to www.dineoncampus.com/wsc.

Meal Plans

Chartwells offers a wide variety of meal plans to both resident students and commuters. Resident students can choose from the freedom plan, 14 meals, 10 meals, 7 meals and a 65 block plan for students with 90 credits or more. We also have a commuter dining dollar plan for all first-year students, sophomore and first-time transfer commuter students. All meal plans only last a semester. To find out more information about meal plans and see which plan is right for you please visit www.dineoncampus.com/wsc.

Student Activities and Organizations

A variety of cultural, social and service activities complement classroom instruction at the College including films, lectures, novelty acts, comedy, and live musical performances. These organizations include: the Student Events Committee, WSCW radio, Dance Company, Yearbook, The Student Voice Newspaper, WSC Pride Alliance, Student Government Association, Third World Alliance, Campus Ambassadors, the Surreal Club, the Dance Team, Lancervision TV, special interest groups, and honor societies, more than 25 in all.

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

Veterans Information

The Registrar’s Office provides general information of interest to veterans and dependents of veterans enrolled at the College. Spouses and dependents of 100% disabled or deceased veterans wishing to inquire about possible veterans’ benefits should contact 508-929-8773.

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

DISCIPLINE/IMPORTANT PHONE INFORMATION

College Switchboard: 508-929-8000

Web Site: www.worcester.edu

| Discipline | Location Sponsoring Department | Phone Departmental Website | Fax |
|-------------------|---|--|--------------|
| Art | Learning Resource Center (L132B) Visual Performing Arts | 508-929-8145 www.worcester.edu/art | 508-929-8166 |
| Biology | Science & Tech Bldg (ST310) Biology | 508-929-8569 www.worcester.edu/biology | 508-929-8148 |
| Biotechnology | Science & Tech Bldg (ST310) Biology | 508-929-8569 www.worcester.edu/biotech | 508-929-8148 |
| Business Adm. | Sullivan Academic Center (S203) Business Administration & Economics | 508-929-8091 www.worcester.edu/business | 508-929-8048 |
| Chemistry | Science & Tech Bldg (ST410) Chemistry | 508-929-8583 www.worcester.edu/chemistry | 508-929-8171 |
| Communication | Learning Resource Center (L332B) Communication | 508-929-8829 www.worcester.edu/communication | 508-929-8170 |
| CommSci Disorders | Science & Tech Bldg (ST 115L) Communication Sciences & Disorders | 508-929-8055 www.worcester.edu/csd | 508-929-8175 |
| Computer Science | Science & Tech Bldg (ST110) Computer Science | 508-929-8832 www.worcester.edu/cs | 508-929-8156 |
| Criminal Justice | Learning Resource Center (L120) Criminal Justice | 508-929-8000 www.worcester.edu/academics/cj | |
| Economics | Sullivan Academic Center (S203) Business Administration & Economics | 508-929-8091 www.worcester.edu/economics | 508-929-8048 |
| Education | Sullivan Academic Center (S226) Education | 508-929-8671 www.worcester.edu/education | 508-929-8164 |
| English | Sullivan Academic Center (S303) English | 508-929-8154 www.worcester.edu/english | 508-929-8174 |
| French | Sullivan Academic Center (S303) World Languages | 508-929-8154 www.worcester.edu/french | 508-929-8174 |
| Geography | Science & Tech Bldg (ST410) Physical & Earth Sciences | 508-929-8583 www.worcester.edu/geography | 508-929-8171 |
| Health | Science & Tech Bldg (ST110Q) Health Science | 508-929-8832 www.worcester.edu/health | 508-929-8176 |

| Discipline | Location Sponsoring Department | Phone Departmental Website | Fax |
|---------------------|--|--|--------------|
| History | Sullivan Academic Center (S327) History & Political Science | 508-929-8162 www.worcester.edu/history | 508-929-8155 |
| Math | Sullivan Academic Center (S145) Mathematics | 508-929-8912 www.worcester.edu/math | 508-929-8197 |
| Music | Learning Resource Center (L132B) Visual Performing Arts | 508-929-8145 www.worcester.edu/music | 508-929-8166 |
| Natural Science | Science & Tech Bldg (ST410) Physical & Earth Sciences | 508-929-8583 www.worcester.edu/natsci | 508-929-8171 |
| Nursing | Science & Tech Bldg (ST222) Nursing | 508-929-8129 www.worcester.edu/nursing | 508-929-8168 |
| Occ. Therapy | Science & Tech Bldg (ST210B) Occupational Therapy | 508-929-8624 www.worcester.edu/ot | 508-929-8178 |
| Philosophy | Sullivan Academic Center (S316) Philosophy | 508-929-8162 www.worcester.edu/philosophy | 508-929-8155 |
| Physical Education | Science & Tech Bldg (ST110Q) Health Science | 508-929-8832 www.worcester.edu/physed | 508-929-8176 |
| Physics | Science & Tech Bldg (ST410) Physical & Earth Science | 508-929-8583 www.worcester.edu/physics | 508-929-8171 |
| Political Science | Sullivan Academic Center (S327) History & Political Science | 508-929-8162 www.worcester.edu/history | 508-929-8155 |
| Psychology | Sullivan Academic Center (S241) Psychology | 508-929-8159 www.worcester.edu/psychology | 508-929-8172 |
| Sociology | Sullivan Academic Center (S218) Sociology | 508-929-8940 www.worcester.edu/sociology | 508-929-8177 |
| Spanish | Sullivan Academic Center (S303) World Languages | 508-929-8154 www.worcester.edu/spanish | 508-929-8174 |
| Theatre | Learning Resource Center (L132B) Visual Performing Arts | 508-929-8145 www.worcester.edu/theatre | 508-929-8166 |
| Urban Studies | Sullivan Academic Center (S129) Urban Studies | 508-929-8940 www.worcester.edu/urbanstudies | 508-929-8144 |
| Visual/Perform Arts | Learning Resource Center (L132B) Visual Performing Arts | 508-929-8145 www.worcester.edu/vpa | 508-929-8166 |
| World Languages | Sullivan Academic Center (S303) World Languages | 508-929-8154 www.worcester.edu/worldlang | 508-929-8174 |

EVENING, UNDERGRADUATE, GRADUATE, AND SUMMER PROGRAM FINANCIAL INFORMATION

Tuition for evening undergraduate courses is currently \$130 per semester hour of credit. Tuition for graduate courses is currently \$150 per semester hour of credit. Tuition and fees are payable at the time of registration and may be made by bank check, money order, personal check, or credit card; cash will not be accepted.

Graduate Programs

Graduate Tuition (per credit):

- \$150.00

Graduate Fees (per credit):

- \$112.00

Special Fees:

- Student Teaching \$75.00 per course
- Lab Instruction \$60.00 per course
- Art Model Fee \$25.00 per course
- Field Work Supervision \$15.00 per credit
- Internship \$15.00 per credit
- Practicum \$15.00 per credit
- Transcript \$ 5.00 per copy
- Rush Transcript \$10.00 per copy
- Nursing Clinical \$320.00 per course

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

Course Cancellation/Processing of Tuition Refunds

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

Student Health Insurance

Graduate degree seeking students enrolled in seven (7) or more credits per semester are required by State regulation to carry individual health insurance coverage. Students without such coverage will be billed a health insurance premium (currently \$1,155.00 per year) 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. Any student not completing a waiver will be billed for insurance. This charge may not be adjusted, and is non-refundable after the add/drop period.

General College Refund Policy

Applicability

This refund policy applies to all full-time and part-time students enrolled in regularly scheduled classes at Worcester State College other than those attending Worcester State College 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 College 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 College 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 College or withdrawal from courses will be made based on the following schedule if official notice of withdrawal has been received in writing and certified by the Registrar:

1. Prior to the first day of classes, or within the official add/drop period
 - Full refund of all tuitions and fees paid
2. After the official add/drop period
 - No refund of any tuitions or fees paid (unless registration is cancelled by the College)
3. Room Charge (if applicable)
 - A full refund of room fees, less the \$150 room reservation deposit will be made if intention to withdraw is received by the Director of Housing in writing at least 30 days prior to the beginning of the semester, **and the College is able to fill the vacancy thus created.**
 - A pro-rata refund of room fees will be made if intention to withdraw is received by the Director of Housing in writing prior to November 1st (Fall semester) or April 1st (Spring semester), **and the College is able to fill the vacancy thus created.**
 - The Housing Contract is for the term of one (1) full academic year, unless otherwise specified in writing. To terminate this agreement, for any reason other than terminating his/her status as a student of Worcester State College, a student must petition for release with the Director of Residence Life. Such release is not guaranteed, **and the College reserves the right to deny requests to terminate or cancel the agreement.**

Return of Title IV Funds

Refund Policy for Students Who Receive Federal Financial Aid

Applicability

This refund policy applies only to all full-time and part-time students enrolled in regularly scheduled classes at Worcester State College 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 College 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 College 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 College as described above. During the first 60% of the semester or summer term a student earns Title IV funds in direct proportion to the length of time he or she remained enrolled. A student who remains enrolled beyond the 60% point earns all aid for the semester or summer term.

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

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

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

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

GRADUATE FINANCIAL AID INFORMATION

General Information

Graduate students are encouraged to apply for financial aid to help them meet their educational costs. To receive financial assistance from the College, students must be enrolled, or accepted for enrollment, in a degree-granting or federally approved certification program at Worcester State College. Graduate students are eligible for Federal Loans and/or Federal Work Study funds. Applicants must also meet all eligibility requirements and must be in good academic standing. Financial aid is awarded to students with demonstrated financial need, i.e., the amount by which the total cost of college attendance (including reasonable costs for room, board, books, transportation, and other personal expenses) exceeds the expected family contribution. Non-need based Financial Aid is available through several loan programs. Complete information on financial aid programs, application procedures, and the award process is available in the Worcester State College Financial Aid Guide and the Financial Aid Office website at www.fac.worcester.edu/financialaid. Applicants to the College, current students, and their families should feel free to contact the Financial Aid Office at 508-929-8056.

Application Process

All students applying for financial aid should complete and submit a Free Application for Federal Student Aid (FAFSA) and a Worcester State College Financial Aid Application prior to the deadlines indicated below. Late applicants for financial assistance will be given full consideration for maximum funding as long as resources are available. Applicants for financial assistance are not required to submit their spouse's and/or parents' tax forms unless requested by the Financial Aid Office. Renewal of financial aid is not automatic; eligibility must be re-established by applying on an annual basis.

Deadlines

- March 1—All first year undergraduate and graduate applicants for the Fall of 2010
- March 1—All returning undergraduate and graduate applicants for the Fall of 2010
- November 1—All first year applicants, transfers, for the Spring of 2011
- For summer sessions applications are due for undergraduate and graduate students by the add/drop date for the summer session you wish to register for. Students must register for at least 6 credits total for summer sessions in order to qualify for financial aid. Applications for summer financial aid take about three weeks to process.

Entrance Interviews

All first time borrowers are required to attend a federally mandated Federal Loan entrance interview. Loan funds will not be applied to a student's account until this obligation is fulfilled.

Exit Interviews

Students who have received Federal and/or State Student Loans at any time during their academic careers are required to attend an exit interview prior to any leave of absence, upon withdrawal or graduation from the College.

Programs and Resources

State Employees' Tuition Remission: State employees and their dependents who elect to take courses at Worcester State College 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: Certain benefits are available for the handicapped person. Contact the Massachusetts Rehabilitation Commission for further information.

Veterans' Benefits: The Veterans' Administration has approved Worcester State College for the purpose of providing Veterans' Educational Benefits to veterans pursuing undergraduate

and graduate study. Massachusetts veterans entitled to educational benefits must provide the Registrar's Office with a copy of their Form DD-214.

The Federal Perkins Loan: is a federal program administered by the College. It offers long term, low interest loans to undergraduate and graduate students. The maximum yearly graduate student limit is \$6000.00.

Federal Stafford Loan: is a federally subsidized program whereby banks and other lending institutions make long term, low interest loans to undergraduate and graduate students enrolled at least half-time. Students must have completed a financial aid application before their Stafford loan application will be processed. Graduate limits are up to \$8,500.00 per year. Federal Unsubsidized Stafford Loan Program: is a federal loan program that is not subsidized (no interest paid) by the federal government. Graduate student limits range up to \$12,000.00 per year.

Graduate Assistantships: Graduate assistantships are available for matriculated students taking at least six semester hours each semester. For information and an application call the Graduate Office 508-929-8125.

Generally funds for graduate students are limited to the Federal Stafford and Perkins Loan Programs in addition to the Federal Work Study Program. Applicants who are taking courses that are pre-requisites for graduate degree, may be eligible for Stafford Loan funds for up to one year.

FALL 2010 ACADEMIC CALENDAR

September

| | |
|----|--|
| 1 | Pre-College Conferenc |
| 2 | Classes begin: day, evening, graduate |
| 6 | Labor Day: NO CLASSES |
| 8 | Last day to add day courses (state-supported) |
| 15 | Last day to drop day courses (state-supported) |
| 15 | Last day to add/drop evening/graduate courses (non state-supported) |

October

| | |
|----|--|
| 11 | Columbus Day: NO CLASSES |
| 13 | Last day to makeup <i>Incomplete</i> grades from Spring/Summer 2010 |
| 18 | Last day to declare/change major or minor |
| 20 | Failure warnings due in the Registrar's Office |
| 25 | Failure warnings issued to students |

November

| | |
|-------------|--|
| 5 | Last day to withdraw from courses/school |
| 8-23 | Pre-registration for Spring 2011 |
| 11 | Veterans' Day: NO CLASSES |
| 12 | Last day to elect Pass/Fail option |
| 24-27 | Thanksgiving Recess |
| 11/29-12/02 | Student evaluation of faculty |

December

| | |
|-------|--|
| 9 | All classes end |
| 10 | Reading Day |
| 13-21 | Final Exams-day classes |
| 22-23 | Make-up days for exams postponed due to inclement weather |
| 31 | Semester ends |

SPRING 2011 ACADEMIC CALENDAR

January

- 17 **Martin Luther King Day: NO CLASSES**
18 **Classes begin: day, evening, graduate**
25 Last day to add day courses (state-supported)

February

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

March

- 2 Last day to make up *Incompletes* from Fall 2010
14-19 **Spring Break: NO CLASSES**
18 Failure warnings due in Registrar's office
21 Last day to declare/change major or minor
23 Failure warnings issued to students
30 Last day to withdraw from courses/school

April

- 6 Last day to elect Pass/Fail option
11-26 Pre-registration for Fall 2011
18 **Patriot's Day: NO CLASSES**
25-29 Student evaluation of faculty

May

- 3 **All classes end**
4 Reading Day
5-13 Final exams-day classes
14 **Commencement and end of semester**

ACADEMIC POLICIES AND PROCEDURES

Academic Honesty

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

Matriculated vs. Non-Matriculated Status

A matriculated student is one who has been accepted into and is enrolled in a degree/licensure program at the College. Non-Matriculated status indicates that a student has registered for and is taking a course(s) at the College without being formally accepted into a program. A graduate applicant is allowed to take courses prior to being accepted into a graduate degree program, but no more than 4 courses will be permitted to apply toward the master's degree.

Residency

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

Term Limit

All requirements for a graduate program must be completed within six years of the effective term of admission to a program. Candidates eligible for graduation must signify their intention by completing and submitting an Intent-To-Graduate form and include a check for the \$15.00 Commencement fee. The fee covers the cost of the diploma, invitations and other expenses associated with graduation. Deadlines for filing are: March 15 for a May graduation, June 15 for an August graduation, and October 15 for a December graduation. If candidates plan to participate in the May Commencement, they will need to complete a regalia order form and pay the cost of the cap, gown and hood. Both forms are available in the Graduate Office or candidates may request to have them mailed to them.

Transfer Credit

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

Comprehensive Examination

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

Academic Standing

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

Independent Study

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

Attendance

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

Leave of Absence

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

Transcripts

Official transcripts of course work taken at Worcester State College may be obtained by eligible students from the Office of the Registrar with the completion of a form available for that purpose, or by writing the request. Requests must include name while attending, current name if different, Social Security number and/or student ID number, last date of attendance and whether or not the student was officially accepted into a program. Transcripts are \$5.00 per copy; “rush” transcripts are \$10.00 per copy. Payment must accompany the request in the form of a check made payable to Worcester State College.

Grading System

The grading system for graduate studies employs the letter grades A, A-, B+, B, B-, C+, C, C-, U (unsatisfactory work no credit awarded), W (withdrawn), and I (incomplete).

Incomplete Grades

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

Withdrawal from Courses

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

Course Repeat

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

Change of Grade

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

Audit Grade for Graduate Courses

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

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

Pass/Fail Grades for Graduate Courses

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

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

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

Graduate Grade Appeal Procedure

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

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

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

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

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

The appeal process ends at this point.

Academic Dismissal Appeal Procedure

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

1. A student's written appeal to the Council must include: the student's name/identification Number/program; a discussion of the circumstances contributing to the academic deficiency; and permission for Graduate Education Council to review academic records.
2. The Graduate Council will consider the appeal at its next scheduled meeting.
3. In its written response to the student, the Council will outline the conditions rationale of its action:
 - a) if the appeal is granted, Council will outline conditions of reinstatement and time frame for program continuation/ completion
 - b) if the appeal is denied, the student is administratively withdrawn from the program; he/she may not re-apply to the same program; and cannot apply for re-admission to another program for 12 months.
4. A second dismissal for academic deficiency is not subject to appeal.
5. Evaluation of academic standing will take place after each semester/session.

Non-Academic Dismissal Appeal Procedure

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

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

- a) Be in writing,
- b) Be submitted within 10 business days of receiving the Graduate School's decision,
- c) The decision of the Vice President for Academic Affairs is final.

Address appeal to:

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

ADMINISTRATIVE OFFICES

Office of the President

Dr. Janelle C. Ashley, President of the College (2002)
B.B.A., M.A., Stephen F. Austin State University; Ph.D., University of North Texas

Deborah C. Quinn, Staff Associate, President's Office (1997)

Judith A. St. Amand, Executive Assistant to the President (1970)
B.S., Worcester State College

Academic Affairs

Elizabeth Axelson, Director, Admissions (1970)
B.S., M.S., Worcester State College

Kristin S. Balutis, Assistant Director, Academic Success Center (2007)
B.A., Emmauel College; M.Ed., Suffolk University

Betsey J. Brenneman, Senior Librarian (1977)
B.S., Kent State University; M.L.S., Syracuse University; M.A.T., Fitchburg State College

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

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

Steve Chao, Director, International Programs (2004)
B.A., Columbia College; M.B.A., Lindenwood University; Ed.D., St. Louis University

Lee A. Cordaro, Staff Assistant/Clinic Supervisor, Communication Sciences and Disorders (2005)
B.S., M.S., Worcester State College

Charles Cullum, Provost/Vice President for Academic Affairs (2010)
B.A., Penn State University, University Park, PA; M.A., Ph.D., Temple University

Krishna DasGupta, Senior Librarian (1969)
B.A., Asutosh College; M.A., Calcutta University; M.L.S., Simmons College

Lori Dawson, Interim Associate Vice President for Assessment and Planning (1995)
B.A., Suffolk University; M.A., Ph.D., University at Albany, State University of New York

Kirshner Donis, Assistant Director, Admissions (2003)
B.A., Clark University

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

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

Debra W. Gaston, Staff Associate/Counselor, Academic and Personal Counseling (1999)
B.A., St. Olaf College; M.A., Ph.D., University of Connecticut

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

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

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

Shirley Hassett, Staff Associate/Lab Instructor, Biology (1990)
B.A., Assumption College; M.A., Worcester State College

Donald Hochstetler, Director, Library (1999)
B.A., M.A., M.L.S., Indiana University; Ph.D. Michigan State

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

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

Frances Langille, Staff Assistant/Coordinator, Intergenerational Urban Institute (2001)
B.S., Bridgewater State College

Alison Majeau, Assistant Librarian (2007)
B.A., Southern Connecticut State University; M.S., Simmons College

Mary Jo Marion, Executive Director, Latin Education Institute (2008)
B.A., Suffolk University; M.A., University of Chicago

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

Jayne A. McGinn, Director, Financial Aid (1998)
B.A., Worcester State College

Pamela R. McKay, Senior Librarian (1978)
B.A., Dickinson College; M.S.L.S., Case Western Reserve University; M.A., University of Massachusetts

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

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

Eileen Perez, Staff Assistant/Math Lab Coordinator, Mathematics (2009)
B.S., M.S., Union College

Susan Rainville, Staff Assistant, Education (1995)

Joann Reidy, Staff Assistant/Clinical Lab Instructor, Nursing (2008)
B.S.N., M.P.H., Boston University

Elsa M. Rivera, Staff Assistant/College Access Coordinator, Latino Education Institute (2003)
B.S., Worcester State College

Martha M. Scheffer, Staff Associate/Licensure Officer, Education (1998)
B.S., Emerson College; M.S., Lesley College

Susan Seibel, Director, Intensive English Language Institute (IELI), Graduate and Continuing Education (2006)
B.A., Clark University; M.Ed., Worcester State College; C.A.G.S., University of Massachusetts, Amherst, MA

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

Maureen Shamgochian, Associate Vice President for Academic Affairs (1993)
B.S., Worcester State College; Ph.D., University of Massachusetts

Gerald E. Sorge Jr., Director, Academic Affairs Administrative Support (1997)
B.S., SUNY Fredonia; M.S., University of New Hampshire

Ann T. Veneziano-Korzec, Staff Associate/Clinic Director, Communication Sciences and Disorders (1988)
B.A., Boston College; M.S., Syracuse University

Andrea L. Wamboldt, Director, Academic Success Center (2000)
B.A., Worcester State College

William H. White, Associate Vice President, Continuing Education and Outreach and Dean of Graduate Studies, Graduate and Continuing Education (1998)
B.A., Nason College; M.Ed., University of New Hampshire; Ed.D., Vanderbilt University

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

Administration and Finance

Gary Beaugard, Staff Assistant, Facilities (1992)

Tammy Bourakis-Nigosian, Director of Fiscal Affairs, Worcester Center for Crafts (2009)
B.A., Assumption College; M.B.A., Bentley College

Lynn E. Bromley, Director, Payroll and Benefits (1992)
B.S., M.S., Worcester State College

Julie Carmel, Staff Associate/Student Accounts Manager, Administration and Finance (1992)
Associates Degree, Becker Junior College

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

Carole Cronin, Staff Assistant/One Card Administrator, Administration and Finance (1985)

Robert P. Daniels, Associate Director, Facilities (2004)

James Driscoll, Director of Budget, Planning and Policy Development, Administration and Finance (2004)
B.S., Suffolk University; M.B.A., Nichols College

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

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

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

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

Alan E. Jackson, Associate Director, Facilities (1983)
A.B., Southeastern Massachusetts University; M.Ed., Worcester State College

Richard R. Korzec, Associate Director, Facilities (1995)

Debra Kuczka, Staff Assistant, Administration and Finance (2009)
B.S., Worcester State College

Mark LaCroix, Staff Associate, Design/Technical Manager, Publications and Printing Services (2008)
A.S., Quinsigamond Community College

Nicole J. LeBlanc, Staff Assistant/Assistant to the Director of Procurement, Administration and Finance (2005)

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

Mary Renee Polakowski, Staff Assistant/ARRA Stimulus Compliance Coordinator, Administration and Finance (2010)

B.S., Assumption College

Robin Quill, Associate Vice President, Administration and Finance (2003)

B.S., Worcester State College

Ralph Ricci, Staff Assistant, Supervisor of Administrative Services (1992)

Melissa A. Staiti, Staff Assistant/Manager of Financial Records and Treasury, Administration and Finance (2005)

A.A., Becker College; B.A., Worcester State College

Louise Storey, Director, Procurement and Business Manager, Accounts Payable, Administration and Finance (2005)

B.A., Anna Maria College; M.S., Lesley University

Mary Ellen Thorpe, Staff Associate, Operational/Production Manager, Publications and Printing Services (1999)

B.S., Worcester State College

Russell E. Vickstrom, Director, Human Resources (1999)

B.S., Worcester State College; M.B.A., Anna Maria College; S.P.H.R.

Diversity and Affirmative Action

Calvin R. Hill, Director, Affirmative Action and Compliance (2010)

B.A., Bethany College; M.S., Emporia State University; Ph.D., Howard University

Information Technologies

Andrew Calcutt, Staff Assistant/Windows Server Administrator, Information Technologies (2006)

Laura Caswell, Staff Assistant/Data Administrator, Information Technologies (1998)

A.S., Quinsigamond Community College; B.S., Worcester State College

Joyce A. Danelius, Staff Associate/Help Desk Service Coordinator/End User/Academic Services, Information Technologies (1980)

Huy Dao, Staff Associate/Network Manager, Information Technologies (1998)

B.S., Worcester State College

John Gaucher, Staff Assistant/Student Support Services, Information Technologies (2007)

B.S., Worcester State College

Nelson E. Guaman, Staff Assistant/End User Support Services, Information Technologies (2002)

B.S., M.Ed., Atlantic Union College

Janice C. Hamel, Staff Assistant/Programmer Analyst, Information Technologies (1997)

A.A., Quinsigamond Community College

Colleen E. Laviolette, Assistant Director, Administrative Services, Information Technologies (1983)

B.S., Worcester State College

Jeffrey LeBrun, Staff Assistant/Student-Faculty-Staff Laptop Support Services, Information Technologies (2008)

B.S., Worcester State College

Ramsey MacInnes, Staff Assistant/End User Support Services, Information Technologies (1999)

Kyung-Im Noh, Staff Assistant/Database Coordinator/Research Analyst, Institutional Research (2007)

B.S., M.S., Ph.D., Danook University

Jorge J. Pueriet Rolffot, Staff Associate/Senior Windows Server and Telephony Administrator, Information Technologies (2004)

B.A., Universidad Dominicana O&M

Nancy Ramsdell, Associate Director/Technology Development Outreach and End User Service Manager, Information Technology (2005)

Jack J. Reardon, Associate Director of Network and Infrastructure Services, Information Technologies (2003)

B.S., Bridgewater State College

Roberta H. Sibulkin, Staff Associate/Technical Training and Support, Information Technologies (1996)

B.A.Ed., University of Florida

Kenneth Smith, Director of Institutional Research, Institutional Research (2006)

B.A., Southeastern Louisiana University; M.B.A., University of Mississippi

Robert Soderman, Staff Assistant/Computer Systems Technician, Information Technologies (2000)

A.S., Quinsigamond Community College

Pedro Toro, Staff Associate/Server Support Specialist, Information Technologies (2004)

B.S., Worcester State College

Donald W. Vescio, Vice President for Information Technologies (1997)

B.A., State University of New York College at Oswego; M.A., University of New Hampshire; M.A., Ph.D., University of Rochester

Steven J. White, Staff Assistant/Web Site Manager, Information Technologies (2006)

B.A., Worcester State College

Thomas R. White, Staff Associate/Multimedia Services, Information Technologies (1980)

Institutional Advancement

Kimberly D. Brothers-Caisse, Staff Assistant/Development Writer and Communications Specialist, Institutional Advancement (2007)

B.S., James Madison University

Camilla Caffrey, Assistant Vice President, Institutional Advancement (2001)

B.A., College of the Holy Cross

Marion Catacchio, Director of Financial Records, Institutional Advancement (1997)

B.S., Worcester State College; M.S., Bentley College

Rebecca L. DesRoches, Associate Director, Public Relations and Marketing (2005)

B.S., B.A., Western N.E. College; M.S., Rensselaer Polytechnic Institute

Rachel Faugno, Staff Assistant/Editor, Senior Writer, and Production Coordinator, Public Relations and Marketing (2001)

B.S., Worcester State College; M.A., Clark University

Lisa G. Godfrin, Staff Assistant/Advancement Services Coordinator, Institutional Advancement (2006)

A.S., New England Institute of Technology; A.A., Community College of Rhode Island

Tara Hancock, Associate Director, Alumni Development, Institutional Advancement (2005)

B.A., University of Massachusetts, Amherst; M.S., Worcester State College

Howard McGinn, Director, Major Gifts Officer (2009)

B.A., Worcester State College; M.A., Assumption College

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

Tathagata Raja Mukherjee, Director, Advancement Services, Institutional Advancement (2007)
B.A., Indian Institute of Technology

Lea Ann Scales, Assistant Vice President for Public Relations and Marketing (2008)
B.A., Minnesota State University; M.S., University of Massachusetts, Boston

Louise Taylor, Staff Assistant, Institutional Advancement (2004)

Student Affairs

Jillian Anderson, Staff Associate/Coordinator of Judicial Affairs (2007)
B.A., Westfield State College

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

Laxmi Bissoondial, Staff Assistant Academic Coordinator, Office of Multicultural Affairs (2008)
B.S., Worcester State College; M.Ed., C.A.G.S., University of Massachusetts, Amherst

Sibyl Brownlee, Vice President, Student Affairs (2001)
B.A., California State College, Los Angeles; M.A., California State University, Los Angeles; Ph.D., University of Massachusetts, Amherst

Susan E. Chapman, Director, Athletics (1988)
B.S., University of Massachusetts; M.Ed., Worcester State College

Daniel Devine, Staff Assistant/Lieutenant, College Police (2007)
B.S., Anna Maria College

Marcia J. Eagleson, Director, Career Services (2007)
B.A., Rhode Island College; M.Ed., Springfield College

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

Melissa Fleming, Director, Student Affairs/Conference and Event Services (2005)
B.A., Worcester State College

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

Sheila Jones, Staff Assistant, Student Affairs (1989)

Joshua Katz, Staff Assistant/Residence Director—Wasylean Hall, Residence Life and Housing (2006)

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

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

James Lockwood, Staff Assistant/Athletic Services Manager, Athletics (2005)
B.S., Worcester State College

Lisa MacGillivray, Staff Assistant/Residence Director—Dowden Hall, Residence Life and Housing (2008)
B.A., Framingham State College

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

- Dianne E. Matos, Assistant Director, Career Services (2004)
M.A., St. Michael's College, Winooski, VT; M.Ed., Suffolk University, Boston, MA
- Kristie M. McNamara, Associate Director, Student Center/Student Activities (2001)
B.A., Framingham State College; M.Ed., Bridgewater State College
- Jessica Meany, Staff Assistant/Head Athletic Trainer, Athletics (2002)
B.A., M.Ed., Worcester State College
- John Meany, Assistant Director/Athletic Administration and Student Support, Athletics (2004)
B.A., Middlebury College
- Steven Miller, Jr., Staff Assistant/Sports Information Director, Athletics (2008)
B.A., Bridgewater State College
- Daniel W. Morse, Assistant Director/Deputy Chief, College Police (1994)
- James Mournighan, Staff Assistant/Placement Coordinator, Residence Life and Housing (2005)
B.S., Bridgewater State College
- Laura A. Murphy, Director, Counseling Services (1989)
B.A., M.A., C.A.G.S., Assumption College
- Rosemary Naughton, Director/Chief, College Police (2001)
B.A., Anna Maria College; M.Ed., CHES, Worcester State College
- Kristen Nelson, Associate Director, Residence Life and Housing (2009)
B.A., Keene State College; M.S., Long Island University Campus-C.W. Post
- Jennifer Quinn, Staff Assistant/Health and Wellness Educator, Student Affairs (2010)
B.S., M.Ed., Worcester State College
- David J. St. Martin, Staff Assistant/Emergency Management Planner/Technical Service Coordinator, College Police (1999)
B.S., Worcester State College
- Mandi Scala, Staff Assistant/Coordinator Student Activities and Commuter Services, Student Activities (2008)
B.S., M.S., Southern Connecticut State University
- Michael J. Sidoti, Director of Disability Services (2009)
B.S., Worcester State College; M.Ed., University of Massachusetts, Amherst
- Timothy J. Sullivan, Assistant Dean, Student Affairs and Director, Student Activities and Student Center (1980)
A.B., Clark University; M.A., Assumption College
- Isaac D. Tesfay, Staff Assistant/Coordinator, Upward Bound Program, Office of Multicultural Affairs (2008)
B.A., College of the Holy Cross; M.B.A., Clark University
- Karen Tessmer, Associate Director/Assistant Athletic Director, Athletics (1994)
B.A., Gettysburg College; M.A., James Madison University
- Marcela A. Uribe-Jennings, Assistant Dean/Director, Multicultural Affairs Alternatives for Individual Development (1982)
B.S., M.Ed., Worcester State College
- Cheryl A. Vieira, Staff Assistant/Residence Director—Chandler Village, Residence Life and Housing (2008)
B.A., Westfield State College

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1992-2002
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2002-

MASTER OF SCIENCE IN BIOTECHNOLOGY

Program Coordinator: Dr. Peter Bradley

Phone: 508-929-8571

Email: pbradley@worchester.edu

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

Prerequisites for Admission to the Program:

In order to be admitted to the program a candidate must meet the Worcester State College general admission requirements for the degree of Master of Science. To view these requirements please go to: <http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

The program is open to graduates of accredited institutions of higher education who have been awarded a baccalaureate degree in Biology, Biotechnology, Chemistry or similar majors and they can start taking classes while they are applying. Graduate study in Biotechnology at Worcester State College assumes sound undergraduate training and pronounced academic capability. The applicant should have achieved a minimum grade point average of 2.75 in all undergraduate work and an average of 3.00 in all course work within his/her major at the junior and senior level.

Program of Study for the Degree

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

Of the 33 credits required for the degree, at least 21 credits must be earned as a matriculated graduate student at Worcester State College. 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 College. A maximum of 12 such transfer credits may be accepted. Matriculated students who do not maintain a GPA 3.0 or higher or have two grades below a "B-" will be terminated from the program.

Degree Requirements required of all students:

- Satisfy ancillary requirement in statistics or computer science
- BI 921 Biotechnology and DNA 4 credits
- BI 927 Tissue Culture Techniques 3 credits
- BI 930 Biological Chemistry 3 credits
- Biology or Chemistry electives 14 credits minimum
- BI 990 Seminar in Biology/Biotechnology 3 credits
- BI 995 Research in Biology/Biotechnology 6 credits (Acceptable thesis and thesis defense)

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

- BI 905 Historical Perspectives
- BI 910 Public Health Parasitology
- BI 915 Advanced Botany

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

To fulfill requirements for the Course BI 995 Research in Biology/Biotechnology (6 credits) the candidate must complete an acceptable thesis or paper submitted in publishable format based upon the original research based on laboratory research experience. Laboratory investigations are supervised by faculty in the laboratories at Worcester State College 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.

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

Comprehensive Examination/Thesis defense:

To receive the Master of Science in Biotechnology the candidate is required to pass a comprehensive examination/thesis defense in the candidate's area of specialization. If a candidate fails the examination he/she will be granted one other chance to satisfactorily fulfill this requirement. At least twenty-four approved graduate credits must be earned before the candidate can submit a request for the scheduling of a comprehensive exam/thesis defense.

Biotechnology Graduate Courses

BI 905 Historical Perspectives in Biology

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

BI 910 Public Health Parasitology

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

BI 915 Topics in Advanced Botany

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

BI 920 Population Biology

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

BI 921 Biotechnology and DNA

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

BI 923 Fermentation Technology

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

BI 924 Recombinant DNA

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

BI 925 Cell Physiology

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

BI 927 Tissue Culture Techniques

Prerequisite: B.S. in a biological science

Presents the most important techniques used for mammalian tissue culture by lecture and laboratory demonstration and practice. The course also includes topics in plant tissue culture.
3 credits.

BI 930 Biological Chemistry

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

BI 935 Biochemical Techniques

Prerequisite: BI 930

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

3 credits.

BI 936 Immunology

Prerequisite: B.S. in a biological science

Recent advances in understanding the immune system will be covered.

3 credits.

BI 937 Molecular Virology

Prerequisite: B.S. in a biological science

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

3 credits.

BI 938 Toxicology

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

3 credits.

BI 940 Reproductive Physiology

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

three hour laboratory.

4 credits.

BI 945 Neuroendocrinology

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

3 credits.

BI 950 Physiological Ecology

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

3 credits.

BI 955 Herpetology

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

4 credits.

BI 960 Biology of Symbiosis

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

4 credits.

BI 980 Selected Topics in Advanced Biology

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

3-4 credits.

BI 981 Independent Study in Biology/Biotechnology

Prerequisite: Consent of department and instructor.

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

BI 985 Graduate Internship in Biology/Biotechnology

Prerequisite: Successful completion of a minimum of 12 graduate credits toward the degree and approval of the Biology faculty. Provides M.S. candidates the chance to gain practical experience at off-campus agencies where technical and analytical skills can be gained.

3-4 credits.

BI 990 Seminar in Biology/Biotechnology

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

3 credits.

BI 995 Research in Biology/Biotechnology

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

3-6 credits.

Chemistry Graduate Courses**CH 941 Biochemistry of Nucleic Acids**

Prerequisites: Biochemistry I, Modern Biochemistry, or Biological Chemistry

The structure and function of DNA and RNA. Topics include bacterial, viral, and eukaryotic nucleic acids.

3 credits.

CH 942 Structure and Function of Proteins

Prerequisites: Biochemistry I, Modern Biochemistry, or Biological Chemistry

The biochemistry of proteins. Particular emphasis is given to enzymes and the kinetics of enzyme-catalyzed reactions.

3 credits.

CH 943 Laboratory Techniques in Biochemistry

Prerequisites: Biochemistry I, Modern Biochemistry, or Biological Chemistry

This course includes the isolation and characterization of biochemical compounds with emphasis on nucleic acids and proteins, including enzymes.

3 credits.

CH 990 Special Problems in Chemistry

Prerequisite: Consent of department

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

3 credits.

CH 991 Directed Study

Prerequisite: Consent of department

Designed for the student who wishes to undertake an individualized study in chemistry on a topic mutually agreeable to student and instructor.

1-4 credits.

CH 996 Internship in Chemistry

Prerequisite: Consent of department

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

3 credits

MASTER OF SCIENCE IN NURSING

Program Coordinator: Stephanie Chalupka, EdD, RN, PHNCNS-BC, FAAOHN

Phone: 508-929-8680

Email: schalupka@worcester.edu

Admission Requirements: [Traditional Entry](#); [Bridge Program](#);
[RN-to-MS Fast Track Program](#)

Program Description:

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

Traditional Entry: For students with a BS degree in Nursing.

Bridge Program: For Registered Nurses with a Non-Nursing BA or BS degree.

RN-to-MS Fast Track: For associate-degree or diploma-prepared Registered Nurses seeking to proceed directly to the Master of Science in Nursing Degree.

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

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

Completion of the required coursework and practice hours provides eligibility to sit for the Advanced Public Health Nurse certification examination offered by the American Nurses Credentialing Center.

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

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

Specialty Area Information:

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

The Advanced Public Health Nurse is a leader in population-based health care practice, and the implementation of this role is based on the American Nurses Association *Public Health Nursing: Score and Standards for Practice* competencies and will vary across settings. Graduates of this program are eligible to sit for the American Nurses Credentialing Center examination for certification as an Advanced Public Health Nurse.

Professional Opportunities

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

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

Where do graduates work?

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

Examples of advanced public health nursing positions are:

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

Admissions Requirements:**Traditional Entry:*****For students with a BS degree in Nursing***

- Baccalaureate degree in Nursing
- Introductory or undergraduate courses in statistics and research.
- Satisfactory scores on GRE or MAT (taken within five years of the date of application).
- Unencumbered license to practice as a Registered Nurse in Massachusetts

Bridge Program

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

- B.A. or B.S. degree in non-nursing discipline
- Introductory or undergraduate courses in statistics and research.
- Satisfactory scores on GRE or MAT (taken within five years of the date of application).
- Unencumbered license to practice as a Registered Nurse in Massachusetts

RN-to-MS Fast Track

For Registered Nurses seeking to proceed directly to the Master of Science in Nursing Degree

- Associate of Science Degree in Nursing or Diploma in Nursing
- Unencumbered license to practice as a Registered Nurse in Massachusetts

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

Requirements of the Program

The Master of Science in Nursing requires the completion of forty-two (42) credit hours of graduate courses. Most Nursing courses are offered in the blended-learning format, combining the best of face-to-face and online learning.

Required Courses for the Master of Science Degree in Nursing

Traditional Entry

Professional Core

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

Interdisciplinary Courses

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

Specialty Courses in Community/Public Health Nursing

- NU 961 Nursing Science I: Community/Public Health Leadership Theory and Practicum (9 credits)*
- NU 966 Nursing Science II Community/Public Health Leadership Theory and Practicum (9 credits)*

* Courses offered in the blended-learning format.

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

Required Courses for the Master of Science Degree in Nursing

Bridge Program

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

Bridge Core

- NU 900 Individual Assessment (1 credit)*
(Must be completed before end of first semester of part-time study.)
- NU 901 Community Health and Health Policy (3 credits)*
(Must be completed before end of third semester of part-time study.)
- NU 902 Transition to Advanced Nursing (3 credits)*
(Must be completed before end of the fourth semester of part-time study.)

Professional Core

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

Interdisciplinary Courses

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

Specialty Courses in Community/Public Health Nursing

- NU 961 Nursing Science I: Community/Public Health Leadership Theory and Practicum (9 credits)*
- NU 966 Nursing Science II Community/Public Health Leadership Theory and Practicum (9 credits)*

Bridge students must:

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

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

* Courses offered in the blended-learning format.

Required Courses for the Master of Science Degree in Nursing

RN-to-MS Fast Track Program

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

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

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

Students can typically complete the *RN-to-MS Fast Track Program in nine part-time semesters*. Only course grades of B- or above can be counted toward the Master of Science in Nursing degree.

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

Admission Process

The RN student applying to Worcester State College as a transfer student can receive up to 65 credits transferable from associate degree colleges and a maximum of 90 credits from four year colleges or universities. WSC has articulation agreements with many area colleges for transfer credits (up to 23 credits may be approved for nursing credits).

The RN student who graduated from a nursing diploma program must take the NLN Mobility Profile II Mobility Exam as a prerequisite, which allows the students to obtain up to 23 nursing credits. All RN students must hold a current license to practice nursing in the Commonwealth of Massachusetts.

Students interested in applying to the RN-to-MS program are advised to contact the RN-to-BS Coordinator, at 508 929-8960.

RN-to-MS Prerequisite Courses

These courses may be transferred if the student has previously taken the course (per Worcester State College transfer policy) or may be taken at WSC:

| | |
|-----------------|---|
| EN 101 & EN 102 | English Composition 1 & II (*EN 101 may be waived) |
| MA 150 | Introduction to Statistics (*pre requisite for NU 430-A: Research Seminar OR NU 925: Nursing Research in Advanced Practice) An <i>Accuplacer</i> math test (offered at WSC) may be needed prior to registering for statistics at WSC |
| SO 100 | Introduction to Sociology |
| PS 101 | General Psychology |
| PS 210 | Child Growth and Development |
| PS121 | Survey of Life Span Development |
| BI 161 & 162 | Anatomy & Physiology I & II |
| BI 204 | Microbiology |

RN-to-MS Foundational Nursing Courses

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

| | |
|---------|---|
| NU 124 | Health Informatics (3 credits) |
| NU 332 | Transition to Professional Nursing (2 credits) |
| NU 342A | Health Assessment (3 credits) |
| NU 525 | Nursing Research in Advanced Practice (3 credits) <i>Satisfies NU 925 Requirement in the RN-to-MS Fast Track Program</i> |
| NU 932 | Advancing Nursing Perspectives in Chronic Illness (8 credits) |
| NU 551 | Nursing Leadership and Administration (3 credits) <i>Satisfies NU 925 Requirement in the RN-to-MS Fast Track Program</i> |
| NU 472 | Community Nursing Capstone (8 credits) |

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

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

| | |
|--------|--|
| NU 910 | Professional Role Development (3 credits)* |
| NU 920 | Conceptual Foundations of Nursing (3 credits)* |
| NU 925 | Nursing Research in Advanced Practice (3 credits)* |
| NU 951 | Nursing Leadership and Administration (3 credits)* |

Interdisciplinary Courses

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

Specialty Courses in Community/Public Health Nursing

| | |
|--------|---|
| NU 961 | Nursing Science I: Advanced Community/Public Health Leadership Theory and Practicum (9 credits)* |
| NU 966 | Nursing Science II: Advanced Community/Public Health Leadership Theory and Practicum (9 credits)* |

* Courses offered in the blended-learning format.

Nursing Courses

NU 900: Individual Assessment (1 credit)

Bridge Program students only

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

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

Bridge Program students only

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

NU 902: Transition to Advanced Nursing (3 credits)

Bridge Program students only

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

NU 910 Professional Role Development (3 credits)

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

NU 920 Conceptual Foundations in Nursing (3 credits)

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

NU 925 Nursing Research in Advanced Practice (3 credits)

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

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

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

NU 936 Epidemiology (3 credits)

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

NU 941 Program Planning and Evaluation (3 credits)

Program Planning and Evaluation is an interdisciplinary course to facilitate student learning in the design, development and monitoring of multi-level strategies that promote movement toward optimal health and social justice for diverse ethnic populations and communities.

NU 946 Biostatistics (3 credits)

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

NU 951 Nursing Leadership and Administration (3 credits)

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

NU 961 Nursing Science I: Community/Public Health Leadership Theory and Practicum I (9 credits)

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

NU 966 Nursing Science II: Community/Public Health Leadership Theory and Practicum II (9 credits)

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

MASTER OF SCIENCE IN HEALTH CARE ADMINISTRATION

Program Coordinator: Dr. Elizabeth Wark

Phone: 508-929-8743

Email: ewark@worchester.edu

To access the online application and requirements for admission please go to:

<http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

Applicants can be accepted to this program on a rolling admissions policy. Applicants may take up to 12 credits (typically 4 classes) before being accepted into this program.

Core Courses

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

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

Electives

6 credit hours, choose 2 of the following:

- HC 926 Human Resources Management in the health Care Organization
- HC 936 Economics of Health Care
- HC 946 Epidemiology
- HC 956 Politics and Policies in Health Care
- HC 956 Politics and Policies in Health Care Reimbursement
- HC 976 Seminar: Current Issues in Health Care

Note: Many new and existing courses could be added to this list.

Capstone

3 credit hours, choose 1 of the following

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

Total Program: 12 courses, 36 credit hours

Suggested Sequence of Courses for a Typical Student

First Year

Semester 1: (6 credits)

HC 900 Health Care Systems

HC 901 Management/Organizational Behavior for Health Care Professionals

Semester 2: (6 credits)

HC 902 Statistical Methods and Inference for Health Care Professionals

HC 903 Accounting and Budgeting for Health Care Professionals

Summer: (6 credits)

HC 904 Financial Management in the Health Care Organization

HC 905 Marketing the Health Care Organization

Second Year

Semester 1: (6 credits)

HC 906 Health Care Management Information Systems

HC 907 Operations and Quality Management in the Health Care Organization

Semester 2: (6 credits)

HC 908 Legal, Regulatory and Ethical Issues in Health Care

Elective

Summer: (6 credits)

Elective

Capstone course of experience (HC 986 or 996)

Health Care Administration Courses

HC/HE 900 Health Care Systems

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

3 credits.

HC 901 Management and Organizational Behavior for Health Care Professionals

Prerequisite: HC 190

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

3 credits.

HC/HE 902 Statistical Methods and Inference for Health Care Professionals

Prerequisite: HC 900, HC 901

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

3 credits.

HC 903 Accounting and Budgeting for Health Care Professionals

Prerequisite: HC 900, HC 901

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

3 credits.

HC/BA 904 Financial Management in the Health Care Organization

Prerequisites: HC 900, HC 901, HC 903

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

3 credits.

HC/NM 905 Marketing the Health Care Organization

Prerequisites: HGC 900, HC 901

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

3 credits.

HC 906 Health Care Management Information Systems

Prerequisites: HC 900, HC 902

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

3 credits.

HC 907 Operations and Quality Management in the Health Care Organization

Prerequisites: HC 900, HC 902, HC 906

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

3 credits.

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

Prerequisite: HC 900

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

3 credits.

Electives: 6 credit hours, choose 2 of the following**HC 926 Human Resources Management in the Health Care Organization**

Prerequisites: HC 900, HC 901

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

3 credits.

HC 936 Economics of Health Care

Prerequisites: HC 900, HC 904

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

3 credits.

HC/HE 946 Epidemiology

Prerequisites: HC 900, HC 902

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

3 credits.

HC/HE 956 Politics and Policies in Health Care

Prerequisite: HC 900, HC 904

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

3 credits.

HC 976 Seminar: Current Issues in Health Care

Prerequisites: Completion of all required Core courses

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

3 credits.

Capstone: 3-credit hours, choose 1 of the following**HC 986 Internship in Health Care**

Prerequisites: Completion of all required Core courses

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

3 credits.

HC 996 Health Care Action/Research Project

Prerequisites: Completion of all required Core courses

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

3 credits.

MASTER OF SCIENCE IN MANAGEMENT

Program Coordinator: Dr. Laurie Dahlin, CMA

Phone: 508-929-8094

Email: ldahlin@worchester.edu

ADMISSION REQUIREMENTS:

The general admission requirements for graduate study at Worcester State College are located at: <http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

In addition, applicants must also have the results of the Graduate Management Admission Test (GMAT) sent to the Office of Graduate and Continuing Education. (The GMAT will be waived for students meeting the following criteria—3.25 GPA and a Bachelor's degree in Business from an accredited U.S. university or college.) In addition, students must prepare an essay describing their career plans, and submit three letters of recommendation from former professors or supervisors. Admission to this program is a rolling admissions process and applicants can take up to 12 credits prior to being accepted into the program.

REQUIREMENTS OF THE PROGRAM:

The Masters of Science in Management Degree requires the completion of thirty-six (36) credit hours of graduate courses. The curriculum includes prerequisites, eight core courses, four required courses in each concentration, and 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 committee and coordinator.

Worcester State College is instituting a 4+1 for our current undergraduate students. Please contact the program coordinator for details.

The following prerequisites apply to all students entering the program:

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

In addition to the above prerequisites, accounting students must also complete the additional prerequisites:

- Two semesters of undergraduate accounting
- Intermediate Accounting I and II

Core Courses

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

- BA910 Information Technology¹
- BA911 Accounting for Managerial Decisions²
- BA912 Marketing¹
- BA913 Managerial Economics
- BA914 Organizational Behavior¹
- BA915 Corporate Finance¹
- BA916 Quantitative Analysis and Research Methods
- BA990 Integrative Business Strategy

¹Waived for students with 2 or more undergraduate courses in the field

²Waived for students in the accounting concentration

Accounting Concentration

Accounting Concentration Required Courses:
AC910 Taxation of Individuals and Proprietors
AC911 Taxation of Corporations and Shareholders
AC912 Advanced Accounting Theory
AC913 Advanced Auditing Theory and Practice

Accounting Concentration Elective Courses:

AC920 Advanced Problems in Accounting
AC921 Advanced Cost Accounting
AC922 International Accounting
AC923 Advanced Government and Nonprofit Accounting
AC930 Advanced Financial Theory
AC932 International Finance and Economics
AC950 Seminar Topics in Taxation
AC951 Seminar in Issues in Accounting Ethics

Managerial Leadership Concentration

Managerial Leadership Concentration Required Courses:
BA960 Leadership Theory and Skills
BA961 Organizational Development and Change
BA962 Ethics and Social Responsibility of Leadership
BA963 Action Learning Professional Leadership Project

Managerial Leadership Concentration Elective Courses:

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

Graduate Management Course Descriptions

Core Courses

BA 910 Information Technology

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

3 credits.

BA 911 Accounting for Managerial Decisions

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

3 credits.

BA 912 Marketing

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

3 credits.

BA 913 Managerial Economics

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

3 credits.

BA 914 Organizational Behavior

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

3 credits.

BA 915 Corporate Finance

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

3 credits.

BA 916 Quantitative Analysis and Research Methods

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

3 credits.

BA 990 Integrative Business Strategy

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

Accounting Courses:**AC 910 Taxation of Individuals and Proprietors**

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

AC 911 Taxation of Corporations and Shareholders

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

AC 912 Advanced Accounting Theory

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

AC 913 Advanced Auditing Theory and Practice

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

AC 920 Advanced Problems in Accounting

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

AC 921 Advanced Cost Accounting

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

AC 922 International Accounting

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

AC 923 Advanced Government and Nonprofit Accounting

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

3 credits.

AC 930 Advanced Financial Theory

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

3 credits.

AC 932 International Finance and Economics

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

3 credits.

AC 950 Seminar Topics in Taxation

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

3 credits.

AC 951 Seminar in Issues in Accounting Ethics

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

3 credits.

Managerial Leadership courses:**BA 960 Leadership Theory and Skills**

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

3 credits.

BA 961 Organizational Development and Change

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

3 credits.

BA 962 Ethics and Social Responsibility of Leadership

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

3 credits.

BA 963 Action Learning Professional Leadership Project

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

3 credits.

BA 970 Seminar in Leadership

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

3 credits.

BA 971 Entrepreneurship and Small Business Management

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

3 credits.

BA 972 Motivation and Leadership of Teams

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

3 credits.

BA 973 Leading in the International Business Environment

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

3 credits.

BA 974 Negotiations

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

3 credits.

BA 975 Leadership Perspectives of Human Resources and the Legal Environment

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

3 credits.

BA 976 Selected Topics in Leadership

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

3 credits.

MASTER OF SCIENCE IN NONPROFIT MANAGEMENT

Program Coordinator: Dr. Shiko Gathuo

Phone: 508-929-8892

Email: agathuo@worchester.edu

ADMISSION REQUIREMENTS:

For general admission requirements for graduate study please go to:

<http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

In addition to the general requirements, applicants are selected on the basis of their motivation, career goals and/or established experience in the nonprofit and public sectors.

The program has the following convenient features:

- A fulltime/part-time evening schedule
- A rolling admission that allows students to start their studies in any semester
- 12-credit transfer allowance from other accredited graduate institutions
- An opportunity to register for as many as 12 credits before matriculation

PROGRAM REQUIREMENTS:

Thirty-six (36) graduate credits broken down as follows:

Twenty One (21) Core Credits

NM 930 Communications for Effective Management (3 credits)

NM 942 Organizational Theory & Effective Intervention (3 credits)

NM 945 Financial Management for Nonprofit Organizations (3 credits)

NM 946 Seminar in Program Analysis & Evaluation (3 credits)

NM 949 Strategic Decision Support Systems (3 credits)

NM 954 Ethics, Professionalism & Leadership (3 credits)

NM 997 Human Resource Management (3 credits)

Nine (9) Elective Credits

Students may choose any three electives offered in the program. They may also choose to do an Independent Study in lieu of an elective. All electives and the Independent Study are three (3) credits each.

Six (6) Capstone Project Credits

NM 990, Action Research I & NM 991, Action Research II represent the program's capstone experience. Students may take Action Research I after completing five (5) core classes. Action Research II can only be taken after Action Research I. The capstone experience both encourages and expects students to produce publishable-quality research papers.

NON-PROFIT MANAGEMENT COURSE DESCRIPTIONS

NM 930 Communications for Effective Management (Core)

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

3 credits

NM 997 Human Resource Management (Core)

Comprehensive course in human resource management including: manpower planning, recruitment and selection practices, employee evaluation, labor relations, federal and state employment regulations. Human resource management goes far beyond compliance with the law, it is also a critical management function which impacts every organization's most important resource — its employees. This course examines both the compliance and management issues of the human resource function.

3 credits.

NM 949 Strategic Decision Support Systems (Core)

Theoretical and practical aspects of collecting and interpreting strategic information and using the results in organizational decision making. Includes computerized and noncomputerized sources of external data, selection and reprocessing of internal data, alternative means of storage and retrieval, and effective utilization in dynamic strategic decision processes.

3 credits.

NM 945 Financial Management for Nonprofit Organizations (Core)

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.

3 credits.

NM 942 Organizational Theory and Effective Intervention (Core)

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

3 credits.

NM 946 Seminar in Program Analysis and Evaluation (Core)

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

3 credits.

NM 954 Ethics, Professionalism, & Leadership (Core)

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

3 credits.

NM 990 & NM 991 Action Research I and Action Research II (Capstone Project)

Prerequisite: A minimum of **5 core** courses in the program.

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

3 credits each section, 6 credits total required.

NM/HC 905 Marketing the Health Care Organization (Elective)

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

3 credits.

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

Prerequisite: HC 900

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

3 credits.

NM 911 Global Health Issues and Human Rights (Elective)

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

3 credits.

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

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

3 credits.

NM 932 Practices in Community Organization (Elective)

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

3 credits.

NM 940 Leadership Skills and Group Dynamics (Elective)

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

3 credits.

NM 944 Politics and Public Policy (Elective)

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

3 credits.

NM 948 Advanced Staff Development (Elective)

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

3 credits

NM 950 Unions and the Public Sector (Elective)

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

3 credits.

NM 951 Effective Grant Proposals and Fund Raising Strategies (Elective)

The conceptualization, design and improvisation of effective grant proposals and fund raising strategies.

3 credits.

NM 955 Board Relationships & Volunteer Management (Elective)

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

3 credits.

NM 960 Seminar in Critical Issues for Health Care Management (Elective)

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

3 credits.

NM 961 Health Care Law (Elective)

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

3 credits.

NM 962 Management of Gerontological Programs (Elective)

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

3 credits.

NM 963 Nonprofit Law (Elective)

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

3 credits.

NM 970 Issues in Clinical Case Management (Elective)

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

3 credits.

NM 971 Issues in Residential and Long-term Care (Elective)

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

3 credits.

NM 992 Fundraising, Development and Community Relations (Elective)

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

3 credits.

NM 993 Marketing in Nonprofit Organizations (Elective)

Examination of the role of marketing concepts and tools in nonprofit organizations. Marketing research, product development, pricing, advertising, publicity, and market control studied in the nonprofit sphere.

3 credits.

NM 994 Assigned Readings (Independent Study - Elective)

Prerequisite : NM 940

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

3 credits.

NM 995 Accounting and Budgeting for Public Management (Elective)

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

3 credits.

NM 996 Public Law (Elective)

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

3 credits.

NM 998 Research (Elective)

Prerequisite: NM 940

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

3 credits.

For more information on the Nonprofit Management Program, please visit:

<http://www.worcester.edu/NonprofitManagement/default.aspx>

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY

Program Coordinator: Dr. Maryann Power, CCC-SLP

Phone: 508-929-8567

Email: mpower@worchester.edu

Worcester State College 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 school speech-language therapy programs, rehabilitation centers, hospital speech and hearing clinics, nursing homes, special-care facilities, centers for the hard of hearing, and private practice. The graduate program is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language-Hearing Association and approved by the Massachusetts Department of Elementary and Secondary Education. Admission is considered for the fall semester only. A monthly information session is held by the graduate coordinator to answer any questions about the program or prerequisites. Please call (508) 929-8055 to register.

For information regarding admission requirements please go to:

<http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

APPLICATION DEADLINE is February 1 for the fall semester.

To be considered for the master's degree program, all prerequisite courses must be completed by the month of May that precedes the fall entrance term. The courses in anatomy and physiology of speech and hearing, phonetics, and normal language development must be completed at the time of application. Students completing prerequisites at the time of application must provide evidence of enrollment. Prerequisites may be taken at WSC in the evening as a non-matriculated student or as a day student. Day students must complete an "undergraduate non-degree" application from the undergraduate Admissions Office for admission to the Speech-Language Prerequisites Program. Deadline for day students to apply is:

Fall Semester – July 1

Spring Semester – November 1

- A. Applicants must possess a baccalaureate degree from an accredited college or university.
- B. Candidates must submit official transcripts from all undergraduate programs which were part of the bachelor's degree and all programs where any prerequisite courses were taken, including Worcester State College.
- C. Candidates applying for admission must have taken or currently be enrolled in the following prerequisite courses at the time of application for the master's degree program:
 - Three (3) credit hours in biological sciences
 - Three (3) credit hours in physical science
 - Three (3) credit hours in mathematics
 - Three (3) credit hours in statistics
 - Six (6) credit hours in the behavioral and/or social sciences (a course in child growth and development must be included)
 - Fifteen (15) credit hours in the basic human communication processes: (anatomy of the speech & hearing mechanism, phonetics, normal development of speech and language, speech science, hearing science. If speech and hearing science were taken as one course, a course in another normal communication process is required). The grades in these courses are weighted heavily.

General Requirements for Program Completion:

- A. The minimum requirement for a master's degree in speech-language pathology is fifty-five (55) semester hours of credit.
- B. A maximum of twelve (12) graduate credits of "B-" or above taken within two (2) years of the term of admission, at an CAA accredited institution, may be accepted toward the graduate degree.
- C. Courses are taught in the afternoon, late afternoon and evening. A maximum load is four courses per semester and takes at least two full years including summers to complete. A three course per semester load takes two and one-half years to complete. A two course per semester program would take at least three 1/2 years. A grade point average of 3.0 is required to remain in the program and to earn the degree. Courses with a grade of C+ or below must be repeated.
- D. All work for the degree must be completed within a period of six years.
- E. 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 College.

Curriculum Requirements for a Master of Science Degree in Speech-Language Pathology

A. Course Requirements:

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

B. 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.

C. Written Comprehensive Examination:

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

Communication Disorders Courses**CD 910 Speech/Language Development, Differences and Disorders**

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

3 credits.

CD 920 Articulation and Phonological Disorders

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

3 credits.

CD 921 Language Disorders in Children

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

3 credits.

CD 922 Language Disorders in Adults

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

3 credits.

CD 923 Fluency Disorders

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

3 credits.

CD 924 Voice Disorders

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

3 credits.

CD 925 Motor Speech Disorders

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

3 credits.

CD 926 Reading and Writing Disabilities

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

2 credits.

CD 927 Audiology

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

3 credits.

CD 928 Aural Rehabilitation

Prerequisite: CD 927

Evaluation and management of hearing related communication difficulties across the lifespan, including amplification, speech-perception-and communication training, speech-language therapy, and counseling.

3 credits.

CD 929 Dysphagia

Study of the anatomy/physiology of the swallowing mechanism, the etiology of its disorders, and the assessment and management of patients with various diseases/injuries causing these disorders.

3 credits.

CD 940 Evaluation and Diagnosis in Speech-Language Pathology

Prerequisites: CD 920, CD 921 or CD 922

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

3 credits.

CD 946 Organization of Speech Language Programs in Schools

Prerequisites: CD 920, CD 921

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

1 credit.

CD 947 Augmentative/Alternative Communication

1 credit.

CD 950 Cognitive Aspects of Communication

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

2 credits.

CD 970 Independent Study in Communication Sciences and Disorders

Prerequisite: Accepted into the Graduate Speech-Language Pathology Program

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

1-3 credits.

CD 980 Research in Communication Sciences and Disorders

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

Principals of research in communication sciences and disorders including ethics, methodology, design, statistics, evaluation and research writing.

3 credits.

CD 987 Special Topics in Communication Sciences and Disorders

Prerequisites: CD 920, CD 921, CD 922

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

1-3 credits.

CD 990 Speech-Language-Hearing Practicum: College Clinic

Prerequisites: CD 920, CD 921 or CD 922

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

3 credits.

CD 991 Speech-Language-Hearing Practicum: Externships

Prerequisites: CD 920, CD 921, CD 922, CD 927, CD 940, CD 946, CD 990

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

3 credits.

CD 993 Clinical Practicum in Audiology

Prerequisite: CD 927

Supervised clinical experience in the evaluation of the hearing impaired. (Enrollment is limited and requires written permission of the department.)

2-3 credits.

CD 997 Thesis Research in Communication Disorders

Prerequisite: CD 980

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

3 credits per semester for two semesters.

MASTER OF OCCUPATIONAL THERAPY

Program Coordinator: Dr. Margaret D. Hart, Ph.D., OTR/L

Phone: 508- 929-8785

Email: Margaret.Hart@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 Council at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, Maryland 20824-1220 or (301) 652-2682.)

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 College is recognized by the World Federation of Occupational Therapists (www.wfot.org).

Requirements of the Program

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

Prerequisites for Entry

- A baccalaureate degree in a related field with a cumulative grade point average of 2.75.
- Scores on the verbal, quantitative and writing sections of the GREs
- Grades of B– or better in the following courses. Please note, prerequisite course syllabi may be requested for review by the coordinator.

Introduction to Psychology
Child Growth and Development
Psychology of Aging or related course
Sociology, Anthropology, Economics, Urban Studies (6 credits)
Human Anatomy and Physiology I & II, with labs (8 Credits)
Statistics I

1st Year Summer I

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|--------|--|-----------|
| OT 101 | Intro to Occupational Studies of Wellness/Disability | 3 Credits |
| BI 315 | Neuroscience | 4 Credits |

1st Year Summer II

| | | |
|--------|--|-----------|
| OT 102 | Occupational Studies of Wellness/Disability Groups | 3 Credits |
| BI 271 | Kinesiology | 3 Credits |
| OT 211 | Kinesiology Lab | 1 Credit |

1st Year Fall Semester

| | | |
|--------|---|-----------|
| OT 203 | Occupational Therapy Theories | 3 Credits |
| OT 301 | Psychosocial Wellness/Disability | 2 Credits |
| OT 302 | Psychosocial Therapeutic Approaches | 2 Credits |
| OT 304 | Psychosocial Therapeutic Approaches Lab | 2 Credits |

1st Year Spring Semester

| | | |
|--------|--|-----------|
| OT 312 | Physiological Wellness/Disability | 2 Credits |
| OT 313 | Physiological Therapeutic Approaches | 2 Credits |
| OT 318 | Physiological Therapeutic Approaches Lab | 2 Credits |
| OT 317 | Research I | 3 Credits |

2nd Year Fall Semester

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

2nd Year Spring Semester

| | | |
|--------|---|-----------|
| OT 421 | Occupational Performance & Context for Children/Adolescents | 2 Credits |
| OT 423 | Therapeutic Approaches Lab for Children/Adolescents | 2 Credits |
| OT 424 | Assistive Technology II | 3 Credits |
| OT 426 | Organizational & Professional Issues | 3 Credits |
| OT 427 | Therapeutic Approaches for Children/Adolescents | 2 Credits |
| OT 928 | Thesis Seminar I | 3 Credits |
| OT 933 | Assessment and Evaluation Across the Lifespan | 3 Credits |

3rd Year Summer Semester

| | | |
|--------|----------------------|-----------|
| OT 903 | Clinical Reasoning I | 3 Credits |
| OT 908 | Community Health | 3 Credits |
| OT 929 | Thesis Seminar II | 3 Credits |

3rd Year Fall Semester

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

3rd Year Spring Semester

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

Occupational Therapy Courses

OT 101 Introduction to Occupational Studies of Wellness/Disability

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

3 credits

OT 102 Occupational Studies of Wellness/Disability Groups

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

3 credits

OT 203 Occupational Therapy Theories

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

3 credits

OT 211 Kinesiology Lab

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

1 credit

OT 301 Psychosocial Wellness/Disability

Concurrent with OT 302 and OT 304

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

2 credits

OT 302 Psychosocial Therapeutic Approaches

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

2 credits

OT 304 Psychosocial Therapeutic Approaches Lab

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

2 credits

OT 312 Physiological Wellness/ Disability

Concurrent with OT 313 and OT 318

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

2 credits

OT 313 Physiological Therapeutic Approaches

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

2 credits

OT 317 Research I

Prerequisite: MA 150 or PS 275

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

3 credits

OT 318 Physiological Therapeutic Approaches Lab

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

2 credits

OT 401 Occupational Performance & Context for Elders

Concurrent with OT 402, OT 403 and OT 404

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

2 credits

OT 402 Therapeutic Approaches for Elders

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

2 credits

OT 403 Therapeutic Approaches Lab for Elders

Experiential learning with assessments and intervention approaches for elders. Includes Fieldwork 1 experience in various sites off campus.

2 credits

OT 404 Assistive Technology I

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

3 credits

OT 407 Research II

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

3 credits

OT 411 Occupational Therapy International Service Learning Experience

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

3 credits.

OT 421 Occupational Performance & Context for Children/Adolescents

Concurrent with OT 423, OT 424 and OT 427

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

2 credits

OT 423 Therapeutic Approaches Lab for Children/Adolescents

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

2 credits

OT 424 Assistive Technology II

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

3 credits

OT 426 Organizational & Professional Issues I

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

3 credits

OT 427 Therapeutic Approaches for Children/Adolescents

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

2 credits

OT 903 Clinical Reasoning I

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

3 credits.

OT 905 Clinical Reasoning II

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

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

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

3 credits.

OT 928 Thesis Seminar I

Seminar focusing on the development of thesis proposals.

3 credits.

OT 929 Thesis Seminar II

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 & Professional Issues II

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

3 credits.

OT 932 Specialty Fieldwork II

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

3 credits.

OT 933 Assessment and Evaluation Across the Lifespan

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

3 credits.

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

Program Coordinator: Dr. Caroline Chiccarelli

Phone: 508-929-8967

Email: cchiccarelli@worcester.edu

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

- Biology
- Chemistry
- Earth Science
- English
- General Science (5-8)
- History
- Mathematics
- Political Science/Political Philosophy
- Spanish (5-12)

Admissions Requirements

One of the requirements for an initial license is demonstrated knowledge in the content area. 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. A preliminary license in the desired content area or a passing score on the Massachusetts Tests for Educator Licensure (MTEL) in the content area is also acceptable for admission to the program if a candidate holds a bachelor's degree in the Arts and Sciences or an inter-disciplinary major.

In addition to the content area MTEL, candidates for this program must also pass the Communication and Literacy Skills test.

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

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

Coursework

Courses in this program prepare middle and secondary school teachers to demonstrate competency in the five professional standards for teachers as defined by the Massachusetts Department of Elementary and Secondary Education. These are: planning curriculum and instruction, delivering effective instruction, classroom management, promoting equity, and meeting professional responsibilities. Each course addresses specific standards, while the entire program prepares candidates for the challenges of responding to the needs and developmental characteristics of middle and secondary school students.

This program also has a field-based component: 75 hours of pre-practicum fieldwork involving guided school observation, and a practicum (student teaching) experience of 300 clock hours in a middle or secondary school classroom under the supervision of a teacher and a college faculty

member. The 75 hours of pre-practicum fieldwork is completed over three pre-practicum courses. The practicum/student teaching experience is a full semester-long experience. The practicum can be completed at the candidate's school where he/she is employed as the practicing teacher of record. A seminar course is offered concurrently with the teaching practicum to provide students the opportunity for reflection and shared experiences.

It is recommended that the courses in the program be taken in sequence.

Secondary School Program Requirements:

Stage 1

| | | |
|--------|--|-----------|
| ED 949 | American Education Context or Influences (pre-practicum course*) | 3 credits |
| ED 973 | Instructional Design and Evaluation (pre-practicum course*) | 3 credits |
| ED 901 | Using Technology in the Classroom | 3 credits |

Stage 2

| | | |
|------------------------------------|---|-----------|
| ED 976 | Teaching to Diversity: Methods and Materials (pre-practicum course*) | 3 credits |
| ES 925** | Inclusive Settings: Learning Strategies and Management Techniques (5-12) | 3 credits |
| **(pre-requisite course of ED 949) | | |

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

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

Minimum Graduate GPA of 3.0
Total 23 credits

***25 hours of classroom observation required**

Middle School Program Requirements:

Stage 1

| | | |
|--------|--|-----------|
| ED 949 | American Education Context or Influences (pre-practicum course*) | 3 credits |
| ED 957 | Instructional Design and Evaluation (pre-practicum course*) | 3 credits |
| ED 901 | Using Technology in the Classroom | 3 credits |

Stage 2

| | | |
|-----------------------------------|---|-----------|
| ED 969 | Teaching to Diversity: Methods and Materials (pre-practicum course*) | 3 credits |
| ES 925** | Inclusive Settings: Learning Strategies and Management Techniques (5-12) | 3 credits |
| **(prerequisite course of ED 949) | | |

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

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

Minimum Graduate GPA of 3.0
Total 23 credits

***25 hours of classroom observation required**

To access the Graduate application please go to
<https://applyweb.com/apply/worcest.menu.html>

MA Dept of Elementary and Secondary Education information:

www.doe.mass.edu

www.mtel.nesinc.com

<http://www.worcester.edu/EducationDept/Shared%20Documents/Licensure.aspx> (*standards*)

POST-BACCALAUREATE CERTIFICATE PROGRAM FOR INITIAL TEACHER LICENSE IN MODERATE SPECIAL NEEDS

Program Coordinator: Dr. Sue Fan Foo

Phone: 508 929-8071

Email: sfoo@worchester.edu

If you want more general information regarding becoming a licensed teacher in Massachusetts please copy and paste the address below into your internet browser:

<http://worchester.edu/Graduate/Shared%20Documents/graduateteacherlicensure.aspx>

This program leading to an initial licensure in Moderate Special Needs (P-8 or 5-12), is an 18 credit, non-degree program. It consists of 15 credits of course work and a full time, three-credit practicum or practicum equivalent. The program is designed so that candidates may complete it in a one-year period while working in a school setting.

Candidates begin by taking **ED 921** Developmental Patterns of Children with Special Needs as a pre-requisite before taking the other courses. Students must complete **ED 923** Development and Implementation of an Individualized Education Program, **ED 922** Analysis and Interpretation of Behavior and Learning Environments, **ED 924** Strategies for Assessing and Teaching Students with Moderate Special Needs prior to doing the student teaching practicum and seminar. Extensive pre-practicum experiences are built into these courses, as students work individually or in groups with children with and without disabilities in regular and/or special education setting. Emphasis is placed on techniques to teach reading, writing, language arts, and mathematics, as well as techniques for including students with special needs in general education settings.

In the final phase of the initial licensure program, candidates take **ED 926** Curriculum Development and Instructional Techniques, and complete a full semester practicum experience **ED 928** Practicum for the Moderate Special Needs Teacher that meets guidelines outlined in the Massachusetts Department of Education licensure regulations.

To access the online application and admission requirements please go to:

<http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

MASTER OF EDUCATION—EARLY CHILDHOOD EDUCATION

Early Childhood Graduate Coordinator: Dr. Carol Donnelly

Phone: 508 929-8667

Email: cdonnelly@worcester.edu

There are two tracks within the program.

1. The **Professional License Track** is a Master's Degree program designed for those who possess the Initial License or its equivalent. This track fulfills the full licensure requirements set by the Massachusetts Department of Education for a teacher of Early Childhood Education (P-2) and leads toward the Professional Teaching License.
(34 credits total)

Prerequisites: Initial License or its equivalent in Early Childhood Education

The program consists of the following courses:

I. Core requirements: (Required of all students – 10 credits)

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

II. Core Content Courses: (Required of all students, except for those who can demonstrate recent mastery of the content area. With the approval of the program coordinator, those students must document mastery and may elect higher level or alternate courses. – 12 credits)

| | | |
|--------|--|-----------|
| ED 920 | Cognitive/Affective Learning for Typical and Atypical Children | 3 credits |
| CD 910 | Speech/Language Development, Differences, Diversity | 3 credits |
| EE 911 | Early Literacy for Young Children | 3 credits |
| EE 912 | Young Children and Inclusive Early Childhood Practices | 3 credits |

III. Content across the curriculum courses: (Students must elect a minimum of three of these courses, which have been developed and/or taught in conjunction with liberal arts and sciences faculty members. Students may choose to elect graduate level courses in the content areas which they teach: English, Mathematics, Science, History, Fine Art, or Reading – 9 credits)

| | | |
|--------|---|-----------|
| EE 900 | Literature for Young Children | 3 credits |
| EE 903 | Language Arts in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials | 3 credits |
| EE 904 | Exploring Science in Early Childhood Education | 3 credits |
| EE 913 | Social Studies in Early Childhood: Content, Curriculum, Evaluation, Methods and Materials | 3 credits |
| EE 916 | Mathematics in early Childhood: Content, Curriculum, Evaluation, Methods and Materials | 3 credits |
| EE 917 | The Fine Arts in early Childhood: Content, Curriculum, Evaluation, Methods and Materials | 3 credits |

IV. Electives 3 credits

Students may select additional content across the curriculum courses or may select two courses from electives offered by the department. Students may elect an area of focus by choosing electives and completing their research projects in a specific area.

Total 34 credits.

2. The **Professional Development (Non-Licensure) Track** is designed for students who wish to enhance competence within an existing career in preschool, early intervention, nursery school, day care, kindergarten, or first through second grade.

Prerequisites: General Admission Requirements located at:

<http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

The program consists of the following courses:

| | | |
|--------|--|-----------|
| ED 981 | Advanced Foundations of Education | 3 credits |
| ED 982 | Research in Education | 3 credits |
| ED 993 | Seminar: Research in Content Concentration | 3 credits |
| ED 992 | Portfolio Evaluation | 1 credit |
| ED 920 | Cognitive and Affective Learning for Typical and Atypical Children | 3 credits |
| EE 912 | Young Children and Inclusive Early Education Practices | 3 credits |
| CD 910 | Speech and Language Development | 3 credits |
| EE 911 | Early Literacy for Young Children | 3 credits |

Electives 12 credits

Total 34 credits

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

MASTER OF EDUCATION—ELEMENTARY EDUCATION

Elementary Education Graduate Coordinator: Dr. Elaine Tateronis

Phone: 508-929-8823

Email: etateronis@worcester.edu

The degree of Master of Education, Concentration in Elementary Education, is designed for those professionals focusing on children from grade 1 through 6. There are two tracks within the program.

1. The **Professional Licensure Track** is designed for students who possess an Initial License or its equivalent in Elementary Education.

Prerequisites: Initial License or its equivalent in Elementary Education (1-6)

I. Core requirements: (Required of all students – 10 credits)

| | | |
|--------|-----------------------------------|-----------|
| ED 981 | Advanced Foundations of Education | 3 credits |
| ED 982 | Research in Education | 3 credits |

The following two courses are to be taken as the last two courses of the program:

| | | |
|--------|--|-----------|
| ED 993 | Seminar: Research in Content Concentration | 3 credits |
| ED 992 | Portfolio Evaluation (to be taken last) | 1 credit |

II. Core Content Courses: (15 credits)

| | | |
|--------|---|-----------|
| EL 906 | Contemporary Curriculum and Instruction for Elementary School | 3 credits |
| EL 907 | Assessing Teaching and Learning in Elementary Education | 3 credits |
| ED 927 | Inclusive Settings: Learning Strategies and Management techniques | 3 credits |

Choose two classes total from the following four: (6 credits)

| | | |
|--------|---|-----------|
| ED 917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in Middle and Upper Grades | 3 credits |
|--------|---|-----------|

OR

| | | |
|--------|---|-----------|
| EE 915 | Detection and Remediation of Early Reading Difficulties | 3 credits |
|--------|---|-----------|

AND ONE OF THE FOLLOWING

| | | |
|--------|---|-----------|
| ED 911 | Advanced Foundations of Reading (recommended for Math Concentrations) | 3 credits |
|--------|---|-----------|

OR

| | | |
|--------|---------------------------------------|-----------|
| ED 914 | Teaching Reading in the Content Areas | 3 credits |
|--------|---------------------------------------|-----------|

III. Content Strands: (9 credits)

Three (3) electives from one of the following content areas with the consent of the Program Coordinator. Content electives may be taken in various arts/sciences departments or through the education department.

- I. Literacy (Reading/Language Arts/ Literature)
- II. Science/Math/Technology
- III. Social Studies/Fine Arts/Health
- IV. Mathematics Education

Total 34 credits.

2. The **Professional Development (Non-Licensure)** Track is designed for individuals who already possess Professional Licensure or its equivalent, have more than three years experience and/or those who do not wish Licensure in the State of Massachusetts. Individuals must possess a strong academic background preferably with evidence of post baccalaureate coursework.

Prerequisite: General Admission Requirements

The program consists of the following courses

| | | |
|--------|---|-----------|
| ED 981 | Advanced Foundations of Education | 3 credits |
| ED 982 | Research in Education | 3 credits |
| EL 906 | Contemporary Curriculum and Instruction for Elementary Education | 3 credits |
| EL 907 | Assessing Teaching and Learning in Elementary Education | 3 credits |
| ED 927 | Inclusive Settings: Learning Strategies and Management Techniques | 3 credits |
| ED 917 | Diagnosis, Analysis, and Remediation of Reading Difficulties in Middle and Upper Grades | 3 credits |

OR

| | | |
|--------|---|-----------|
| EE 915 | Detection and Remediation of Early Reading Difficulties | 3 credits |
|--------|---|-----------|

Electives 12 credits

The following two courses are to be taken as the last two courses of the program:

| | | |
|--------|--|-----------|
| ED 993 | Seminar: Research in Content Concentration | 3 credits |
| ED 992 | Portfolio Evaluation | 1 credit |

Students meet with the coordinator of the graduate elementary education program and set goals for their elective program. In conjunction with the coordinator each student then selects appropriate electives designed to meet their individual and professional goals. The core requirements remain the same for this program.

There are a total of twelve. (12) elective credits.

Total 34 credits

To see admission requirements for graduate school at Worcester State please go to:

<http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

MASTER OF EDUCATION IN MIDDLE OR SECONDARY EDUCATION

Graduate Program Coordinator: Prof. Caroline Chiccarelli, PhD

Phone: 508-929-8967

Email: cchiccarelli@worchester.edu

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

1. Professional Licensure Track I:

The Master of Education in Middle or Secondary Education for Professional Licensure (content areas in Biology, English, History, Spanish) has been designed to reflect the most current Massachusetts Department of Elementary and Secondary Education (DESE) "Regulations for Educational Licensure," particularly the aspects dealing with the provision for more content knowledge. The College's Department of Education, in collaboration with the relevant departments in the Liberal Arts & Sciences that provide the content area courses, prepares students for Professional licensure at the Middle (grades 5-8) and Secondary (grades 8-12) school levels in Biology*, English*, History*, Spanish*.

Admissions Requirements:

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

- 1) Possession of an Initial license in middle school education (grades 5-8) or secondary school license (grades 8-12) from the Commonwealth of Massachusetts in the relevant field of licensure;
- 2) Evidence of an undergraduate or graduate course in Adolescent Developmental/ Psychology with a minimum grade of B; or CLEP exam in Human Growth & Development (score of 50+).

Program of Study:

This program consists of thirteen (13) courses for a total of thirty-seven (37) credits. Six of the courses (18 credits) are in education, while six (18 credits) are in the specified content field of licensure. The remaining one credit is awarded for completing a program portfolio encompassing both content and pedagogy, and demonstrating how students have successfully attained the state standards for Professional licensure.

CORE requirements:

| | |
|------------|--|
| ED 981 | Advanced Foundations of Education (3 cr) |
| ED 958/974 | Curriculum Development: Middle/ Secondary Schools (3 cr) |
| ED 959/975 | Assessment & Classroom Management (3 cr) |
| ED 963 | Understanding/Teaching of Culture (3 cr) |

Content area requirements:

18 graduate credits (6 courses) - from the following areas: **Biology; English; History; Spanish***

Advanced Education and Thesis Requirements:

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

Students have the option of choosing a thesis research topic in education or in their content area.

*Educator Preparation Program approved by DESE

2. **Non- Licensure Track II:**

The Master of Education in Middle or Secondary Education for Non-Licensure has been designed to provide students with pedagogical study combined with a practical knowledge base to deal with school issues in today's society. Although this track is not an approved road to professional licensure, students may - with approval from DESE – utilize this program for their personal and professional career goals.

Admissions Requirements:

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

- 1) Possession of an Initial license in middle school education (grades 5-8) or secondary school license (grades 8-12) from the Commonwealth of Massachusetts in the relevant field of licensure;
- 2) Evidence of an undergraduate or graduate course in Adolescent Developmental/ Psychology with a minimum grade of B; or CLEP exam in Human Growth & Development (score of 50+).

Program of Study:

This program consists of thirteen (13) courses for a total of thirty-seven (37) credits. Six of the courses (18 credits) are in education, while six (18 credits) are in the specified content field of licensure. The remaining one credit is awarded for completing a program portfolio encompassing both content and pedagogy, and demonstrating how students have successfully attained the state standards for Professional licensure.

CORE requirements:

| | |
|------------|--|
| ED 981 | Advanced Foundations of Education (3 cr) |
| ED 958/974 | Curriculum Development: Middle/ Secondary Schools (3 cr) |
| ED 959/975 | Assessment & Classroom Management (3 cr) |
| ED 963 | Understanding/Teaching of Culture (3 cr) |

Content area requirements:

18 graduate credits (6 courses in content/ancillary cognate area chosen with approval from the program coordinator)

Advanced Education and Thesis Requirements:

ED 982 Research in Education (3 cr)

ED 994 Thesis Seminar (3 cr)

ES 926 Portfolio Evaluation (1 cr)

Students have the option of choosing a thesis research topic in education or in their content area.

*Educator Preparation Program approved by DESE

MASTER OF EDUCATION IN PROFESSIONAL DEVELOPMENT (NON-LICENSURE) TRACK:

This program is designed for those students who wish to pursue a Masters Degree in Education but who do not wish Licensure in Massachusetts. It stresses educational contexts, and allows for student's professional interests through a variety of electives in content or pedagogy.

Admissions Requirements:

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

1. Hold a Bachelors Degree from a regionally accredited Institution or from a c=recognized foreign institution of higher education;
2. Have an undergraduate GPA of 2.75 or higher.

PROGRAM OF STUDY:

I. Core Requirements:

- ED 981 Advanced Foundations of Education (3 cr)
- ED 982 Research Methods in Education (3 cr)
- EA 923 Educational Law for the Administrator (3 cr)
- ED 994 Thesis Seminar** (3 cr)

II. Elective Requirements:

- 1 Course in Educational Administration (3 cr)
- 1 Course in Curriculum Development (3 cr)
- 1 Course in Educational Technology (3 cr)
- 1 Course in Assessment (3 cr)
- 12 credits in electives – either Education or content area courses
- Total: 36 credits

** Students have the option of choosing a thesis research topic in education or in a related area.

MASTER OF EDUCATION—MODERATE SPECIAL NEEDS

Program Coordinator: Dr. Sue Fan Foo

Phone: (508) 929-8071

Email: sfoo@worchester.edu

Admission Requirements:

Candidates for the M.Ed. with a concentration in Moderate Special Needs (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 College.

<http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

In addition, candidate must possess an Initial license as a Teacher of Students with Moderate Special Needs from the Commonwealth of Massachusetts.

Worcester State College's Special Education Master Program is a 37 credit program, consisting of twelve three credit courses and a one credit portfolio course in which students compile a portfolio which documents their growth in mastery of content and pedagogical standards beyond the initial license.

The courses in the M.Ed. with a concentration in Moderate Special Education (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 to 10 credits. Completion of these courses assures that students have acquired graduate level knowledge and skills in the foundation of education, and in the interpretation, planning, and implementation of educational research.

Core M.Ed. Requirements:

| | | |
|--------|---|-----------|
| ED 981 | Advanced Foundations of Education | 3 credits |
| ED 982 | Research in Education | 3 credits |
| ED 923 | Development and Implementation of an Individual Educational Program | 3 credits |
| ED 992 | Portfolio Evaluation | 1 credit |

Two of the courses, ED 981 Advanced Foundations of Education and ED 982 Research in Education, should be taken during the first half of the program while ED 993 Seminar: Research in Content Concentration and ED 992 Portfolio Evaluation are taken at the end of the program. The Research in Education course provides the foundation for the Seminar: Research in content concentration, focusing the candidates' attention on good research design and potential research topics. The students complete their final action research paper in the seminar course.

The Portfolio Evaluation course is taken during the last semester of the program. During this course, candidates compile a program portfolio to demonstrate that they have successfully attained the state standards leading to Professional licensure.

In addition to the core M.Ed. requirements, students seeking Professional licensure take a number of courses which are either graduate courses in the Arts and Sciences departments or are "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 masters' degree in that discipline or have a full time faculty position in that discipline in the arts or sciences or appropriate professional school other than education."

| | | |
|--------|---|-------------|
| CD910 | Speech/Language Development, Differences, Diversity | (3 credits) |
| ED 914 | Teaching Reading in the Content Areas | (3 credits) |
| ES 923 | Mathematics Assessment and Instruction for Diverse Learners in Elementary and Middle School | (3 credits) |

- ED 951 Integrating Language Arts and Social Studies in the
Elementary/Middle Schools (3 credits)
- ED 953 Integrating Science and mathematics in the
Elementary/Middle Schools (3 credits)
- ED 917 Diagnosis and Remediation of Reading Difficulties in the
Middle and Upper Grades (3 credits)

OR

- EE 915 Detection and Remediation of Early Reading Difficulties (3 credits)

In addition, students are required to take one additional advanced course in pedagogy.

- ED 925 Communication and Interpersonal Skills (3 credits)

Students seeking Professional Licensure will require advice from the program coordinator.

MASTER OF EDUCATION—READING

Reading Graduate Coordinator: Dr. Margaret Pray Bouchard

Phone: 508-929-8840

Email: mbouchard@worchester.edu

Admission Requirements:

<http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

In addition:

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

Course of Study:

The Reading Specialist program at Worcester State College meets the needs of candidates seeking initial licensure as a reading specialist and Professional licensure in elementary education or early childhood education. The program is offered as a Master of Education program, and persons completing the program qualify for that degree as well as for Massachusetts state licensure as a reading specialist (all levels).

Three tracks have been designed in the program in recognition of the varied prior qualifications of educators seeking licensure as a Reading Specialist:

- The **New Field/New Licensure Type (Track 1)** is appropriate for entrants holding initial licensure in elementary or early childhood education, and who are seeking professional licensure in elementary or early childhood education along with initial licensure as a Reading Specialist.
- The **New Field with a Master's degree program (Track 2)** is designed for persons who have an initial license in a field other than elementary or early childhood education, or a Professional license, and who are seeking initial licensure as a reading specialist.
- The **New Field/Non-degree program (Track 3)** is designed for candidates who have both a minimum of an initial license in another field and are seeking Initial license as a reading specialist.

In all three tracks, candidates progress through the program by completing a series of courses that build knowledge and application in general educational areas and in topics related to the knowledge standards for reading specialist licensure, progressively leading to more advanced and specialized reading courses. Students are advised to meet with the Reading graduate coordinator before beginning their program. Two other courses also required by other M.Ed. programs, ED 920 and CD 910, are required courses for the reading program because they provide important information regarding at-risk-student populations. Students receive the Graduate Reading Handbook upon entering the 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 involves developing a sound research, theoretical foundation upon which to base practice. Courses within the program build knowledge and competence in language development, reading theory and instruction, and children with special needs. 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.

New Field/New Licensure Type (Professional licensure) Track:

The New Field/New Licensure Type Track is designed for licensed Elementary or Early Childhood teachers seeking Initial licensure in Reading. This track is appropriate only for educators who have Initial licensure in elementary education or in early childhood education and want to obtain Professional licensure in their current field along with Initial licensure as Reading Specialist.

To complete the program candidates must complete a 43 credit program, which includes 31 credits in specialized reading courses. Candidates must also complete a 150 hour practicum or practicum equivalent.

The program consists of the following courses:

| | | |
|--------|---|-----------|
| ED 981 | Advanced Foundations of Education | 3 credits |
| ED 920 | Cognitive & Affective Learning of Typical & Atypical Children | 3 credits |

One of the following assessment courses: 3 credits

| | | |
|--------|--|---------------------|
| EL 907 | Assessing Teaching & learning in Elementary Education or | |
| ED 959 | Assessment and Classroom Management in the Middle School or | |
| ED 975 | Assessment and Classroom Management in the Secondary School | |
| CD 910 | Speech/Language Development, Differences and Diversity | 3 credits or |
| ED 971 | ST: Reading and Language Disabilities | 3 credits |
| ED 911 | Advanced Foundations of Reading | 3 credits |
| ED 914 | Teaching Reading in the Content Area | 3 credits |
| ED 915 | Administration and Supervision of Reading Programs | 3 credits |
| ED 916 | Literature in the Classroom 3 credits or Author's Institute | 3 credits |
| EE 915 | Detection and Remediation of Early Reading Difficulties | 3 credits |
| ED 917 | Diagnosis, Analysis and Remediation of Reading Difficulties in the Middle or Upper Grades | 3 credits |
| ED 918 | Reading as Language | 3 credits |
| ED 919 | Reading Practicum/Practicum Equivalent | 3 credits |
| ED 982 | Research in Education | 3 credits |
| ED 983 | Theory and Research in Reading | 3 credits |
| ED 984 | Reading Portfolio | 1 credit |

Total credits 43 credits

New Field/Master's of Education Track:

The following Master of Education program is designed for persons who do not have a M.Ed., but who have an Initial license in a field other than elementary education or early childhood education, or a Professional license and who are seeking Initial licensure as a reading specialist.

To complete the program, candidates must complete a 40 credit program, which includes 31 credits in specialized reading courses. Candidates must also complete a 150 hour practicum or practicum equivalent.

The program consists of the following courses:

| | | |
|--------|---|-----------|
| ED 920 | Cognitive & Affective Learning of Typical & Atypical Children | 3 credits |
| CD 910 | Speech/Language Development, Differences and Diversity | 3 credits |
| ED 911 | Advanced Foundations of Reading | 3 credits |
| ED 914 | Teaching Reading in the Content Area | 3 credits |

| | | |
|---------------|---|------------|
| ED 916 | Literature in the Classroom | 3 credits |
| ED 918 | Reading as Language | 3 credits |
| ED 915 | Administration and Supervision of Reading Programs | 3 credits |
| EE 915 | Detection and Remediation of Early Reading Difficulties | 3 credits |
| ED 917 | Diagnosis, Analysis and Remediation of Reading Difficulties in the Middle or Upper Grades | 3 credits |
| ED 919 | Reading Practicum/Practicum Equivalent | 3 credits |
| ED 982 | Research in Education | 3 credits |
| ED 983 | Theory and Research in Reading | 3 credits |
| ED 984 | Reading Portfolio | 1 credit |
| Elective | | 3 credits |
| Total credits | | 40 credits |

New Field/Non-Degree Track:

The following program is designed for persons who have a minimum of an initial license in another field and are seeking Initial licensure as a reading specialist. This is a graduate level, non-degree program.

Candidates meet with the coordinator of the graduate reading program to set goals for their program and have the option to waive up to 3 courses already taken as a part of their M.Ed. program (the program must include a minimum of 18 credits). In conjunction with the coordinator, each candidate then selects appropriate electives to meet requirements for Initial licensure for Reading Specialist.

The program consists of the following courses:

| | | |
|--------|---|-----------|
| CD 910 | Speech/Language Development, Differences and Diversity | 3 credits |
| ED 911 | Advanced Foundations of Reading | 3 credits |
| ED 914 | Teaching Reading in the Content Area | 3 credits |
| ED 916 | Literature in the Classroom | 3 credits |
| ED 918 | Reading as Language | 3 credits |
| ED 915 | Administration and Supervision of Reading Programs | 3 credits |
| EE 915 | Detection and Remediation of Early Reading Difficulties | 3 credits |
| ED 917 | Diagnosis, Analysis and Remediation of Reading Difficulties in the Middle or Upper Grades | 3 credits |
| ED 919 | Reading Practicum/Practicum Equivalent | 3 credits |
| ED 984 | Reading Portfolio | 1 credit |

Total credits 28 credits

MASTER OF EDUCATION—CONCENTRATION IN SCHOOL LEADERSHIP AND ADMINISTRATION

Coordinator of Leadership Programs: Audrey E. Wright, Ed. D.

Phone: 508-929-8594

Email: awright1@worcester.edu

The School Leadership and Administration program is designed to prepare future school administrators for the complexities of the position within the dynamics of a rapidly changing society. The program is designed to meet Massachusetts Department of Education Initial Licensure requirements for Principals/Assistant Principals or Supervisors/ Directors. Initially students will enter the Post Baccalaureate program to gain initial licensure. Those who choose to complete a Master's Degree in School Leadership and Administration will need to complete three additional courses beyond the licensure requirements, and be admitted into the Master's Program. Students getting their first Master's degree must also take the Graduate Record Exam (GRE) or the Miller Analogy Test.

The demands of the typical school system and its administration require competencies in leadership relevant to curriculum and instruction, administration including fiscal management, equity, community and school relations, and the ability to be abreast of current research and laws which affect the educational community environment. Administrative leaders must possess knowledge that is dynamic and contemporary. The School Leadership (SLA) programs offer to the participant courses and experiences that will equip him/her with the skills and competencies necessary to become an effective educational leader and administrator.

Several courses are offered in a weekend format. Problem based learning and the use of case studies are often used.

Program description

The Master of Education program in School Leadership and Administration (SLA) is designed to meet the career needs of professionals who have earned an appropriate bachelor's degree and who wish to attain Initial licensure or greater competency as Principals/Assistant Principals or Supervisors/Directors.

A minimum of thirty-six graduate credits is required to complete the graduate program. Candidates select courses specific to the level for which they are seeking licensure (N-6, or 5-9, 9-12). Two Prerequisite courses must be completed before taking courses in the Core area. Courses in the Core must be completed prior to completing the two courses in the Culminating aspect of the program. The courses in the core vary depending upon whether you choose Option A or Option B. Two, three credit electives required for the Master's degree may be taken at any time within the program. While possible electives are suggested, students are free to choose others, which might better fit their background and the context in which they plan to work. These must be approved by your advisor.

The School Leadership and Administration program is designed to help graduates attain competency in the following five areas designated in the standards for effective school leaders: leadership, administration, equity, community relationships and professional responsibilities. Interstate School Leaders Licensure Consortium (ISLLC), a program of the Council of Chief State School Officers, has crafted model standards for school leaders that are also woven into this program.

These standards present a common core of knowledge, dispositions, and performances that will help link leadership more forcefully to productive schools and enhanced educational outcomes.

A supervised practicum of 300 clock hours is required at the level of licensure desired: A) EA 950 Elementary, B) EA 951 Middle School or C) EA 952 High School. Those seeking licensure as a supervisor/director must enroll in EA 953. The practicum experience must be done under the auspices of a person holding certification/licensure in the area the student is seeking licensure and the assigned university supervisor.

A final degree requirement for the Master's is the Capstone Course (EA929) in which students may choose to either develop a portfolio demonstrating competence in the five areas of leadership, administration, equity, community relationships, and professional responsibilities (2 credit hours); or, complete a thesis (93 credit hours). In either case, the student must demonstrate competency in both the theoretical and practical aspects of school leadership and administration.

Admission

In addition to the general graduate program admission requirements, applicants for the concentration in School Leadership and Administration must provide the following:

- Massachusetts license as a teacher at the initial or professional level.
- Two years of successful teaching experience (The presumption is students will have completed the three years of state required classroom teaching prior to completion of the program).
- Exhibit promise as an effective school Principal/Supervisor/Director
- Letters of reference that specifically focus on the applicant's ability to succeed as a principal, supervisor, or director.
- Bachelor's degree
- Pass the MTEL test for literacy

OR

- Proof of completion of at least three full years of employment in an executive management/leadership role This route can only be used for the on-campus program with the approval of the program coordinator. (Documentation required.)
- Exhibit promise as an effective school Principal/Supervisor/Director
- Letters of reference that specifically focus on the applicant's ability to succeed as a principal, supervisor, or director.
- Pass the MTEL test for literacy

Students who meet the above requirements will be provisionally admitted into the program. Full admission into the program is based upon successful completion of the prerequisite course (Foundations of Educational Administration and Research) with a B+ or higher. The Admissions Committee may also require a personal interview with the applicant. In such instances, the applicant is notified in writing of the decision of the committee. Final admission is granted by the Office of Graduate and Continuing Education after departmental recommendation is provided.

School districts participating in contracted SLA cohorts, select those students who will participate in these groups. However, the student must still submit and meet all of the above criteria in order to be admitted into the SLA program. Worcester State will not endorse any candidate who has not been fully admitted into the program, and completed a program of study.

Option A Principal/Assistant Principal

Sequence of courses:

Pre-requisites

| | | |
|--------|---|-----------|
| EA 912 | Foundations of Educational Administration | 3 credits |
| ED 982 | Research in Education | 3 credits |

Courses to complete before Clinical and Capstone experience

| | | |
|--------|--|-----------|
| EA 924 | Curriculum Development and Evaluation | 3 credits |
| EL 904 | Instructional leadership of the elem./ <u>OR</u> | 3 credits |
| ES 900 | Instructional leadership of the middle/secondary schools | |
| ED 961 | Educational supervision and evaluation | 3 credits |
| EA 918 | School, Community and Family relations | 3 credits |
| EA 923 | Law for administrators | 3 credits |
| EA 915 | School finance, management and administration | 3 credits |

Culminating experiences

| | | |
|--------|---|-----------|
| EA 950 | Practicum in elementary ed. admin. (300 hrs) <u>OR</u> | 4 credits |
| EA951 | Practicum (Middle School) <u>OR</u> | |
| EA952 | Practicum (High School) | |
| EA 929 | Capstone course | |
| | Portfolio | 2 credits |
| | <u>OR</u> | |
| | Thesis | 3 credits |

Electives (Need to be approved)

6 credits

(Suggested choices, but not limited to)

| | | |
|--------|--|--|
| EA 925 | Staff development: Theory and Practice | |
| EA 932 | Educational Personnel administration | |
| EA 931 | Administration of programs for children with Sp. Needs | |
| ED 925 | Communication and Interpersonal Skills for Ed. Leaders | |

Total required 36-37 credits**Option B Supervisor/Director**

Sequence of courses:

Pre-requisites

| | | |
|--------|---|-----------|
| EA 912 | Foundations of Educational Administration | 3 credits |
| ED 982 | Research in Education | 3 credits |

Courses to complete before Clinical and Capstone experience

| | | |
|--------|--|-----------|
| EA 924 | Curriculum Development and Evaluation | 3 credits |
| EL 904 | Instructional leadership of the elem. <u>OR</u> | 3 credits |
| ES 900 | Instructional leadership of the middle/secondary schools | |
| EA 925 | Staff development: Theory and Practice | 3 credits |
| ED 925 | Communication and Interpersonal Skills for Ed. Leaders | 3 credits |
| EA 923 | Law for administrators | 3 credits |
| EA 915 | School finance, management and administration | 3 credits |

Culminating experiences

| | | |
|--------|--|-----------|
| EA 953 | Practicum experience in supervision. (300 hrs) | 4 credits |
|--------|--|-----------|

| | | |
|--------|------------------------------|-----------|
| EA 929 | Capstone course Portfolio | 2 credits |
| | OR | |
| | Thesis | 3 credits |

Electives (Need to be approved) 6 credits

(Suggested choices, but not limited to)

| | |
|--------|--|
| EA 931 | Administration of programs for children with Sp. Needs |
| EA 932 | Educational Personnel administration |
| EA 918 | School, Community and Family relations |
| ED 924 | Program Development and Evaluation |
| ED 926 | Curriculum Development and Instructional Techniques |
| ED 951 | Integrating Language Arts and Social Studies in EI/Middle |
| ED 953 | Integrating Science and Mathematics in EI/Middle |
| ED 974 | Curriculum Development and Innovations (Secondary schools) |

Total required 36 -37 credits

MASTER OF ARTS IN ENGLISH

Program Coordinator: Dr. Ruth Haber

Phone: 508-929-8706

Email: rhaber@worchester.edu

In addition to the standard admission requirements set by Worcester State at: <http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx> 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 in English and/or American literature/rhetorical theory courses at an accredited institution of higher education. Applicants without undergraduate training in the English discipline are required 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 College prior to matriculation

Requirements of the Program

I. English Foundation courses

EN 901 Methods of Graduate Research: 3 credits

EN 902 Approaches to the Literary Experience: 3 credits

II. English Elective courses

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

III. Additional electives

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

IV. Thesis/Exam Option

Upon completion of their course work, candidates must successfully fulfill a last requirement in the form of either two substantial area examinations or a thesis. While the general focus of the examinations and the thesis must deal with literature and/or rhetoric, the individual student and his or her advisor together will decide on the specific subject(s) to be explored. Thesis option EN 999 is a 3-credit option.

Total credits: 36

Graduate English Courses

EN 900 History and Structure of the English Language

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

3 credits.

EN 901 Methods of Graduate Research

An introduction to graduate-level research and writing.

3 credits.

EN 902 Approaches to the Literary Experience

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

3 credits.

EN 903 Theory and Teaching of Writing

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

3 credits.

EN 905 Modern Rhetorical Theory

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

3 credits.

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

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

3 credits.

EN 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 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 912 Shakespeare

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

3 credits.

EN 925 Eighteenth-Century Novel

Explores the origins of the novel genre.

3 credits.

EN 931 Nineteenth-Century Novel

Explores British prose fiction of the nineteenth century.

3 credits.

EN 933 Romantic and Victorian Gothic

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

3 credits.

EN 934 The Romantics and the Victorians: 1798-1901

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

EN 935 Modern Drama

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

EN 941 Modern Poetry

A study of the major figures who shaped American and British poetry between 1910 and 1950.
3 credits.

EN 942 Three Modern Poets

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

EN 945 Contemporary Poetry

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

EN 950 The Romantic Flowering in American Literature

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

EN 952 Realism and Naturalism

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

EN 955 American Novel I

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

EN 956 Classical Mythology

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

EN 957 American Novel II

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

EN 958 Women in American Literature

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

EN 961 Film and Literature: Page and Screen

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

EN 995 Seminar

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

EN 998 Special Topics

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

EN 999 Thesis Research & Writing

Guided work relating to the student's thesis.
3 credits

MASTER OF EDUCATION—CONCENTRATION IN HEALTH EDUCATION

Program Coordinator: Dr. Nancy Brewer, CHES

Phone: 508-929-8838

Email: nbrewer@worcester.edu

To view the online application and graduate school requirements please go to:
<http://worcester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

- I. The Master of Education, Concentration in Health Education program is designed to enhance professional preparation of health educators by advancing their knowledge and skills in the processes of health education. Students with minimal background in the field may be encouraged to take additional courses as prerequisites. By itself, this program does not fulfill Massachusetts teacher certification requirements in Health.

Requirements of the Program (33 credits):

Required Courses (18 credits)

| | | |
|--------|--|-------------|
| ED 981 | Advanced Foundations of Education | (3 credits) |
| ED 982 | Research in Education | (3 credits) |
| HE 917 | Health Theory & Methods | (3 credits) |
| HE 919 | Program Planning Implementation and Evaluation | (3 credits) |
| ED 934 | Social and Behavioral Statistics | (3 credits) |
| ED 945 | Seminar in Health | (3 credits) |

- II. Elective Courses in Health (15 credits) selected with the advisor's assistance.
- III. Each candidate must pass either a comprehensive examination in health education or pass the Certified Health Education Specialist (CHES) exam. The CHES exam is sponsored by the National Commission for Health Education Credentialing, Inc. and is given twice a year. The Department Comprehensive Exam is given during the Fall and Spring semesters and requires a minimum of a B. The exam will be graded by the entire Health Science Faculty.

Graduate Education with a Concentration in Health Education Courses

HE 917 Health Theory and Methods

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

3 credits.

HE 918 Curriculum Development in Health

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

3 credits.

HE 919 Program Planning, Implementation and Evaluation

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

3 credits.

HE 922 Health Care Systems

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

3 credits.

HE 924 Education for Wellness

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

3 credits.

HE 925 Politics and Policies of Health Care

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

3 credits.

HE 930 Drugs, Alcohol, and Tobacco

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

3 credits.

HE 932 Advanced Nutrition

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

3 credits.

HE 934 Social and Behavioral Statistics

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

3 credits.

HE 935 Sexuality Education

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

3 credits.

HE 937 Women and Minority Health Issues

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

3 credits.

HE 940 Epidemiology

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

HE 942 Research Methods in Health

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

HE 943 Current Literature in Health

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

HE 944 Special Topics in Health

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

HE 945 Seminar in Health

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

HE 950 Independent Study in Health

Independent research project.
3 credits

MASTER OF ARTS IN HISTORY

Program Coordinator: Dr. Charlotte Haller

Phone: 508-929-8046

Email: challer1@worchester.edu

Admission Requirements:

General admission requirements for graduate study located at <http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx> together with 18 credits in undergraduate history including the following courses or their equivalents:

HI 103 & HI 104 World Civilization I and II

HI 111 & HI 112 US History I and II

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

Requirements of TRACK 1 (Exam):

I. Foundation courses

HI 910 The Study and Writing of History: 3 credits

II. History Elective courses

US History Electives: 9 credits

European History Electives: 9 credits

Non-US/non-European History Electives: 9 credits

III. Additional Electives

An additional 3 credits must be completed in History or another area.

Each candidate must also successfully complete a written comprehensive examination in History.

Total credits: 33

Requirements of TRACK 2 (Thesis):

I. Foundation courses

HI 910 The Study and Writing of History: 3 credits

HI 995 Thesis Option: 6 credits

II. History Elective courses

U.S. or World History graduate courses: 18 total credits

III. Additional Electives

Students must also complete 6 credits of electives in History or another area.

Total Credits: 33

Graduate History Courses

HI 910 The Study and Writing of History

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

HI 912 Industrial Revolution: Past, Present, Future

Prerequisite: Survey course in modern history

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

3 credits.

HI 914 The Gilded Age: 1865-1900

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

3 credits.

HI 915 Populism, Progressivism and Socialism in the US: 1877-1920

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

3 credits.

HI 918 The US and the Middle East

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

3 credits.

HI 920 Japan in the Twentieth Century

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

3 credits.

HI 922 US & Soviet Relations

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

3 credits.

HI 924 Selected Topics in US-East Asian Relations

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

3 credits..

HI 952 Russia in the Twentieth Century

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

3 credits.

HI 953 The Mind of Modern Russia

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

3 credits.

HI 970 China in the Twentieth Century

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

3 credits.

HI 990 Special Topics in History

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

3 credits.

HI 995 Thesis Option

Research and writing of thesis.

3 credits

MASTER OF ARTS IN SPANISH

Program Coordinator: Dr. Juan Orbe

Phone: 508-929-8704

Email: jorbe@worchester.edu

Admission Requirements:

1. **General admission requirements for the graduate school. These are located at: <http://worchester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>**
2. **B.A. in Spanish or related field and/or interview with faculty member.**

Curriculum:

I. Spanish Foundation Courses

SP 901 Advanced Study/Research Methods 3 credits

SP 994 Thesis Seminar or Comprehensive Exam (*in Spanish) 3 credits

II. Spanish Concentration Courses

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

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

III. Electives (6 credits)

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

Total 36 credits

Graduate Spanish Courses

SP 901 Advanced Study: Special Topics

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

3 credits.

SP 931 Spanish Civilization

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

3 credits.

SP 933 The Hispanic Presence in the United States

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

3 credits.

SP 935 Sociocultural Study of Latin America

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

3 credits.

SP 937 Projects and Issues in Spanish for the Professions

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

3 credits.

SP 942 Introduction to Latin American Literature I

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

3 credits.

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

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

3 credits.

SP 949 Spanish-American Literature

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

3 credits.

SP 955 Effective Teaching of a Foreign Language

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

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

3 credits.

SP 956 Theory and Practice of Translation

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

3 credits.

SP 957 Topics in the History of the Spanish Language

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

3 credits.

SP 994: Thesis Seminar or Comprehensive Exam (*In Spanish)

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

3 credits.

SP 997 Independent Study: Spanish

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

3 credits.

EDUCATION COURSE DESCRIPTIONS (GRADUATE)

EA 912 Foundations of Educational Administration

The purpose of this course is to provide individual students with an understanding of the theory and practical operation of public schools in the United States. An overview of the role of an administrator as described by the Massachusetts Department of Education will receive major emphasis. These include: leadership, administration, equity, community relationships, and professional responsibilities. The ISLLC standards will likewise be explored..

3 credits.

EA 915 School Finance, Management and Administration

Pre-requisite: EA 912

This course will explore the evolution of Public School Finance, Management and Administration. Emphasis will be on studying effective management strategies dealing with local school finance systems and its impact upon educational goals and objectives.

3 credits.

EA 918 School, Community and Family Relations

Pre-requisite: EA 912

This course is intended to equip the practicing school administrator with the techniques needed to deal with the long line of social challenges that affect children, families, communities and ultimately education. Emphasis will be placed on building collaborative relationships within and external to the educational setting that will ultimately benefit children.

3 credits.

EA 920 School Business Management and Administration

Pre-requisite: EA 912

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

3 credits.

EA 921 Fundamentals of School Finance

Pre-requisite: EA 912

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

3 credits.

EA 922 Public School Administration

Pre-requisite: EA 912

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

3 credits.

EA 923 Law for the Administrator

Pre-requisite: EA 912

An in-depth investigation of specific school laws and how they relate to the administration of a modern school system.

3 credits.

EA 924 Curriculum Development and Evaluation

Pre-requisite: EA 912

This course examines curriculum development from a theoretical and practical perspective with a focus on the administrator's role in facilitating constructive curriculum change. Curriculum development, implementation, alignment and evaluation will be included. MA state standards and assessment, NCLB, and models for curriculum change are discussed.

3 credits.

EA 925 Communication and Interpersonal Skills for Educational Leaders

Pre-requisite: EA 912

The following will be addressed: Organizational communication theories/scope, management communication practices, leadership roles, workplace politics, receiver relationships, problem-solving techniques; and, Interactions between parents, educators, and community members.

3 credits.

EA 927 School Plant and Development

Pre-requisite: EA 912

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

3 credits.

EA 929 Capstone Course

Pre-requisites: Completion of all core courses.

A course designed to help the professional synthesize and reflect on information gained from coursework, fieldwork, and practicum relevant to the MEd in School Leadership. There is a two credit portfolio assignment that reflects the expectations set forth by the state of Massachusetts for licensure as a principal/supervisor or a three credit thesis option set forth by the Education Department at Worcester State.

EA 931 Administration of Programs for Children with Special Needs

Pre-requisite: EA 912

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

3 credits.

EA 932 Educational Personnel Administration

Pre-requisite: EA 912

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

3 credits.

EA 933 Collective Bargaining Strategies

Pre-requisite: EA 912

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

3 credits.

EA 939 Action Research Project I**EA 940 Action Research Project II**

A two-semester course during which students will enroll for two consecutive semesters. During the two semesters students will meet both in large groups and individually in developing their action research projects.

3 credits per semester.

EA 941 Research Forum

2 credits

EA 942 Systems Analysis and Strategies for Institutional Change

3 credits

EA 950 Practicum Experience in Elementary Educational Administration

Pre-requisite: Completion of all core courses.

A 300-clock-hour practicum experience.

4 credits.

EA 951 Practicum Experience in Middle School Education Administration

Pre-requisite: Completion of all core courses.

A 300-clock-hour practicum experience.

4 credits.

EA 952 Practicum Experience in Secondary Education Administration

Pre-requisite: Completion of all core courses.

A 300-clock-hour practicum experience.

4 credits.

EA 953 Practicum Experience in Supervision

A 300-clock-hour clinical experience.

4 credits.

EA 961 Educational Supervision and Evaluation

3 credits.

ED 901 Using Technology in the Classroom

Today's students are adept at using the technologies as integral living tools. This course will examine the variety of techniques – including, the computer, web and software, film, TV, and other mass communications – and their applications in the classroom as learning tools. Discussions will center on the genres of technology appropriate for participants' grade levels, subject areas, and student population. Students will study computer capabilities, web research, electronic presentations, and explore software options and lesson planning. Visual literacy topics from moving and still images will be investigated as key teaching tools. Adaptive technologies will be profiled.

3 credits.

ED 909 Clinical

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 middle school education. The focus is on the application of research skills and the presentation of research products.

3 credits.

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

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

ED 911 Advanced Foundations of Reading

Prerequisite: A prior course in reading

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

ED 912 Psychology in Teaching Reading

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

ED 913 Differential Teaching of Reading

Stresses interrelationships of oral/written communication; investigates application of concepts, skills, and procedures for teaching literacy across a broad spectrum of student Needs. Pre-practicum experience.
3 credits.

ED 914 Teaching Reading in the Content Areas

Presents meaningful theory and related teaching strategies to aid pupils in reading and learning from their content area textbooks.
3 credits.

ED 915 Administration and Supervision of Reading Programs

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

ED 916 Literature in the Classroom

Introduces a balanced selection of literature and broadens the student's acquaintance with the exciting world of books from kindergarten through high school.
3 credits.

ED 917 Diagnosis, Analysis, and Remediation of Reading Difficulties in the Middle and Upper Grades

Prerequisite: ED 911, ED 914, EE 911

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

ED 918 Reading as Language

Explores the interrelationships of language and teaching reading and writing: includes developmental spelling, process writing, holistic theories of literacy, classroom applications.
3 credits.

ED 919 Reading Practicum/Internship

Candidate plans and implements the responsibilities of a Teacher of Reading in a field-based supervised setting.

1 to 3 credits.

ED 920 Cognitive/Affective Learning for Typical and Atypical Children

Prerequisite: ED 981

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

3 credits.

ED 921 Developmental Patterns of Children with Special Needs

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

3 credits.

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

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.

3 credits.

ED 923 Development and Implementation of an Individual Educational Program

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.

3 credits.

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

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

3 credits.

ED 925 Communication and Interpersonal Skills

Focuses on the theories and techniques of consultation.

3 credits.

ED 926 Curriculum Development and Instructional Techniques

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

3 credits.

ED 927 Inclusive Settings: Learning Strategies and Management Techniques (1-6)

This course addresses the learning and behavior needs of special learners and helps teachers to develop strategies and techniques that can be used to improve knowledge and skills of all students in inclusion settings. Managing classroom behavior to enhance teaching and learning will be a focus in this course.

3 credits.

ED 928 Practicum for the Moderate Special Needs Teacher

A field-based experience in which the student demonstrates competencies in the delivery of direct services: assessment procedures, educational planning, classroom management, curriculum development, and in-service education.

3 or 6 credits.

ED 936 Counseling the Adolescent

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

3 credits.

ED 939 Individual Intelligence Appraisal (WAIS-WISC)

Prerequisite: Introductory course in measurement

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

3 credits.

ED 941 Counseling the Elementary School Child

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

3 credits.

ED 949 American Education: Contexts and Influences

Examines the social and historical contexts of American schools, noting appropriate psychological principles, learning theories philosophies, political and demographic trends, and their influences on educational policies and classroom practices.

3 credits.

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

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

3 credits.

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

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

3 credits.

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

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

3 credits.

ED 954 The Nature and Needs of Young Adolescents

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

3 credits.

ED 956 The Middle School: History, Philosophy and Organization

Prerequisite: The three required core courses

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

3 credits.

ED 957 Instructional Design and Evaluation for Middle School Grades

Prerequisite: ED 949

Reviews relevant models of instruction and their application in middle school grades. Examines appropriate evaluation strategies and approaches designed to give students the ability to plan and implement overall assessment strategies, including alternative assessment and the use of technology in instruction and evaluation.

3 credits.

ED 958 Middle School Curriculum and Instruction: Strategies and Modification

Prerequisite: Completion of the core courses

Designed to give students the ability to design and present instruction in ways that are commensurate with the developmental needs and readiness of early adolescent learners. The issues of inclusion, cooperative learning, block scheduling, thematic, and integrated curriculum and interdisciplinary curriculum are examined

3 credits.

ED 959 Assessment and Classroom Management in The Middle School

Prerequisite: Completion of all core courses in the M.Ed. middle school concentration program

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

3 credits.

ED 960 Educational Law

An in-depth investigation of specific school laws and how they relate to the role of the teacher and administrator

3 credits.

ED 961 Educational Supervision and Evaluation

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

3 credits.

ED 963 The Understanding and Teaching of Culture

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

3 credits.

ED 964 Current Issues in Education

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

Variable credit.

ED 965 Principles of Curriculum Development

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

ED 968 Seminar in Curriculum and Instruction

Prerequisite: ED 965

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

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

Prerequisite: Completion of all core courses

Explores appropriate instructional strategies and school practices which promote equity pedagogy in middle school classes. Identifies basic manifestations of diversity in our society and classroom and considers relevant methods of building bridges between the learner and the curriculum through instructional adaptations.

3 credits.

ED 970 Workshop for Educators

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

Variable credit.

ED 971 Special Topics

In-depth exploration of contemporary educational topics or issues.

Variable credit.

ED 972 The Adolescent Learner: Needs and Characteristics

Examines the needs and characteristics of the adolescent learner and the corresponding implications for curriculum, instruction, classroom management and school organization.

3 credits.

ED 973 Instructional Design and Evaluation for Middle School Grades

Prerequisite: ED 949

Reviews relevant models of instruction and their application in secondary school grades. Examines appropriate evaluation strategies and approaches designed to give students the ability to plan and implement overall assessment strategies, including alternative assessment and the use of technology in instruction and evaluation.

3 credits.

ED 974 Curriculum Development and Innovations (Secondary School)

Draws upon extensive review of the literature on curriculum theory and models of instruction to examine relevant innovations in curriculum development and instructional delivery; noting their practical applications in Secondary

School classes.

3 credits.

ED 975 Assessment and Classroom Management in The Secondary School

Prerequisite: Completion of all core courses in the M.Ed. Secondary school program

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

3 credits.

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

Prerequisite: Completion of all core courses

Explores appropriate instructional strategies and school practices which promote equity pedagogy in secondary school classes. Identifies basic manifestations of diversity in our society and classrooms, and considers relevant methods of building bridges between the learner and the curriculum through instructional adaptation.

3 credits.

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

Prerequisite: Completion of the core courses

Examines contemporary issues and trends in middle and secondary school curriculum, instructional delivery, assessment, classroom management, and the use of technology.

3 credits.

ED 980 Independent Study in Education

An opportunity for further study in a special field of interest under faculty supervision.

3 credits.

ED 981 Advanced Foundations of Education

Explores historical, philosophical, psychological, legal, and cultural foundations for education and school practices. Sets the stage for philosophical and theoretical requirements in ED 992 Portfolio Evaluation.

3 credits.

ED 982 Research in Education

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

3 credits.

ED 983 Theory and Research in Reading

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

3 credits.

ED 984 Reading Portfolio

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 for students completing standard stage certification as a Teacher of Reading; 400 hours.

3 to 6 credits.

ED 987 Social, Political and Cultural Issues in Education

3 credits.

ED 988 Contemporary Education: Brain and Problem-based Learning

3 credits.

ED 989 Technology and Educational Leadership

3 credits.

ED 990 Independent Research in Education

Prerequisite: Matriculated Graduate Student

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

3 credits.

ED 992 Portfolio Evaluation

Prerequisite: All required license courses

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

1 credit.

ED 993 Seminar: Research in Content Concentration

Prerequisite: Completion of 24 graduate credits in Master's Program and completion of a minimum of 18 credits in the content area of concentration.

In-depth research course in the issues of childhood education. Students will conduct a formal study that seeks to investigate teaching and learning in the student's content strand of concentration.

3 credits.

ED 994 Thesis Seminar

Prerequisite: Completion of all core and required courses.

Students work with faculty advisor(s) to design, implement, and evaluate a formal study that seeks to investigate a significant issue, professional and content related in secondary school education.

The focus is on the application of

research skills and the presentation of research reports.

3 credits.

ED 995 Elementary Education Clinical Experience: Grades 1-6

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

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

5 credits.

ED 996 Research and Evaluation

Research and evaluation methods and designs; includes gathering and analyzing data, writing research, and making evaluation reports.

3 credits.

ED 997 Advanced Philosophical Foundations of Education

Examines the basic principles of some major philosophers and demonstrates their effect on contemporary educational theories in the western tradition.

3 credits.

ED 998 Advanced Psychological Foundations of Education

Analysis of major schools of psychology with attention to contemporary issues. Role of the educator in the learning process and application of psychological principles to specific classroom situations. 3 credits.

ED 999 Internship in Education

A 400-clock-hour internship in an area of professional education. 3, 6, or 12 credits.

EE 900 Literature for Young Children

Survey of quality literature appropriate for early childhood, development of programs in literature and effective storytelling procedures. 3 credits.

EE 901 ECE: Curriculum and Evaluation

Addresses design, implementation, evaluation of integrated, developmentally appropriate programs; evaluation of children's development and learning; curriculum content; play learning. 3 credits.

EE 902 Methods and Materials in Early Childhood Education

Focuses on activities designed to enable young children to use their abilities to the fullest. 3 credits.

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

Explores topics from MA English Language Arts Curriculum Frameworks. Addresses design, implementation, assessment of integrated, developmentally appropriate Language Arts programs. 3 credits.

EE 904 Exploring Science in Early Childhood Education

Uses MA Frameworks to develop and assess activities that foster learning and discovery. Connects science with literacy, mathematics, and social studies. 3 credits.

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

Multidisciplinary approach to the evaluation of children with special needs. 3 credits.

EE 906 Practicum In Early Childhood Education

An intensive supervised field experience involving daily interaction with young children of ages three to five. 3 credits.

EE 907 Intellectual Development in Early Education

Examines the intellectual levels of children based on current research including Piaget and others. 3 credits.

EE 908 Evaluation of the Young Child

Understanding and interpreting the results of psychological and educational tests of pre-school age children. 3 credits.

EE 909 Supervision and Administration in Early Childhood Education

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

3 credits.

EE 910 The Pre-School Child with Special Needs

Detection, evaluation, and remediation of learning disabilities in young children from three years.

3 credits.

EE 911 Early Literacy for Young Children

This course focuses on the skills and techniques for presenting readiness skills and teaching beginning reading to children.

3 credits.

EE 912 Young Children and Inclusive Early Childhood Practices

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

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

3 credits.

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

Explores topics from MA History and Social Studies Curriculum Frameworks. Addresses design, implementation, assessment of integrated, developmentally appropriate Social studies programs.

3 credits

EE 915 Detection and Remediation of Early Reading Difficulties

Prerequisite: A course in teaching reading to children

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

3 credits.

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

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

3 credits

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

Uses MA Frameworks to develop and assess activities fostering learning and creativity. Connects the arts with literacy and social studies.

3 credits

EE 919 Seminar in Early Childhood Education

Current issues and problems in the field of early childhood education.

3 credits.

EE 920 Independent Research in Early Childhood Education

For students wishing to pursue independent study in a specialized area of early childhood education.
3 credits.

EE 930 Environments and Programs for Infants and Toddlers

Prerequisite: Permission of Instructor

Designing developmentally appropriate programs for infants and toddlers, includes environment, play, curriculum, materials. Identification, intervention strategies for at risk infants/toddlers.
3 credits.

EE 931 Infant and Toddler Development and Care

Theory and research regarding typically developing and at risk infants/toddlers are studied. Caregiving procedures are addressed.
3 credits.

EE 950 Clinical Experience in Early Childhood Education: N (Infant, Toddler, Preschool) Level

Prerequisite: Permission of the Department

Supervised teaching experience at infant, toddler, preschool level. Involves planning, implementing, evaluating learning. Minimum 200 hours over a minimum 8 week period – 3 credits; 400 hours (entire semester) – 6 credits.

3 or 6 credits.

EE 952 Special Topics in Early Childhood Education

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

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

Prerequisite: Permission of the Department

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

3 to 6 credits.

EL 900 The Gifted Child

Methods for identifying the gifted student; characteristics and personal factors of the gifted; techniques and approaches for curriculum development.

3 credits.

EL 902 Newspapers in Education

Newspapers are explored for their historical aspects, actual composition, freedom of the press, and behind-the-scenes productions aspects. Learning activity packets are developed utilizing newspapers.

3 credits.

EL 903 Theory and Research in the Elementary School Curriculum

Prerequisite: ED 996

Emphasizes ability to recognize, select, and pursue independent action research in one or more areas of the elementary school curriculum.

3 credits.

EL 904 Instructional Leadership of the Elementary School

The many facets of elementary school administration and organization; the role of the principal as an administrator in the larger setting of present day education is stressed.

3 credits.

EL 905 Seminar in Current Issues in Elementary Education

Prerequisites: Three graduate level education courses approved by advisor
Symposium approach. Reading, writing, and discussion relevant to major issues.

3 credits.

EL 906 Contemporary Curriculum and Instruction for Elementary School

Prerequisites: ED 981, ED 910, ED 920

Investigates current and evolving patterns of curriculum and instruction noting forces and issues which affect curriculum. Special attention will be given to National and State Educational Reform Issues and in particular the Massachusetts Curriculum Frameworks. This course addresses design, implementation, and evaluation of successful, integrated curriculum content.

3 credits.

EL 907 Assessing Teaching and Learning in Elementary Education

Prerequisites: ED 982, EL 906

Studies current methods for assessment in elementary classrooms, creating traditional evaluations, portfolios, observations, checklists, self-assessment and using standardized tests.

3 credits.

ER 925 Reading and Research Forum (Capstone Experience)

2 credits.

ES 900 Instructional Leadership of Middle and Secondary school

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

3 credits.

ES 901 Language and Language Teaching

Prerequisite: Completion of at least two secondary education courses

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

3 credits.

ES 902 Learning Skills for Adolescents

Reading, study and communication skill instruction, appropriate for content instruction in middle and high schools. 15 hour field experience.

3 credits.

ES 903 The Art of Teaching Adolescents

Underlying reasons and means for pursuing excellence in teaching middle and high school students; implications for discipline and leadership.

3 credits.

ES 904 Curriculum and Instruction for Adolescents

Developing and matching curriculum to high school students' personal and social needs. 15 hour field experience.

3 credits.

ES 905 Methods and Materials for Teaching Humanities

Prerequisite: Completion of at least two secondary education courses
Techniques and microteaching practice in teaching high school English, social studies, and other humanities. 20 hour field experience.
3 credits.

ES 906 Methods and Materials for Teaching Science and Math

Prerequisite: Completion of at least two secondary education courses
Techniques and microteaching practice in teaching high school subject areas in math and the sciences. 20 hour field experience.
3 credits.

ES 907 Individualizing Instruction in the Middle and Secondary School

Examines ways in which teachers may individualize instruction in middle and secondary schools.
3 credits.

ES 908 Teaching Practicum Seminar (Middle and Secondary Grades)

Prerequisite: Completion of all pre-practicum courses and enrollment in the teaching practicum course
Involves guided analysis of principles of teaching and classroom procedures in terms of how theories relate to actual practices.
3 credits.

ES 909 Clinical Thesis Seminar

Prerequisite: Completion of all core, required, and elective courses
Students work with faculty advisor(s) to design, implement, and evaluate a formal study that seeks to investigate a significant issue, professional and content-related middle school education. The focus is on the application of research skills and the presentation of research products. Provide opportunities to exchange reflective clinical experience.
3 credits.

ES 910 Evaluation of Classroom Learning in Middle & Secondary Schools

Rationale and means for formative and summative evaluation, mastery learning, assessing higher order thinking, and improving learning attitudes and performance.
3 credits.

ES 911 Teaching Practicum

Prerequisite: Completion of required education courses and other eligibility requirements.
Student teaching for Massachusetts Certification in Middle or High School. Seminar or other approved means for reflection on experience.
5 credits.

ES 912 Curriculum and Instruction in the Middle School

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

ES 913 Methods and Materials for Teaching in the Middle School

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

ES 914 ESL Methodology

Addresses topics in second language acquisition and applied teaching methodology in teaching English to speakers of other languages.

3 credits.

ES 915 Secondary School Curriculum Development: Theory and Practice

Prerequisites: ED 981, ED 982

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

4 credits.

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

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

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

4 credits.

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

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

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

4 credits.

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

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

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

3 credits.

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

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

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

3 credits.

ES 920 Clinical Experience in the Middle Grades (5-9)

Prerequisites: ES 916, ES 918, ES 922

Teaching experience, grade 5 through grade 9. Involves planning, implementing, and evaluating learning in a setting with typical and atypical students.

5 credits.

ES 921 Clinical Experience in Secondary Grades (9-12)

Prerequisites: ES 915, ES 917, ES 919

Teaching experience, grade 9 through grade 12. Involves planning, implementing, evaluating learning in a setting with typical and atypical students.

5 credits.

ES 922 Middle School Curriculum Development: Theory and Practice

Prerequisites: ED 981, ED 982

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

3 credits.

ES 923 Mathematics Assessment and Instruction for Diverse Learner

Formal and informal means of assessing students mathematical performance. Strategies to increase mathematics performance for students with disabilities.

3 credits.

ES 924 Analysis and Interpretation of the Behavior and Learning environment of Children and Adolescents Grades 5-12.

Procedures to assess academic, cognitive, affective, and behavioral function of children/adolescents in grades 5-12. Techniques to prepare and maintain students with disabilities in general education.

3 credits.

ES 925 Inclusive Settings: Learning Strategies and Management techniques (5-12)

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

3 credits.

ES 926 Portfolio Evaluation

1 credit.

MA 916 Probability

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

3 credits.

MA 918 Mathematical Statistics

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

3 credits.

MA 920 Linear Algebra

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

3 credits.

MA 925 Number Theory

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

3 credits.

MA 975 Abstract Algebra

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

MT 910 Understanding Middle School Math: Number and Operations

Develops and strengthens teachers' knowledge and understanding of the number sense and operations strand of elementary and middle school mathematics.

3 credits

MT 911 Understanding K-8 Mathematics: Probability and Statistics

Teachers will develop and strengthen their knowledge of statistical and probabilistic concepts. Presentations will include investigations appropriate to elementary and middle school classrooms.

3 credits.

MT 912 Understanding K-8 Mathematics: Patterns, Functions, and Algebra

Develops and strengthens teachers' knowledge and understanding of the patterns, functions and algebra strand of elementary and middle school mathematics.

3 credits.

MT 913 Understanding K-8 Mathematics: Geometry and Measurement

Teachers will develop and strengthen their knowledge of the geometry and measurement strand of elementary and middle school mathematics.

3 credits.

MT 933 Understanding High School Mathematics: Geometry

Teachers will develop and strengthen their knowledge of Euclidean Geometry.

3 credits.

MT 935 Discrete Mathematics for High School Teachers

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

3 credits.

MT 971 Special Topics

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

3credits.

CERTIFICATE OF ADVANCED GRADUATE STUDIES (CAGS)—EDUCATIONAL LEADERSHIP

Foundations: (15 credits) (Three credit hours may be in foundations relevant to initial licensure)

| | | |
|--------|---|-----------|
| ED 987 | Social, political and cultural issues in education | 3 credits |
| ED 988 | Contemporary Education: Brain & problem based learning. | 3 credits |
| ED 989 | Technology and educational leadership | 3 credits |
| EA 939 | Action Research Project I | 3 credits |
| EA 940 | Action Research Project II | 3 credits |

Total Foundations: 15 credits

Option 1. Educational Leadership Track (Initial license): {39-42 hours}

This option is designed for the candidate who currently holds an earned Master of Education and is seeking a CAGS with initial licensure as an educational administrator. Candidate must have at least a current initial teaching license and a minimum of one year teaching under that initial license.

Candidate must also meet the following prerequisites:

1. Earned Master of Education or Master's in Related Field - Minimum GPA 3.0
2. All graduate candidates seeking Massachusetts Educator Licensure must pass the Communication and Literacy Skills Massachusetts Test for Educator Licensure (MTEL) exam, before formal acceptance to the degree program.

| | | |
|--------|---|----------------|
| EA 912 | Foundations of Educational Administration | 3 credit hours |
| EA 924 | Curriculum development and assessment | 3 credit hours |
| EA 918 | School, family and community relations <i>(Can be substituted for Social political cultural in core)</i> | 3 credit hours |
| EA 923 | Law for administrators | 3 credit hours |
| EA 915 | School finance, management and administration | 3 credit hours |
| ED 961 | Educational supervision and evaluation | 3 credit hours |
| EL 904 | Instructional leadership of the elementary school <u>OR</u> | |
| ES 900 | Instructional leadership of the middle and secondary school | 3 credit hours |
| EA 950 | Elem practicum experience in Ed. administration | 4 credit hours |
| EA 951 | MS practicum | |
| EA 952 | Sec practicum | |
| EA 941 | Research forum | 2 credit hours |

Total Core credits 24 - 27 credit hours

Total required hours under option I = 39-42 hours

Option II. Educational Leadership (Foundations + Core + Electives = program total of 32 credits)

Candidate must meet the following prerequisites:

1. Earned Master of Education or Master's in Related Field- Minimum GPA 3.0
2. Possession of an Initial license in school administration
3. Completion of a one-year induction program with a mentor.

| | | |
|----------|---|-----------|
| * EA 931 | Administration of programs for children with special needs | 3 credits |
| * NM 954 | Ethics, professionalism, and leadership <u>OR</u> | |
| BA 962 | Ethics and social responsibility of leadership Pre-requisite: completion of 12 hours of foundation | 3 credits |
| * EA 941 | Research Forum Pre-requisites (completion of 27 hours in the program) | 2 credits |

Students may select 9 credit hours from below, with the permission of the Program Coordinator

| | | |
|--------|---|------------|
| EA 927 | School plant and development | 3 credits. |
| EA 925 | Communication and Interpersonal skills <u>OR</u> | |
| BA | Motivation and leadership teams | 3 credits |
| NM 950 | Unions and the public sector <u>OR</u> | |
| EA 933 | Collective bargaining strategies | 3 credits |
| NM 951 | Effective grant proposals and fund raising strategies | 3 credits |
| BA 961 | Organizational Development and change <u>OR</u> | |
| EA 942 | Systems analysis: Strategies for institutional change | 3 credits |
| NM 940 | Leadership skills and group dynamics; <u>OR</u> | |
| BA 960 | Leadership theory and skills | 3 credits |
| EA 920 | School business management and administration | 3 credits |
| ED 965 | Principles of curriculum development <u>OR</u> | |
| ED 968 | Seminar in curriculum and instruction | 3 credits |

Total required hours: 15 Foundations, 8 core, and 9 elective. 32 credits

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN EDUCATION—CONCENTRATION IN READING/LANGUAGE ARTS

Reading Graduate Coordinator: Dr. Margaret Pray Bouchard
Phone: 508-929-8840
Email: mbouchard@worcester.edu

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

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

OPTION I. The program is open to candidates who first have completed the graduate level, non-degree reading specialist licensure WSC program at the initial license level in good standing (minimum GPA 3.0). The candidate has the option of applying fifteen credits of the non-degree program as a specialty core to the CAGS program of 32 credits (Please see appendix for descriptions of graduate reading licensure non-degree program).

OPTION II. The program is open to candidates who currently hold at licensure as a reading specialist (initial or professional level) and teaching license, as well as an earned Master of Education or Master's in Related Field and are seeking to build on their expertise as a reading specialist by attaining a certificate of advanced graduate study in reading. The candidate completes fifteen credits of a advanced reading specialty core, as well as, 15 credits of CAGS foundation courses and a 2 credit capstone research forum for a total CAGS program of 32 credits.

The program of study is designed to allow the candidate to integrate their extensive subject knowledge in the area of reading with contemporary educational resources and research. The CAGS foundation courses provide a knowledge base in the areas of social, political & cultural issues, technology and leadership, and contemporary educational trends, such as brain -based and problem- based learning. The candidates participate in an action research project (6credits) which allows the candidate to engage in programmatic uses and application of the knowledge research base gained from coursework and field experiences related to reading /language arts. Finally, the research forum serves as the student's capstone experience and provides the candidate with the opportunity to present his/her research findings at the WSC sponsored research forum and to engage in professional interdisciplinary discussion.

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

Admission Requirements

CAGS in Reading program will be required to meet the competencies established by the graduate program for all candidates seeking a Certificate of Advanced Graduate Study through Worcester State College. In addition, students will be required to demonstrate evidence of:

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

Course of Study

The Reading CAGS program provides candidates with two options:

OPTION I.

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

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

OPTION II.

The program is open to candidates who currently hold at licensure as a reading specialist (initial or professional level) and teaching license, as well as an earned Master of Education or Master's in Related Field and are seeking to build on their expertise as a reading specialist by attaining a certificate of advanced graduate study in reading. The candidate completes fifteen credits of an advanced reading specialty core, as well as, 15 credits of CAGS foundation courses and a 2 credit capstone research forum for a total CAGS program of 32 credits.

Upon acceptance, the candidate meets with the program coordinator to complete a formal program of study. The candidate must complete a reading specialty core of fifteen credits which have been pre-approved by the Graduate Reading Coordinator. The candidate also progresses through the CAGS foundation courses (15 credits). The course of study culminates in the 2 credit capstone experience which includes the presentation of a summative portfolio and the candidate's action research findings at the WSC research forum.

The program consists of the following courses:

CAGS Foundation Courses for Reading Concentration:

Foundations: (15 credits) (Three credit hours may be in foundations relevant to initial licensure)

| | | |
|--------|---|-----------|
| ED 987 | Social, political and cultural issues in education | 3 credits |
| ED 988 | Contemporary Education: Brain & problem based learning. | 3 credits |
| ED 989 | Technology and educational leadership | 3 credits |
| EA 939 | Action Research Project I | 3 credits |
| EA 940 | Action Research Project II | 3 credits |

Total Foundation Cores: 15 credits

Reading Specialty Core Area: (15 credits)

Option 1: Initial Licensure Program Reading Electives transferred from completed WSC graduate non-degree program: 15 credits

(Courses must be pre-approved by Reading Graduate Coordinator)

Please see attached description of Initial Licensure Non-degree Program and courses.

Option 2: CAGS Reading Core 15 credits

Candidate must take 15 credits/five courses from the approved reading program electives or special topics and not previously used to satisfy initial license.

(All Courses must be pre-approved by Reading Graduate Coordinator)

| | | |
|--------|--|-----------|
| ER 925 | Reading Research Forum (Capstone Experience) | 2 credits |
|--------|--|-----------|

Total specialty core courses required 17 credits

Capstone Experience: Research Forum (2 credits). Each area of concentration (Reading) will include a 2 credit capstone experience/research forum

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

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

CERTIFICATE OF ADVANCED GRADUATE STUDIES— SCHOOL PSYCHOLOGY

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

Phone: 508-929-8673

Email: dcooke@worchester.edu

The WSC School Psychology Program is a specialist level program. Students receive a Master in Education (M.Ed.) in School Psychology after earning 30 or more credits, and continue on to earn a Certificate of Advanced Graduate Studies (CAGS) in School Psychology at the culmination of three years of full time study. Upon completion, students may receive Institutional Endorsement to obtain the credential of School Psychologist in the state of Massachusetts. The CAGS is awarded upon successful completion of 69 credits combined planned program of study including supervised full-time practicum (600+ hours) and supervised full-time internship (total 1200+ hours), completion of an acceptable professional portfolio, and successful performance on a comprehensive examination. Candidates must satisfy all other graduate and degree requirements. Institutional endorsement for professional credential as a school psychologist requires a passing score on the Massachusetts Teacher Educator Licensing Examination (MTEL), and sitting for the Praxis II exam and successful completion of all CAGS components.

The CAGS in School Psychology Program admits students for the fall semester only. The deadline for submitting an application is March 15th. The School Psychology Program welcomes application from students who share our interests in commitment to the delivery of psychological services in a diverse society. Diversity among students in the program is expected, however it is anticipated all applicants will possess a Bachelor's degree, with appropriate course work or complete such coursework during the beginning phases of training.

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

1. An overall undergraduate grade average of a B
2. An undergraduate major or concentration in Psychology*
3. Passing score on the MTEL Communication and Literacy Skills Test 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 C.A.G.S. in School Psychology.

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

For information regarding the application process and requirements please go to
<http://www.worcester.edu/Graduate/Shared%20Documents/graduateadmissions.aspx>

For information regarding the MTEL test please go to:
<http://www.mtel.nesinc.com/>

For information regarding the PRAXIS tests please click on the following link.

<http://www.ets.org/portal/site/ets/menuitem.1488512ecf%20d5b8849a77b13bc3921509/?vgnextoid=21a32d3631df4010VgnVCM10000022f95190RCRD&vgnnextchannel=31025ee3d74f4010VgnVCM10000022f95190RCRD>

For descriptions of the psychology courses please go to:

<http://worchester.edu/Graduate/Shared%20Documents/GradPsychologyCourses.aspx?PageView=Shared>

FALL YEAR ONE

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

SPRING YEAR ONE

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

SUMMER YEAR ONE

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

FALL YEAR TWO

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

SPRING YEAR TWO

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

SUMMER YEAR TWO

- EP 908 Community Psychology
- EP 924 Principles of Neuropsychology

FALL YEAR THREE

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

SPRING YEAR THREE

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

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

School Psychology Graduate Courses

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

This course will address the emerging professional identity and function of the school psychologist. The ethical codes of professional organizations will be examined, including the American Psychological Association and the National Association of School Psychologists. Models for ethical decision making will be investigated. The role and function of the School Psychologist in the public school setting will be addressed in addition to the school psychologist's relationship with others as the development of understanding of the organization and structure of schools. Additional areas of concentration will include Federal and State regulations that govern the practice of School Psychology and relevant contemporary issues.

3 credits

EP 902 Introduction to Counseling Theory, Practice and Psychotherapy

The study and critical analysis of the major counseling theories and elements of effective psychotherapy as they apply to the counseling process.

3 credits

EP 903 Principles of Cognitive and Psycho-Educational Assessment and Intervention 1

The first of a two part sequence, this course will focus on the administration, scoring and interpretation of individually administered tests. It provides a methodical progression of introduction to test administration, scoring and interpretation of individual intelligence tests, psycho-educational tests, achievement tests and additional measures utilized in contemporary practice. Students are expected to demonstrate proficiency in test selection, administration, scoring and interpretation as related to referral questions. Written communication skills through report writing are requisite. A pre-practicum field component is required.

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

3 credits

EP 903L Assessment/Intervention I Lab

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

Part two sequence- this course will continue to focus on the administration, scoring and interpretation of individually administered tests. It provides a methodical progression of introduction to test administration, scoring and interpretation of individual intelligence tests, psycho-educational tests, achievement tests and additional measures utilized in contemporary practice. Students are expected to demonstrate proficiency in test selection, administration, scoring and interpretation as related to referral questions. Written communication skills through report writing are requisite. A pre-practicum field component is required.

3 credits

EP 904L Assessment/Intervention II: Special Populations Lab

EP 905 Assessment for Intervention: Social, Emotions and Behavior

The first of a two-course sequence, this course explores a variety of personality assessment measures that pertain to the assessment of social emotional functioning of children and adolescents. Students gain experience in administration, scoring, and interpretation. Various approaches to collecting data may include history taking, direct observation, behavior rating scales, interviews, self-report inventories, and projective techniques. Students will learn how to integrate results from different measures into psychological and psycho-educational reports and measures. Competency in administration, scoring, and interpretation is expected. **Competency in administration, scoring, and interpretation is expected.**

3 credits

EP 906 Personality Assessment

The second of a two-course sequence, this course explores a variety of personality measures. Competency in administration, scoring, and interpretation is expected. The second of a two-course sequence, this course explores a variety of personality assessment measures that pertain to the assessment of social emotional functioning of children and adolescents. Students gain experience in administration, scoring, and interpretation. Various approaches to collecting data may include history taking, direct observation, behavior rating scales, interviews, self-report inventories, and projective techniques. Students will learn how to integrate results from different measures into psychological and psycho-educational reports.

3 credits

EP 907 Child and Adolescent Psychopathology

This course covers the theoretical basis for treatment of children from a variety of perspectives. Treatment methods used to treat a variety of childhood disorders. This course will also cover the theoretical basis for treatment of children from different theoretical schools, as well as therapy techniques. Use of tape recordings, films, written records of interviews and role playing may be used.

3 credits

EP 908 Community Psychology

Various models for psychological interventions as they relate to community needs are reviewed. Cultural and linguistic diversity, poverty, and various contemporary issues will be explored for impact on the school, local, state and national community.

3 credits

EP 920 Research, Design and Evaluation

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

3 credits

EP 921 Human Development: Lifespan

This course will provide a comprehensive overview of lifespan development from an interdisciplinary and culturally informed perspective. This course provides an overview of development from conception until death. A comprehensive view of life span development with special attention to the physical, cognitive, and social-emotional changes that occur during infancy, toddlerhood, childhood, adolescence, and adulthood. Theories of development will be reviewed from an interdisciplinary, culturally informed perspective and related to implications for learning.

3 credits

EP 922 Child and Adolescent Psychotherapy

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.

3 credits

EP 923 Learning: Principles, Theories

This course provides an overview of the major theories of learning with an emphasis on applications and interventions in psychology and education.

3 credits

EP 924 Principals of Neuropsychology

This course will review the fundamentals of human neuropsychology, such as cortical organization and function, higher order functions and plasticity and disorders. Students will learn about the association between brain and behavioral function as well as the procedures used in conducting a neuropsychological examination.

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.

3 credits

EP 926 Family Systems: Theory and Practice

This introductory graduate level course in family counseling and collaboration examines theories of family dysfunction and treatment from a systems perspective including the dynamic of family interactions. This course will provide students with an understanding of the theories and research on families and with the theories and practices of systematic family counseling. Classes will typically consist of theoretical presentations and clinical applications to a variety of cases in diverse settings. Some role plays, assignments, and readings will be tailored to the needs of student working in school systems, and to those in mental health settings. Attention will be paid to interdisciplinary collaboration and to collaboration between family, school, and community systems.

3 credits

EP 927 Exceptionalities: Developmental Processes, Identification and Intervention

This course will examine aspects of the atypical developmental patterns of students with disabilities. Attention to special education legislation included. Participants study physical, cognitive, perceptual and psychological aspects of the atypical developmental patterns of children and adolescents with varying disabilities. The known etiology of learning problems will be reviewed as well as individual learning styles examined. Includes attention to special education legislation, therapeutic approaches, and current service delivery programs for school-aged children.

3 credits

EP 928 Applied Neuropsychology in the Schools

This course will provide students with analytical tools to assist in diagnosis as students become familiar with childhood neuropsychological conditions. This course will provide students with analytical tools to assist in diagnostic formulation as students become familiar with neurological conditions of childhood and adolescence. Approaches to common neuropsychological assessment measures used to assess those will be reviewed with treatment planning, and the development of interventions to address areas of difficulty in children and adolescents with learning, behavioral problems and suspected of acquired neuropsychological involvement. Relevant Neuropsychiatric Disorders will also be covered.

3 credits

EP 929 Fundamentals of Consultation: Theory and Practice

This course will promote general knowledge of behavioral, mental health and organizational theories of consultation. The purpose of this course is to promote general knowledge of behavioral, mental health and organizational theories of consultation. Each participant will develop a conceptual understanding of effective consultation and its relevance to intervention using a pragmatic approach to client centered consultation and developing and evaluating individualized and group programs intended to remediate a client's or students 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.

3 credits

EP 930 Group Processes, Theories and Practice

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

3 credits

EP 931 Psychology of Choice: Career and Life

Various theoretical and empirical issues related to personal satisfaction in the choice of work and career are examined. The theoretical and empirical issues related to personal satisfaction in the choice of work and career are examined. Specific areas to be analyzed include developmental models of behavior; goal setting and the planning process; the assessment of values, interests, abilities, and personality characteristics; decision making.

3 credits

EP 932 Seminar: Neuropsychology in Schools**EP 990 Seminar & Practicum in School Psychology I**

Professional 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 & ethical issues and service delivery models in school psychology. The seminar environment will afford students the opportunity to discuss complex cases that they have encountered including cross-cultural considerations, diagnostic issues, recommendations and interventions.

3 credits

EP 991 Seminar & Practicum in School Psychology II

Professional 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 & ethical issues and service delivery models in school psychology. The seminar environment will afford students the opportunity to discuss complex cases that they have encountered including cross-cultural considerations, diagnostic issues, recommendations and interventions.

3 credits

EP 992 Seminar & Internship in School Psychology I

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

3 credits

EP 993 Seminar & Internship in School Psychology II

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

3 credits



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