# TABLE OF CONTENTS

## Introduction
- Message from the President: 2
- Dean’s Message: 3
- Student Information: 4
- Governance and Memberships: 4
- Graduate Programs and Advisors: 5
- Admission: 7
- Costs and Financial Assistance: 11
- Academic Information: 14
- Academic Policies: 17
- Academic Services: 21
- Regulations and Procedures: 24

## Master of Arts in English
- Faculty: 28
- Program Description: 28
- Program Objectives: 29
- Admissions Requirements: 30
- Initial Licensure: Teacher of English (5-8, 8-12): 31
- Professional License: Teacher of English* (5-8, 8-12): 32
  *Pending Approval by DESE
- Course Descriptions: 34

## Master of Arts in Psychology
- Faculty: 39
- Program Descriptions: 39
- Admission Requirements: 41
- Mental Health Counseling: 43
- Guidance Counseling: Initial Licensure Program: School Guidance: 44
- Applied Behavior Analysis: 45
- Course Descriptions: 47
- Certificate in Applied Behavior Analysis: 59

## Master of Education
- Faculty: 61
- Program Description: 62
- **Initial Licensure Master of Education Programs**: 64
  - Early Childhood (Pre-K-2): 64
  - Elementary (1-6): 65
  - Secondary (Subject area specialist licensure)
    - Biology (8-12): 66
    - Chemistry (8-12): 67
    - General Science (5-8): 69
    - History (5-8, 8-12): 71
    - Mathematics (5-8, 8-12): 73
Teacher of Students with Moderate Disabilities (Pre-K-8) 75
Teacher of Students with Moderate Disabilities (5-12) 76
School Principal – Elementary, Middle and Secondary levels (see Professional) 77
Reading Specialist 77

**Professional Licensure Master of Education Programs** 79
Early Childhood 79
Elementary 80
Secondary (Subject area special licensure)
  Biology 83
  General Science 84
  History 85
  Mathematics 86
Teacher of Students with Moderate Disabilities (Pre-K-8) 88
Teacher of Students with Moderate Disabilities (5-12) 90
School Principal – Elementary, Middle and Secondary 91

**Concentration Programs (post licensure programs)** 93
Early Childhood, Elementary, Secondary 93
Educational Administration 94
Special Education 95
Vocational Technical Education 96

**Education Course Descriptions** 97

**Arts and Sciences Course Descriptions** 113

**Master of Education in History** 125
Faculty 125
Program Description 125
Admission Requirements 125
Program Requirements 126
Course Descriptions 127

**Master of Education in Physical Education** 130
Faculty 130
Program Description 130
Program Requirements 130
Course Descriptions 133

**Master of Public Administration** 136
Faculty 136
Program Description 136
Program Objectives 136
Admission Requirements 137
Course Descriptions 139

**Master of Science in Accountancy** 145
Faculty 145
Program Description 145
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Objectives</td>
<td>145</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>146</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>148</td>
</tr>
<tr>
<td><strong>Master of Science in Criminal Justice</strong></td>
<td>151</td>
</tr>
<tr>
<td>Faculty</td>
<td>151</td>
</tr>
<tr>
<td>Program Description</td>
<td>151</td>
</tr>
<tr>
<td>Program Objective</td>
<td>151</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>152</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>152</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>156</td>
</tr>
<tr>
<td>Certificate in Homeland Security</td>
<td>162</td>
</tr>
<tr>
<td><strong>Master of Social Work</strong></td>
<td>165</td>
</tr>
<tr>
<td>Faculty</td>
<td>165</td>
</tr>
<tr>
<td>Program Objective</td>
<td>165</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>167</td>
</tr>
<tr>
<td>Program Requirements</td>
<td>168</td>
</tr>
<tr>
<td>Course Descriptions</td>
<td>169</td>
</tr>
<tr>
<td><strong>Certificate of Advanced Graduate Study (C.A.G.S.)</strong></td>
<td>173</td>
</tr>
<tr>
<td>School Principal</td>
<td>175</td>
</tr>
<tr>
<td>Concentration in Educational Administration</td>
<td>176</td>
</tr>
<tr>
<td>Concentration in Vocational Technical Education</td>
<td>177</td>
</tr>
<tr>
<td>Trustees and Administration</td>
<td>178</td>
</tr>
<tr>
<td>Division of Graduate and Continuing Education</td>
<td>179</td>
</tr>
</tbody>
</table>
Graduate studies are an essential component of the mission of Westfield State University. Founded in 1839 as the nation’s first public coeducational teacher-training institution, the University has grown into a multi-faceted comprehensive institution serving the citizens of the Commonwealth with graduate programs leading to Master’s degrees and the Certificate of Advanced Graduate Study, as well as undergraduate degrees. All graduate programs of the university are offered through the Division of Graduate and Continuing Education.

The University offers graduate programs in Accountancy, Criminal Justice, Education, English, History, Movement Science, Psychology, Public Administration, and Social Work. Teacher education programs at the graduate level include the disciplines of Biology, Chemistry, English, General Science, History and Mathematics. A proven leader in the advanced training of educators and professionals in Criminal Justice, Westfield has earned a reputation for academic excellence in liberal arts preparation. A dedicated and well-qualified faculty provides graduate-level instruction in convenient afternoon and evening courses.

The mission of Westfield State University states: “Building on a tradition of collaboration that is over 150 years old in preparing the Commonwealth’s educators, Westfield State University promotes the development of close ties with the community by providing continuing education and service for a diverse range of educational needs and interests.” The Division of Graduate and Continuing Education is proud to play a major role in fulfilling this portion of the University’s mission with high-quality graduate degree programs that provide students the opportunity to pursue studies beyond the baccalaureate level.

Consider the many opportunities for personal growth and leadership available through our graduate programs. We hope that you will visit our campus, talk to our students and faculty, and have your questions answered by the professional staff in the office of the Division of Graduate and Continuing Education. The Office is located in the Horace Mann Center, across the street from Stanley Park, at 333 Western Avenue in Westfield, first floor east.
MESSAGE FROM THE PRESIDENT

Congratulations on your decision to pursue graduate study at Westfield State. You can be proud of your affiliation with one of the nation’s most venerable public higher education institutions, established in 1838.

Our contemporary programs have been developed to help you achieve your professional goals, and our faculty will help you succeed academically. They are involved and committed teachers and highly regarded experts in their fields. They are also potential mentors and friends—you’ll appreciate their experience and understanding.

As a student in the Division of Graduate and Continuing Education, you can take advantage of all of our wonderful campus resources. Count on great advising and support from our first-rate DGCE staff. You’re also invited to work out in our Wellness Center, tap into our library’s extensive reference network, and participate in the many cultural and public affairs events we provide to enrich your academic program.

Thank you for choosing Westfield State University. I hope you have a great experience here.

Cordially,

Evan S. Dobelle
President
MESSAGE FROM THE DEAN

Welcome to the Westfield State University Community. We are pleased by your decision to consider our institution for your graduate education. The Division of Graduate and Continuing Education is proud to play a major role in fulfilling the mission of Westfield State University by providing high-quality post-baccalaureate degree programs leading to Master’s degrees and Post-Baccalaureate Certificates. Founded in 1838 as the nation’s first public coeducational teacher-training institution, the University has grown into a multi-faceted comprehensive institution serving the citizens of the Commonwealth.

Westfield State University offers longstanding graduate programs in Criminal Justice, Education, English, History, Movement Science, and Psychology. Our teacher education programs at the graduate level include Elementary; Secondary Education, with subject areas disciplines of Biology, Chemistry, English, General Science, History and Mathematics; Special Education; and a Certificate of Advanced Graduate Studies. We continually strengthen and expand our graduate offerings. More recent additions to our graduate programming include Master’s programs in Applied Behavioral Analysis, Accountancy, Public Administration, and Social Work. We also offer Graduate Certificates in Behavior Analysis and Homeland Security Studies.

We are proud of the many highly respected professionals throughout the Commonwealth that have earned advanced degrees from Westfield establishing us as a proven leader in education. A dedicated and well-qualified faculty provides graduate-level instruction in convenient afternoon and evening courses. We continually utilize new technologies to improve upon and expand delivery of our programs.

Whether you are seeking personal growth or professional advancement, we hope you consider the many opportunities that our graduate programs have to offer. Please feel free to visit our campus, talk to our students and faculty, and have your questions answered by the professional staff in the Graduate and Continuing Education Office.

Sincerely,

[Signature]

Kimberly A. Tobin, Ph.D.
Dean, Graduate and Continuing Education (2008–present)
GOVERNANCE AND ACCREDITATION

The Graduate Education Council
Constituted in accordance with the Agreement between the Massachusetts Board of Higher Education and The Massachusetts Teachers Association/Massachusetts State College Association, the Graduate Education Council serves the college as the governance body charged with oversight of graduate programs and graduate curricula. The Graduate Education Council of Westfield State University reviews programs and proposals, reports and recommends changes of course requirements, addition of new courses, and the revision or retirement of existing courses within the graduate curricula. The Council is comprised of five faculty members, three administrators and one graduate student. Council members listed below are continued in service through the current Massachusetts State College Association contract.

Graduate Education Council (2012-2013)
Lou Caton, Ph.D.
Thomas Galanis, M.P.A.
Terri Griffin, Ed.D.
Kelly Hart, Ph.D.
Robert Kersting, Ph.D.
Jorge Reyes, Ph.D.
Marilyn Sandidge, Ph.D.
Kimberly Tobin, Ph.D.
Student Representative, TBE

Accreditation
Westfield State University is accredited by the New England Association of Schools and Colleges. Westfield’s teacher licensure programs are accredited by the State Department of Education, Bureau of Teacher Certification and initial licensure programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). Graduate teacher education programs hold provisional accreditation by NCATE. Massachusetts is a member of the Interstate Certification Compact.

Memberships

Visit our web site @http://www.westfield.ma.edu/dgce
## MASTER OF ARTS

**Applied Behavior Analysis**  
Jorge Reyes  
572-8902

**English (Licensure options available)**  
Marilyn Sandidge  
572-5666

**Psychology**  
- Mental Health  
  Rebecca Burwell  
  572-5379  
- School Guidance (Pre K-8, 5-12)  
  Maria Letasz  
  572-5376

## MASTER OF EDUCATION

### Initial Licensure Degree Programs

- **Early Childhood**  
  Marion Templeton  
  572-5317
- **Elementary Education**  
  Martin Henley  
  572-8020
- **Reading Specialist**  
  Sandra Berkowitz  
  572-5323
- **School Principal**  
  Robert Gazda  
  572-8020
- **Secondary Education**  
  Richard Frank  
  572-5641
  - Biology  
    Jennifer Hanselman  
    572-5776
  - Chemistry  
    Patrick Romano  
    572-5369
  - General Science  
    Patrick Romano  
    572-5369
  - History  
    Michael Anciello  
    572-5220
  - Mathematics  
    Mary Ann Connors  
    572-5717

**Teacher of Students with Moderate Disabilities (Pre K-8) (5-12)**  
Laura Baker  
572-5324

### Professional Licensure Degree Programs

- **Early Childhood Education**  
  Marion Templeton  
  572-5317
- **Elementary Education**  
  Martin Henley  
  572-8020
- **Physical Education**  
  Robert Rausch  
  573-5392
- **School Principal**  
  Robert Gazda  
  572-8020
- **Secondary Education**  
  Richard Frank  
  572-5641
  - Biology  
    Jennifer Hanselman  
    572-5776
  - General Science  
    Patrick Romano  
    572-5369
  - History  
    Michael Anciello  
    572-5220
  - Mathematics  
    Mary Ann Connors  
    572-5717

**Teacher of Students with Moderate Disabilities (Pre K-8) (5-12)**  
Laura Baker  
572-5324

### Concentration Programs (All Non-Licensure Degree Programs)

- **Early Childhood Education**  
  Marion Templeton  
  572-5317
- **Educational Administration**  
  Robert Gazda  
  572-8020
- **Elementary Education**  
  Martin Henley  
  572-8020
- **History**  
  Michael Anciello  
  572-5220
- **Vocational Technical Education**  
  Donald Jarvis  
  572-8020
- **Secondary Education**  
  Richard Frank  
  572-5641
<table>
<thead>
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<th>Phone</th>
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<tbody>
<tr>
<td>Special Education</td>
<td>Laura Baker</td>
<td>572-5324</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>David Smailes</td>
<td>572-5709</td>
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<tr>
<td>Master of Science</td>
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<tr>
<td>Accountancy</td>
<td>Erin Moore</td>
<td>572-5742</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Christopher Kudlac</td>
<td>572-5728</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>Robert Kersting</td>
<td>572-5536</td>
</tr>
<tr>
<td>Certificate of Advanced Graduate Study (C.A.G.S.)</td>
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<td>Educational Administration and School Principal Programs</td>
<td>Robert Gazda</td>
<td>572-8020</td>
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<tr>
<td>Vocational Technical Education</td>
<td>Donald Jarvis</td>
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ADMISSION

Each graduate degree offered by the school represents a different level of achievement. The Master's degree is the first degree beyond the Bachelor's degree. Each Master's program is designed to develop in-depth knowledge of a particular field of graduate study. Concentration programs offer in-depth study of specific licensure areas in Education. Master of Education programs combine academic disciplines with graduate study in pedagogy appropriate for obtaining initial or professional licensure. The Certificate of Advance Graduate Study (C.A.G.S.) offers greater scope, depth, and thoroughness of preparation than the Master's degree program. The C.A.G.S. provides the additional specialization necessary for certification for many administrative and supervisory positions in public schools.

Matriculation

Matriculated students are those who have been admitted to a graduate program at Westfield State University. Formal application as a candidate for a graduate degree is a requirement for all degrees conferred by the College. If you intend to work toward a degree, you should apply as soon as possible. A maximum of six (6) Westfield State University credits taken prior to acceptance may be applied toward your degree program upon request and approval. Advising is recommended.

The application process for matriculation into a degree program is coordinated by the Division of Graduate and Continuing Education (DGCE) using the criteria below (please see departmental requirements, as criteria may differ).

Acceptance requires a satisfactory undergraduate Q.P.A., (>2.8 overall or a 3.0 Q.P.A. for the last two years of undergraduate studies), a satisfactory score on the Graduate Record Exam or Miller Analogies Test, and submission of official copies of all requested documentation.

Once your application is in process, you may take an additional three credits (generally, one course) at WSU using the Pending Application Waiver form. This form requires the signatures of the program advisor, department chairperson, and DGCE Dean, and is available at the Division of Graduate and Continuing Education (DGCE) office. Once you have been granted a waiver, we ask that you complete your application within the next semester. Keep in mind, however, that a maximum of nine (9) Westfield State University credits appropriate to the degree sought may be applied toward a graduate degree prior to your acceptance into a program.

Transfer Credit

Up to six (6) semester hours of prior graduate credit may be accepted in transfer from one or more regionally accredited graduate schools toward a Master’s degree or C.A.G.S. program. To be accepted, such courses must be appropriate to your Program of Study and must be approved by your program advisor. Transfer coursework may not have been counted toward a prior degree. After matriculation, students may not take courses at other institutions for the purpose of transfer. Transfer courses must carry a grade of B (3.0) or better and must be both relevant to your program of study and taken within the program’s six-year time frame (seven-year time frame for Psychology programs). Courses graded Pass/Fail are not acceptable for program credit. Official transcripts for transfer consideration must be sent directly from the transfer institution to the DGCE Office.
Graduate School Application Process and Requirements
To apply, an applicant is required to submit:

1. An application (available in the Office of the Division of Graduate and Continuing Education or at www.westfield.ma.edu/dgce).
2. Official transcript(s) of a bachelor's degree (including all transcripts of coursework leading to the bachelor's degree) from an accredited college or university and any subsequent collegiate studies you wish considered for transfer credit (maximum six (6) credits of graduate coursework).
3. Three (3) letters of recommendation from professional or academic sources.
4. Official scores of the Miller Analogies Test (MAT) or the Graduate Record Exam General Test (GRE) (scores older than five years are not valid); the Accountancy degree requires the Graduate Management Admissions Test (GMAT).
   Alumni of Westfield State University, with a cumulative GPA of 3.5, are exempt from this requirement. Academic departments may have additional exemptions; see program admission requirements for further details; standardized exams are NOT required for admission to the Certificate of Advanced Graduate Study (C.A.G.S.) program
5. Narrative statement.
6. Any additional admissions requirements specific to the particular department of study.
7. A nonrefundable application fee.

The application materials should be sent to:

Division of Graduate & Continuing Education
Westfield State University
577 Western Avenue
Westfield, MA  01086-1630

Applications are considered complete when all required credentials are received. No admission decision may be made until the application is complete. Admission to the College is granted without regard to race, color, gender, religion or national origin. Application materials (references, narrative statement, standardized test scores, transcripts) are the property of the Division and cannot be returned to you or submitted to other parties for any other use.

Admission Procedures

1. Applicant submits application materials to the Division of Graduate and Continuing Education (DGCE).
2. When the application is complete, a DGCE review will determine eligibility for acceptance.
3. Application information is sent to individual departments for review and is returned to the Graduate Dean with a recommendation for matriculation status and any appropriate transfer credits.
4. The Dean of DGCE makes a final decision based on the departmental recommendation.
5. The Dean sends a letter to the applicant informing him/her of acceptance status, name of program, and CWID (college wide ID number).
Acceptance Notification
Announcements of acceptance or rejection are sent out on a continuous basis after DGCE has reviewed the academic records of the applicants. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until notification of official acceptance by the Dean has occurred.

Admission decisions for the M.A. in Psychology, the M.A. in Applied Behavioral Analysis, and the M.S.W. in Social Work are made in March for incoming fall cohorts. Applications must be completed prior to the spring deadline for fall matriculation consideration.

Standardized Examinations
Either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) general test is required for admission to all graduate programs, except Accountancy, which requires the Graduate Management Admission Test (GMAT). Alumni of Westfield State University, with a cumulative GPA of 3.5, are exempt from this requirement. Academic departments may have additional exemptions; see program admission requirements for further details. Scores older than five years will not be considered valid for admission decisions. DGCE offers students the opportunity to take the MAT on the Westfield State University campus. Students with visual or upper extremity impairment who wish to take the MAT may make special arrangements through the office of DGCE. Test scores older than five years will not be forwarded by the Psychological Corporation for the Miller Analogies Test (see the MAT Information Bulletin).

The GRE General Test is given several times a year at centers throughout the country. Information and application forms for these standardized examinations are available in the Graduate Office. Students with documented learning disabilities may be exempted from taking any standardized college entrance aptitude test for admittance to any public institution of higher education in the Commonwealth (M.G.L. Chapter 15A, Sec. 30). Test score reports must be sent directly to DGCE by the Educational Testing Service. Our Code number is R3523-8. This number should be listed on the form to assure that the scores come directly to Westfield State University.

The Graduate Management Admission Test (GMAT) is required for Accountancy applicants. The GMAT is a computer-based examination that is administered year-round at test centers throughout the world. Information booklets and application forms are found in the DGCE office. Scores should be sent directly to Westfield State University. Students with documented learning disabilities may be exempted from taking any standardized college entrance aptitude test for admittance to any public institution of higher education in the Commonwealth (M.G.L. Chapter 15A, Sec. 30).

Massachusetts Tests for Educator Licensure (MTEL) are required for all candidates seeking Initial or Professional licensure in any field. Candidates applying for a first teaching license in any field of education must meet the qualifying score on the tests. Qualifying scores on the Communication and Literacy Skills test are required for candidates applying for an Initial license as an administrator or as school support service personnel (Guidance Counselor, School Business Administrator, etc). Candidates must achieve a qualifying score on a subject matter test for each license in a new field. For further information on the MTEL, please visit the Massachusetts Department of Education website at www.doe.mass.edu/mtel or www.mtel.nesinc.com.

No standardized exam is required for admission to the C.A.G.S. program because one prerequisite for the program is completion of a Master’s degree. Candidates for School Principal licensure within the C.A.G.S. program must pass the Communication and Literacy
Skills portion of the Massachusetts Test for Educator Licensure prior to admission to the licensure program.

Admission of International Students
International students who demonstrate graduate ability and proficiency in the English language may be offered admission. International applicants must submit all documents required for admission well in advance of the semester in which they wish to enroll. Official copies of transcripts showing completion of the equivalent of the American baccalaureate requirements must be sent directly to the Division of Graduate and Continuing Education (DGCE) by the institution at which such work was completed. Documents not written in English must be accompanied by English translations. All international transcripts require an official evaluation of U.S. degree equivalency for graduate school admission. English translations of transcripts should be sent for evaluation (fee required) to:

Center for Educational Documentation
PO Box 231126
Boston, MA 02123-1126
Tel. (617) 338-7171
Fax. (617) 338-7101

Applicants are responsible for obtaining translations, requesting equivalency evaluations and for all attendant required fees. In addition, applicants whose native language is other than English must take the Test of English as a Foreign Language (TOEFL) and have the results forwarded to DGCE. Information on the test dates and test centers for the TOEFL may be obtained by writing to: Test of English as a Foreign Language, Box 899, Princeton, NJ 08540.

Appropriate I-20 forms may be issued after all official credentials (including financial statements and documentation) have been received and the completed application has been reviewed and approved by the major department and the Vice President. The U.S. Immigration and Naturalization Service requires certification that all standards for admission have been met before the I-20 form is issued. International student records will be made available to the Immigration and Naturalization Service through the SEVIS compliance process.

PLEASE NOTE: The Graduate Program is Non-Residential.
GRADUATE SCHOOL COSTS AND FINANCIAL ASSISTANCE

Expenses and Fees
Course costs are based on the number of credits per course. All payments must be made by bank money order, postal money order, cashier's check, personal check, Discover, MasterCard, VISA, or American Express. No cash is accepted unless it is $10 or under for official transcripts, course descriptions, etc. Costs below are current as of the publication date of this catalogue and are subject to change.

Student I.D. Card $ 10.00 (for your first – replacements cost $20.00)
Graduate Tuition and Fees 280.00/credit*
Graduate Tuition and Fees in Social Work 365.00/credit*
Audit 50.00/credit
Late Withdrawal Fee 25.00
Mandatory Health Insurance (3/4 time-6.75 crs. or more) changes with semester—see registration form**
Service Charge for Past Due Balances 10.00 (charged each month an account is past due)
Returned Check Fee 25.00
Application to Degree Program 50.00
Miller Analogies Test Fee 85.00
Commencement Fee 75.00
Practicum Fee (if applicable) 100.00

* Tuition waivers are based on $105.00/GR credit
** May be waived online

Competitive Program Deposit for Masters of Arts in Psychology, Master of Arts in Applied Behavior Analysis, and Master of Social Work
Due to the competitive nature of these programs, we require a nonrefundable “competitive program deposit” of $150.00 within 10 days of acceptance. This deposit is used to ensure your space in the program. The deposit is applied to your first registration as a matriculated student in the Fall semester immediately following your acceptance. If we do not hear from you within 10 days, we will assume you have selected an alternate direction, and we will close your matriculation.

Delayed Payment
The Division of Graduate and Continuing Education offers a “delayed payment” program for matriculated students that allows for payment of tuition over a period of time during the semester. Students must meet the following requirements to participate in the program:
1. Matriculation in a degree program through the Division of Graduate and Continuing Education;
2. Application to Delayed Payment Program and payment of processing fee (non-refundable);
3. Ability to pay within 60 days of registering into a regular semester and within three weeks into any summer semester,
4. Students must follow all regulations regarding withdrawals as stated in the Division's refund and withdrawal policy, and are responsible for total payment even if students withdraw before the end of the semester and regardless of grades achieved;
5. No student may apply for delayed payment who has been sent to a Collection Agent or placed in Administrative Withdrawal.
6. Consequences of non-payment:
$10 per month penalty charge.
Placement in Administrative Withdrawal (no grades, transcripts or diplomas will be released and students may not register for further classes at the University until their obligation has been satisfied.)
Student accounts turned over to a Collection Agent will be charged an additional 40% of their unpaid balance.

Financial Aid
- Financial Aid is NOT available for students in C.A.G.S. programs.
- Information regarding all forms of financial aid for Westfield State University students and the Free Application for Federal Student Aid (FAFSA) are available at the Student Administrative Services Center, 333 Western Avenue (first floor west). For further information, please call (413) 572-5218. Please note that Financial Aid administered by the university, regardless of the funding source, requires that students are matriculated into a program and are in good academic standing.

Federal Subsidized Loan
- FAFSA (Free Application for Federal Student Aid) must be filed to determine eligibility,
- available to students who demonstrate financial aid need,
- variable interest rate, capped at 8.25%,
- Federal Loan Limit for graduate students: $8,500,
- student pays origination and guarantee fee of 4%
- principal and interest deferred while student is enrolled in a minimum of 6 credits / term (12 / year).

Federal Unsubsidized Loan Program
- FAFSA must be filed to determine eligibility,
- program allows all students regardless of income to obtain a student loan,
- student pays the interest only during in-school and deferment periods,
- student also pays an origination and guarantee fee of 4%
- variable interest rate, capped at 8.25%.
- Federal Unsubsidized Loan limit for graduate students: $10,000.

Graduate Assistantships
Graduate Assistantships are awarded through the Division of Graduate and Continuing Education to students who have superior academic records, who are matriculated in a graduate degree program, and are registered for a minimum of six semester hours with preference to full-time study (9-12 semester hours).

The assistantships are designed to serve the needs of the university’s graduate programs and to assist in the development of the student. The duties of the graduate student may be to assist in instruction, research or administrative duties and will vary according to the department's individual needs. Graduate Assistants contribute to specific programs and serve the Graduate Division, as well. Applications are available in the Graduate Office (333 Western Ave, first floor east) and the application deadline is listed in each semester's catalog.

Appointments to assistantships are made during the Fall and Spring semesters. Half-time assistantships carry a $1,000 stipend and up to 6 credits of tuition and instructional fees per semester; full-time assistantships provide a stipend of $2,000 and 9-12 credits of tuition and instructional fees per semester. In the first case, the student works 7-8 hours per week and must
register for at least six (6) credits per semester. In the second case, the graduate student contributes 14-16 hours per week to the assigned department and must take a minimum of nine (9) credits per semester. Graduate Assistants pay registration and education service fees.

For specific information see the DGCE Course Catalog published each semester.
ACADEMIC INFORMATION

Auditing of Courses
It is possible to audit any course offered by the Division. If you elect to audit courses, you have the privilege of attending classes, but are not required to take any test or examination or turn in any written assignments. Faculty does not evaluate your work. When you take a course as audit, you do not receive a grade or academic credit. Therefore, audited courses do not contribute to the completion of a graduate program of study. Should you want to change a course from audit to credit, you must notify the office of Graduate and Continuing Education prior to the third class meeting by completing the appropriate form. Audited courses may not be re-taken for credit toward a graduate program.

Capstone Project/Master’s Thesis
The Capstone Project/Master’s Thesis is an important culminating experience for many master’s degree candidates. The Capstone/Thesis is meant to demonstrate that candidate’s ability to engage in discipline specific research and/or focused study. The Capstone/Thesis must be conducted with the approval of, and under the direction of, a graduate advisor and program administrator. After the work is complete, it is presented in a public forum arranged by the faculty advisor and announced one week prior to presentation. The student is also required to provide bound copies of the Capstone/Thesis to the Department, Westfield State University Library, and the Dean of Graduate and Continuing Education. Individual programs may have additional requirements.

Changing Concentrations/Programs
Students in Graduate Programs may change their concentration within a specific department with approval from the Department Chair and the Dean. You must complete a Graduate Degree Program Change of Major form, available in the office of Graduate and Continuing Education, to begin the process and complete a new Program of Study on acceptance into your new concentration. Students who wish to enter programs sponsored by another department (e.g., Education to English) must re-apply. In either case, a new Program of Study must be completed with your advisor’s approval and the signatures of your Department Chair and Graduate Dean.

Comprehensive Exams
The comprehensive examination is the culminating experience of many of our graduate programs. The exam may be taken only after you complete all required courses and a total of 27 credits within your program. You should keep the exam in mind as you begin your program, retaining class notes, syllabi and bibliographies. Comprehensive exam workshops are offered prior to the exam during the academic year and study groups also form around exam time. Please note that some master's programs may accept a thesis, research project, public presentation or other capstone experience in addition to or in lieu of a comprehensive examination. It is important to check with each department concerning specific degree requirements, capstone experience options and departmental policy.

Examinations may be written or oral (or both), as determined by each department. Students must fill out a Comprehensive Examination form available in the Division of Graduate and Continuing Education (DGCE) Office to apply to take the comprehensive exam. No fee is required. A formal review of graduate folders will be made by the academic counselor to determine eligibility for the exam as explained in the criteria above.

Students who fail the comprehensive examination may be permitted to repeat the exam a second and subsequent time, provided the department and the Graduate Dean grant approval. Permission to take a second or subsequent exam will be granted when students have completed an approved program of
remediation under the supervision of their graduate program advisor. The program of remediation will be designed by the student and the student’s advisor to address the areas of deficiency noted by the readers of the examination. **Students who wish to retake the comprehensive examination must complete a program of remediation form with their advisor. A 45 day filing period is allotted to students who wish to submit a program of remediation form. The 45 day period will commence on the date of the letter of notification of failure to pass the examination.** The nature of the proposal for remediation may vary from program to program. The chair of the student’s department and the Graduate Dean must approve the program of remediation. Students must fill out a form available in the DGCE Office to apply for permission to take the comprehensive examination for a second or subsequent time.

Previous graduate policy on time limits remains unchanged: a student is expected to complete all degree requirements, including passing the comprehensive examination, within six (6) years of the date of the first course credited toward their degree, including transfer credits from other accredited institutions. The Master of Arts in Psychology program allows students seven (7) years to complete the 48-credit program.

Comprehensive exams for the master's degree candidates are administered on Saturday mornings in March and November. The exact date of the examination is announced early in the semester it is to be given. It is your responsibility to identify the date of the comprehensive exam and to apply to take it before the deadline. Students will be notified in writing of their eligibility to take the exam. Other guidelines follow:

1) A candidate's eligibility to take the comprehensive is approved by the Dean on recommendation by the candidate’s advisor after review and evaluation of the candidate's Program of Study and completed course work and other program requirements.

2) All candidates must take the exam at the time and place designated by DGCE. Any exception to this guideline is the decision of the Dean. Students with documented special needs or needing accommodations under the Americans with Disabilities Act should make their needs known at the time of application to take the examination. Students whose religious observations require an alternate scheduling of the exam should make their request known to the office as early as possible.

3) Any written and/or oral comprehensive must be evaluated by at least three faculty members. A grade of Pass or Fail must be submitted in writing to the Division for each candidate.

4) Written communication of exam results is the responsibility of DGCE.

5) Successful outcomes of the Comprehensive Exam will be noted on student transcripts.

**Course Load**

Full-time graduate students carry programs consisting of at least 9 semester hours per term. During the summer sessions, nine semester hours of credit across both summer sessions is equivalent to full-time study. Students who wish to exceed this limit may do so, but only with permission. Students who will be receiving benefits from the Veterans Administration or other sources should check with the funding source to be sure a sufficient number of credit hours are taken. Students needing assistance in determining appropriate course loads should consult their academic advisor.
Degree Conferment
Master's and Certificate of Advance Graduate Study degrees are conferred during the months of August, December, January, and May. The Commencement ceremony is held in May. Applications are available online or in DGCE office.

Graduate Level Courses
All graduate courses are numbered above 400, generally at the 500 or 600 level. All courses with 600 level numbers carry graduate credit and are only open to graduate students. Courses at the 500 level may have a 300 matching number, which allows for the enrollment of upper-level undergraduate students. All courses in the C.A.G.S. program must be at the 600 level. Courses previously completed for the Master's degree may not be repeated for C.A.G.S. credit. Professional development courses assigned 0499 numbers will not be included in Westfield’s graduate degree programs unless the program coordinator and the Dean grant an exception.

Graduation
If you are nearing the completion of your graduate program requirements and plan to receive a Master's degree or C.A.G.S., you should request the Application for Graduation in the Graduate Office. You should complete this form and submit it to the office no later than the deadline indicated in the college calendar. If you are planning to take the comprehensive exam, file the application to graduate simultaneously with the application to take the comprehensive. A commencement fee is required at the time of filing the application for graduation, whether or not you wish to participate in the formal ceremony. There is no fee to take the Comprehensive Exam. No degree or certificate will be conferred and no graduate transcripts will be issued unless all tuition and fees have been paid in full. Information regarding the graduation and Commencement ceremony is sent directly to all students who have applied for graduation.

Independent/Directed Study
Opportunities for independent study are provided in each department on an advanced graduate level for one to six semester hours’ credit. Course admission requires the permission of the faculty member and approval of the Program advisor, Department Chair and Dean. Written plans for independent study projects must be approved in advance before registering for the independent study course. A maximum of six (6) credits of Independent/Directed Study is allowed within a degree program.
ACADEMIC POLICIES

Academic Integrity

“Academic Honesty, a necessary foundation of a learning community is expected of all students. Violations are unacceptable and are subject to academic penalties including failure of a course. A record of the violation is submitted to Academic Affairs; repeated violations may result in suspension or dismissal from the college. Violations of academic honesty include cheating on examinations, plagiarism, and submission of the same paper for credit in two or more courses.” Academic Honesty, (WSU Bulletin)

Students in the graduate program are expected to have high standards of integrity. Any graduate student who violates academic honesty through activity such as cheating or plagiarizing on examinations, papers, assignments or within a research setting is subject to dismissal from the program. Cases involving academic integrity shall be referred to the Dean for adjudication.

Academic Standing Policy

The Division is authorized to award a Master's degree for a program of study that includes an overall GPA of 3.0 (B) or better. To remain in good academic standing, students must maintain a 3.0 GPA throughout the course of study. Academic departments may also establish additional criteria by which a student is evaluated on academic standing and progress.

A student who does not maintain good academic standing or progress is placed on academic probation. The student and program advisor will receive notification of academic probation status from the Dean. Students on probation are required to meet with their advisor to establish a written plan for improvement. This plan is required to be placed in the student’s academic file in DGCE within 30 days of notification. Students without this plan on file will not be permitted to enroll in future terms. Students on academic probation must complete all outstanding incomplete grades before enrolling in future terms.

A student who does not maintain good academic standing for two consecutive semesters will lose matriculation status. The student may enroll as a non-degree student, but they will not be eligible for financial aid and must sign a waiver form acknowledging their academic status. The department may petition for a semester extension if it is believed the student will meet good academic standing in an additional term.

Earning an F grade for plagiarism at any stage of program completion is grounds for administrative dismissal from your academic program.

Students are immediately dismissed from a program if they receive two (2) F's, or three (3) grades of B- or lower.

Deficient Grades and Course Repeat

Students may earn one C that will count toward their degree, provided an overall average GPA of at least 3.0 is maintained. A second C will not count toward a graduate degree. A second C or grade of F requires a course be repeated (elective courses may be repeated with a different elective).
Students must submit Graduate Course Repeat forms for a repeated course before the end of drop/add. Repeated course must be repeated with a B or better. A grade of B- is not a B and, therefore, is unacceptable as a replacement grade. All grades will remain on the transcript; however, when you repeat a course with a grade of B or better, the original grade will not be used in computing the cumulative average.

Grades of F earned as the result of proven plagiarism may not be repeated.

**Appeals Process**
Questions or concerns relating directly to a college course should first be raised with the course instructor. Program directors and department chairs are available to consult on appeals at the program level. If you have questions or concerns about the academic policies and regulations of the Graduate School, you should direct them in writing to the Dean. A formal appeal form may be found at [www.westfield.ma.edu/dgce](http://www.westfield.ma.edu/dgce).

**Final Examination**
Students shall have the right to inspect their own complete final examination papers in a course within one semester following the end of the course. However, the course instructor shall have the right to retain permanent possession of the original examination papers and each student’s submitted answer sheet.

**Graduate Grading System**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(4.0) High Distinction</td>
</tr>
<tr>
<td>A-</td>
<td>(3.7) Superior</td>
</tr>
<tr>
<td>B+</td>
<td>(3.3) Excellent</td>
</tr>
<tr>
<td>B</td>
<td>(3.0) Good</td>
</tr>
<tr>
<td>B-</td>
<td>(2.7) Marginal Pass. Not acceptable as transfer credit.</td>
</tr>
<tr>
<td>C</td>
<td>(2.0) Acceptable as credit for only one 3-credit course in a student's program. “C” is not acceptable as transfer credit.</td>
</tr>
<tr>
<td>P</td>
<td>Pass - No grade point equivalent. May be used toward program of study.</td>
</tr>
<tr>
<td>R*</td>
<td>Research – No grade point equivalent.</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AU*</td>
<td>Audit</td>
</tr>
</tbody>
</table>

* These designations have no grade point equivalent and will not earn graduate credit. They are acceptable for Professional Development verification, however.

Graduate students must maintain a minimum overall average of 3.0 and meet all other degree requirements in order to be eligible for graduation. Graduate students in good academic standing are by definition honors students. The designation of Latin honors (Summa cum Laude, Magna cum Laude, Cum Laude) does not apply to graduate students.
Incomplete Grades
A grade of Incomplete (I) is assigned by the instructor only if you have completed 80% of the course work and have offered a valid reason for your inability to complete the course work within the prescribed semester. You must request a grade of Incomplete before the end of the semester and arrangements for the completion of the work must be made in writing with the instructor. Once you have been granted the incomplete grade, you must complete the work within the first 30 days of the next scheduled semester. If the work is not completed within that time, or if an extension is not granted, the incomplete grade automatically becomes an "F". In certain extraordinary circumstances, faculty may complete an Extension Form (available in the Office) and submit it to the Office of Graduate Studies to permit a student additional time to satisfy the course requirements.

Prerequisites
You should make certain that you have the necessary prerequisites for each course. Failure to do so may result in being inadequately prepared to take and succeed in the chosen course. Prerequisites are indicated in each course description in the online catalog. A Baccalaureate degree is an essential prerequisite for all of our graduate level courses.

Program of Study
Upon initial acceptance into a degree program, you will be assigned an advisor skilled in your area of specialization. Your individual program of study is worked out in consultation with your advisor and in accordance with the requirements for a degree in your major program. The planned degree program will include:

1. prerequisites required by the department in your area of concentration
2. required courses
3. a planned program of courses necessary for competency in the field of concentration
4. in some cases, elective courses

The program of study must have your signature and the signed approval of your advisor(s). The Coordinator of Graduate Records will circulate the program of study for the signature of the department chair and Graduate Dean. The original will then be placed in your file, a copy sent to your advisor and a third copy sent to you.

The signed Program of Study form must be on file within your first semester of study after acceptance. Failure to comply may result in a hold being placed on future registration. Any changes to the Program of Study must have advance written approval. These approved changes must be filed with the Graduate Office. The advisor is not responsible for his/her advisee's meeting Graduate School regulations and deadlines. You are personally responsible for knowing all College rules and regulations, as well as your program requirements.

Student Responsibilities
It is your responsibility to become familiar with all requirements listed by the relevant graduate program. In no case should you expect a waiver or exception to published program requirements by pleading ignorance of the regulation or by asserting that an advisor or other authority did not directly present the information. All students should become familiar with all academic policies and specific college/departmental program requirements. Only the Dean of Graduate and Continuing Education, supported by the Graduate Education Council, has the authority to waive the basic requirements stated in this catalog. No statements made by any person regarding waiver of admission or program requirement shall in any way bind the Graduate Dean or Graduate Education Council.
Summer School
The Graduate School is an integral part of the summer program at Westfield State University, offering a variety of graduate offerings from May through August in the evening and with both intensive day and evening sessions during the second summer session (July and August). The summer calendar is designed to allow students to accelerate their degree program or lighten their course load during the regular academic year. A summer catalog offers information on course offerings and course descriptions that enhance the information are available on the college web site. Program advisors are available during April and May to offer both prospective and matriculated students assistance in making course choices appropriate to their curricular goals.

Time Limit
You are expected to complete your degree requirements **within six (6) years** (seven (7) in Psychology M.A. programs) from the date of the first course credited toward your degree, including transfer credits from other accredited institutions. No credit will be given for a course older than six years at the time of graduation. If you fail to meet this time requirement, you must apply in writing for an extension, stating in detail the reasons for the request. The college does not guarantee that the extension will be granted, and the Dean of Graduate and Continuing Education may impose additional requirements before the degree will be granted.

Winter Session
An intensive January session has been added to the Westfield State University Academic year. Offered in response to requests for accelerated classes which could be completed during the January break, this comprehensive schedule offers undergraduate, post-baccalaureate and graduate students the opportunity to complete credit classes in an intensive academic format of three weeks or less. Please consult the Winter/Spring course catalog for winter offerings.

Withdrawal Policy
Enrollment in a course implies a serious intention to complete the work of that course. You may drop a course by withdrawing before the first scheduled class meeting without notation on your permanent record. After the second class meeting, you will receive a grade of "W", **if you properly withdraw in writing before the deadline.** The withdrawal form (available in the office) requires both the student's and the faculty member's signatures. The deadline date is published in each semester's schedule of courses and is set close to mid-term. Verbal messages of intent to the instructor or staff do not constitute withdrawal. Unless a withdrawal form has been completed, signed by you and the instructor, and submitted to the Graduate and Continuing Education Office, you have not officially withdrawn.

Students who can document an "extenuating circumstance" may be allowed to drop a course with a "W" notation on their transcript prior to the final exam. They should contact the Dean of Graduate and Continuing Education to discuss their situation. Students who enroll for a course and fail to attend the first two classes may be withdrawn at the discretion of the professor. Professors are asked to justify such a decision at the time of the recommended withdrawal. Beginning with the third week of classes (or with the third class meeting in summer sessions), faculty may not submit a "W."

Refunds of tuition and appropriate fees, if any, are made on the basis of the date and time of receipt of a student's withdrawal notification in the DGCE Office, and in accordance with the refund schedule in force during the session within which the refund is requested.
ACADEMIC SERVICES

Academic Advising
The staff and faculty of Westfield State University Graduate Studies office understand and respect the concerns and needs that many adults have about pursuing a graduate degree. We emphasize the importance of good advising to both new students and students who are at various stages of their Master’s degree or C.A.G.S. curriculum.

Upon admission into an academic graduate program, you are assigned a major advisor. It is your responsibility to arrange an appointment with the advisor as soon as you are admitted to graduate study to outline your Program of Study, taking into consideration previous work and your objectives. Although your advisor will assist you in planning your program, you must assume responsibility for knowing and meeting the curriculum requirements of your program.

Because we are strongly committed to counseling support as an integral component of our educational programs, we encourage you to contact your advisor prior to your first registration or as early as possible during your first term. We are eager to help orient you to our programs and services and to help you develop sound educational plans that will suit your reasons for returning to school and your unique concerns.

Career Services
Graduate students are encouraged to take advantage of the services provided by the College's Career Center. The office is open weekdays from 8:30 a.m. to 5:00 p.m. during the school year and by appointment. Services include career counseling, a variety of workshops on preparing for employment (resumes, job search and interview skills) credentials file service, computerized job matching, weekly newsletters on career opportunities, and a career resource library. On-campus employment recruiting and special programs are also featured. Graduate school catalogs, testing information and research guides are available. A computerized interactive guidance program, SIGI+, is also available to assist students in self-assessment and career exploration. For additional information, drop by the Office of Career Services, Lammers Hall Annex, or call 572-5206.

Computer Center (Information Technology Center)
The Information Technology Center is located on the first floor of Wilson Hall. However, there are several computer labs across campus at the following locations:

- Bates 03 PC Lab. Open general Computer Center Lab hours.
- Bates 04 Multimedia Lab. Open general Computer Center Lab hours.
- Ely 316 Mac Lab. Open general Educational Resources Center hours.*
- Ely Library Mezzanine Mac Lab. Access through the mezzanine (2nd floor Ely) during normal Library hours.*
- Ely Library Reference Room w/PCs. Open during normal Library hours.
- Wilson 105 PC Lab. Open general Computer Center Lab hours.
- Wilson 138 VAX stations, Mac Lab. Open general Computer Center Lab hours.
- Wilson 139 PC Lab. Open general Computer Center Lab hours.
- Wilson 234 Tutoring Center. Access during tutoring hours.
- Wilson 405 Classroom w/PC. Access through department office or when monitored by faculty.
- 333 Western Avenue PC Lab. Garden-level instructional facility with seasonal student access hours.

Access to the Internet is available through the Library computer system without the need for a server account. For information about specific hours of operation of any of these facilities call the Information Technology Center at 572-8082 or the HELP desk at 572-4357.

*Starred locations are not accessible to mobility-impaired students or wheelchair users.*

**Counseling Center**
The Counseling Center is located in Lammers Hall Annex. Appointments may be made through the Director by calling 572-5790. The Westfield State University Counseling Center exists to provide counseling and preventive psychological services for WSU students. Their mission is to facilitate self-discovery, personal growth and healing for students in their journey toward whole-person development. The Counseling Center staff seeks to understand and value the individual within the context of community living, offering services through a multitude of pathways: individual counseling, couples counseling, family counseling, group counseling, assessment of needs, referrals to community and other WSU resources, workshops and presentations.

The Office of Substance Abuse Prevention (OSAP) offers both substance abuse counseling and a variety of educational and creative social programming designed to enhance development of responsible decision-making skills on the part of students regarding substance (ab)use and healthy living. Further information about OSAP may be obtained by contacting the Counseling Center.

**Email Accounts**
All students are issued a student email account. You must log into this account regularly as much college and program information is sent in this manner. Student email is considered an official means of communication. Make it a habit to check your email for important campus updates. You should be aware that advisors may also send pertinent information using this method.

**Governance**
Division of Graduate and Continuing Education students are invited to participate in the governance process of the College through the following organizations: the Campus Center Board of Governors, the Parking Appeals Board, the Affirmative Action Advisory Board, the Judicial Board, and the Graduate Education Council. Usually appointments are made in the beginning of the fall semester. We need volunteers for these organizations. If you are interested, please contact our office at 572-8020, and leave your name and telephone number. The only general requirement is that you be enrolled in a degree or certification program and that you be available days for the meetings. Participation as a member of the Graduate Education Council or any other governance committee requires that you be enrolled as a matriculated graduate student in good standing.
Library
The mission of Governor Joseph B. Ely Library is to support the curricular, research, and community-building activities of the University through the effective and efficient provision of information resources, services, and instruction in a supportive learning environment.

To accomplish this, the library:
• Collects, organizes, and makes information accessible in both traditional and digital formats
• Teaches students how to identify, retrieve, critically evaluate, and effectively apply information in creative and analytical problem solving
• Provides a supportive and dynamic research and learning environment, both on campus and online
• Collects, preserves, and provides access to the history of the University through the University Archives
• Serves all members of the campus community
• Collaborates with students, staff, and faculty to ensure the effectiveness of library collections, services, and instruction
• Recruits and develops a skilled, engaged, and diverse workforce
• Collaborates with partners inside and outside the University to maximize access to resources and the effectiveness of services
• Assesses and adapts operations to ensure that the library meets the needs of the University
• Serves as a resource for the citizens of the Commonwealth.

Dial 413-572-5251 for library hours and to reach any department.

Public Safety Security Report
Westfield State University’s annual security report includes statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Westfield State University and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Acquire a copy of this report by contacting Public Safety or by accessing http://www.westfield.ma.edu/safety/SafetyChronicle2.htm
REGULATIONS AND PROCEDURES

Absence Due To Religious Beliefs (Chapter 151C, 2B)
Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he/she may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effect shall result to any student because of his/her availing him/herself to the provisions of this section of the Massachusetts General Laws.

Course Cancellations
Graduate courses are funded solely by student fees and tuition. Unfortunately, each semester there are courses in which enrollments are not sufficient to compensate faculty. These courses are canceled at the discretion of the Dean. To allow students time to enroll in other courses, decisions to cancel are made on the basis of the number of enrollments prior to the start of classes. Therefore, students are urged to register early in order to give an accurate assessment of the number of students who want to enroll in each course. Students affected by course cancellations will be notified by phone, email, or mail. Students not wishing to enroll in an alternative course will receive a full refund as soon as it can be processed.

Confidentiality of Student Records
The Educational Rights and Privacy Act of 1974 is a federal statute which gives you permission to review your records and offers you the possibility of correcting errors which you may discover. Matriculated students who wish to view their files must complete a written request and allow two working days notice.

The college, according to the Act, may make public "Directory Information" about you, (e.g., name, address, date and place of birth, telephone listings, schools attended, degrees and awards received, major field of study, participation in officially recognized activities and the most previous educational agency or institution) unless you specifically request in writing that your prior consent be obtained. A request made by students to suppress from public distribution the above mentioned information is to be made in writing annually to the office not later than October 1 of each academic year.

Course Descriptions
Should you need copies of course descriptions, you may send a written request or complete the transcript/course description request form, noting the specific course descriptions needed and dates the courses were taken, if applicable. Please allow five working days for processing.

Health Insurance Requirements
Chapter 15A of the Massachusetts General Laws mandates that every full or three-quarter time student in a public or private institution of higher education shall participate in a qualifying student health insurance program. The cost of the College student health insurance is payable upon registration for 6.75 or more credits through the Division of Graduate and Continuing Education. In order to avoid being assessed this state mandated insurance charge you must waive the fee by
entering your medical insurance information online at: www.universityhealthplans.com. Also, in order to purchase health insurance through the university, you must be enrolled in at least three quarter time coursework for the semester.

**Immunization Requirement**

Massachusetts Law (Chapter 76-Section 15C) requires that all full-time college students (12 credits undergraduate and post baccalaureate students; 9 credits graduate per semester) present evidence that they are immunized against measles, mumps, rubella, diphtheria, and tetanus in order to register for classes. Tetanus/Diphtheria must be within 10 years. Full time students must present proof of at least one (of a series of three) Hepatitis B vaccination. If there is a question of immunization status according to the above information, please update your immunization. Please have the Immunization Form (available in the office or on the back of the Fall and Spring registration forms) completed by your physician and submitted to the Division of Graduate and Continuing Education before coming to register. In lieu of the immunization verification form, copies of medical records with dates may be submitted, documenting vaccination and/or immunity. If the immunization paperwork is not received within thirty (30) days of the start of classes, you will be dropped from all classes.

**Non-Discrimination & Affirmative Action Policy**

Westfield State University, both as an employer and as an educational system, is committed to providing a learning, working and living environment for all its students, employees and other members of the College Community which values the diverse backgrounds of all people. The University is committed to assuring that the Westfield State experience is one which challenges, empowers, supports and prepares people to live in, work in, and value our increasingly global and diverse world. Westfield State is committed to a policy of affirmative action in its educational programs, activities and employment practices. These commitments are actively pursued in all aspects of both campus and community relationships.

The University maintains and promotes a policy of non-discrimination on the basis of race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status or national origin. This policy incorporates by reference and where applicable, the requirements of Federal Executive Orders 11246 and 11375 as amended; and the Civil Rights Act of 1988; the Civil Rights Act of 1991; Title IX of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1974; and pertinent Laws, Regulations and Executive Orders; directives of the Higher Education Coordinating Council, the Board of Trustees of Westfield State University, and other applicable local, state and federal statutes.

**Physically Challenged and Mobility Challenged Students**

Physically and mobility challenged students should contact the Division of Graduate and Continuing Education in advance of the term in order to receive assistance in avoiding or solving any problems they may have with regard to parking, entering buildings, reaching classrooms, or seating arrangements within classrooms.

**Policy Against Racism**

The Massachusetts State Colleges have established a policy of unequivocal prohibition of all forms of racism within the nine College communities. This policy prohibits racism, anti-Semitism and ethnic or cultural intolerance. The policy prescribes all conditions and all actions or omissions including all acts of verbal harassment or abuse, which deny or have the effect of denying to anyone his/her rights to equality, dignity and security on the basis of his/her race, color, ethnicity, culture or religion. The policy reaffirms the doctrine of civility, appreciation for cultural/racial pluralism and the pre-eminence of
individual human dignity as preconditions to the achievement of an academic community which recognizes and utilizes the resources of all persons.

Whenever it has been properly determined that a racial incident has occurred, the University will take prompt and corrective action including appropriate disciplinary action. In determining whether the alleged conduct constitutes racism, the University will look at the entire record and the circumstances, such as the nature of the conduct and the context in which the alleged incident occurred and will make a decision on a case-by-case basis. The University is committed to promoting, to the greatest degree possible, an environment free from racism. Any member of the college community who believes that she/he has been a victim of racism may initiate the informal claim or formal complaint procedures as outlined in the University’s Discrimination Complaint Procedures.

Registration for Courses
Current and accurate information about courses and enrollment are available on the college web site through InfoWeb http://www.westfield.ma.edu/studentsonline/. The schedule of courses is available in catalog form several weeks prior to the start of a semester. The catalog is mailed to students who have taken classes within the last three semesters. If you have not taken classes at Westfield within the last three semesters, you are welcome to call and be put on the mailing list. Once you begin to take classes, the catalog will arrive directly at your home address during the academic year.

The registration form is included in each semester’s course catalog book and is also available in the office and on our website. Payment is expected at time of registration. The Office accepts MasterCard, VISA, Discover, American Express, personal check, money order, or traveler’s checks. Students are offered the opportunity to register through the mail within specified dates. You may also register online with no additional service fee. The dates for registration are available in each semester’s catalog.

Sexual Harassment Policy
Westfield State University does not tolerate sexual harassment. Sexual harassment consists of unwelcome verbal, non-verbal and/or physical behavior of a sexual nature that has the effect of interfering with student employment, academic or other status, of creating an intimidating, hostile or offensive environment. It is a form of sex discrimination that was made illegal by Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972 as amended, and under Chapters 151B and 151C of the Massachusetts General Laws.

Any member of the College community who believes she/he has been a victim of sexual harassment may initiate informal or formal complaint procedures as outlined in the University’s Discrimination Complaint Procedures. Full text of the current Sexual Harassment Policy is available in the Graduate and Continuing Education Office, the Equal Employment Office, within the Student Handbook and on the University’s website http://www.westfield.ma.edu. Further information or advice may be obtained by contacting the Dean of the Division of Graduate and Continuing Education at 572-8805.

Smoking Law
The use of tobacco products will not be permitted on any university property or university leased property effective September 1, 2012.

Student Conduct
In the interest of maintaining order on the campus and guaranteeing the broadest range of freedom to each member of the community, some regulations have been developed by students, faculty, and staff acting in concert. These regulations reasonably limit some activities and also proscribe certain behaviors which are harmful to the orderly operations of the University and the pursuit of its
legitimate goals. This includes the disruption of teaching, learning, research, administration, student activities, or other related support activities that are recognized as necessary to the lawful mission of the college. Violations of these regulations will be handled by the University student conduct procedure, which is established to resolve complaints of nonacademic student misconduct. The student conduct procedure is designed to protect due process rights and reach decisions that are in the best interest of both the student and the University. Students charged with misconduct are afforded the right to a written notice of charges, the right to a fair and impartial hearing, and the right of appeal.

The full text of student conduct regulations and student conduct procedures may be found online at: westfield.ma.edu/studenthandbook

**Transcripts**

Official transcripts may be obtained from the Office of Graduate and Continuing Education by mailing in a written request or filling out a transcript request form, available in the office and on the university web site. The signature of the student is required on the form before a transcript can be released or sent and a fee of $2.00 per transcript must be submitted with the transcript request form. Please allow five working days for our office to process the request. There will be an additional charge for processing of transcript requests within one business day ($5.00). Transcripts that include the final grades of the present semester will be available approximately three weeks after the close of the term.
MASTER OF ARTS IN ENGLISH

FACULTY

Department Chair:        Emily Todd, Ph.D.
Department Secretary:    Regina Smialek
Department Office:       Bates 103
Department Telephone:    (413) 572-5330
Graduate Administrator: Marilyn Sandidge, Ph.D.
Graduate Advisor:        Marilyn Sandidge, Ph.D.
Graduate Faculty:
                        Stephen Adams, Ph.D.
                        Glen Brewster, Ph.D.
                        Lou Caton, Ph.D.
                        Vanessa Diana, Ph.D.
                        Jennifer Digrazia, Ph.D.
                        Michael Filas, Ph.D.
                        George Layng, Ph.D.
                        Gregg Neikirk, Ph.D.
                        Susan Quandt, Ed.D.
                        Beth Rothermel, Ph.D.
                        Marilyn Sandidge, Ph.D.
                        Elizabeth Starr, Ph.D.
                        H. Edward Stessel, Ph.D.
                        Emily Todd, Ph.D.

PROGRAM DESCRIPTION

Students develop knowledge of literature and its history and expand their abilities to think analytically and write effectively through advanced study and research in British, American, and other literatures. The M.A. program in English thus prepares students for advanced graduate studies in English (Ph.D.), for pre-professional studies (law, business, and administration), for teaching careers, and for work in related fields (e.g., communications, public relations, publishing, and human resources).

The M.A. in English Licensure Programs prepares students for careers as teachers at the middle school or secondary levels. Students may earn Initial Licensure through an NCTE (National Council of Teachers of English) accredited program or earn Professional Licensure. Candidates may elect the M.A. with Professional Licensure Option, a graduate program designed to allow teachers of English who hold initial licensure to become fully certified according to the educational reforms mandated for Massachusetts by the Board of Education. Candidates for certification complete a program that includes four required courses: ENGL 0539 Advanced Methods of Teaching English, ENGL 0609 Contemporary Issues in English, ENGL 0646 Precapstone, and ENGL 0626 Seminar in English Education (Capstone Experience).
PROGRAM OBJECTIVES

1. Student will demonstrate advanced understanding of American, British, and diverse literatures.

2. Student will demonstrate mastery of the concepts of literary theory.

3. Student will demonstrate the ability to write sophisticated and persuasive literary and rhetorical analysis.

4. Student will demonstrate the ability to carry out independent research and contribute to an ongoing scholarly conversation in a field of English studies.

5. Student will demonstrate the ability to present a well-planned, effective, and engaging oral argument.
ADMISSION REQUIREMENTS

Prerequisites for Admission to the Program:
1. Bachelor’s Degree from an accredited college or university.
2. Minimum of 18 hours in English above Composition at the undergraduate level.*
3. A 3.0 (B) average in all English courses is required, as is a 2.8 overall G.P.A.
4. Graduate Record Examination or Miller Analogies Test scores should be above the 50th percentile.
5. A writing sample, preferably a literary essay, is required.

*Students may be required to fulfill undergraduate prerequisites as determined by the Graduate Advisor.

Procedures for Admission to the Program:
1. Apply for admission to the Westfield State University Graduate Program.
2. Obtain a Graduate Program of Study form from the Office of Graduate Studies.
3. Schedule an appointment with the English Department Advisor to complete the Graduate Program of Study form. Secure the signatures of the Advisor, the Department Chair or Program Director, and the Dean of Graduate Studies after completion of the form. Submit this form within the first semester after you have been accepted in the program.

Requirements for the M.A. in English:

I. M.A. in ENGLISH (34 s.h.)
   A. ENGL 0608 Theories of Literary Criticism 3 s.h.
      One 600-level course in American literature 3 s.h.
      One 600-level course in British literature 3 s.h.
      Fifteen additional credits at the 600 level 15 s.h.
      Two additional English courses at either the 500 or 600 level 6 s.h.
      **Course Work:** 30 credits

   History of the English Language or The Structure of Modern English must be included in the program for students who have not had one of these courses as an undergraduate. Up to six graduate credits may be taken in a related discipline (such as history). Written permission from the English Graduate Advisor or the English Department Chair must be obtained before taking these credits.

   B. ENGL 0646 Pre-Capstone Course 1 s.h.
      Required as preparation for Capstone Experience (ENGL 0626 or ENGL 0647). Student works independently with a graduate faculty member to research and propose a focused study for the Capstone project. Pre-capstone proposal is submitted to the English graduate committee for approval. Student receives a grade of Pass or Research.

   ENGL 0647 Research Folio Capstone Experience 3 s.h.
      Research Folio is required as a capstone experience in formal writing and research on scholarly topics at the end of the master’s program. Students work independently with a graduate faculty member who advises and supervises the candidate’s preparation of research folio materials. After choosing the area and focus of research, the candidate presents a folio that includes a scholarly essay of publishable quality, a 150-word abstract of the essay, an explanation of the critical approach applied to the text, and an annotated bibliography. Suggested length of the essay is 20 pages or
5,000 words. The faculty supervisor, graduate advisor, and the English Department Chair evaluate the folio. The completed paper is presented in a public forum.

C. Foreign Language:
Competence in one foreign language (e.g., French, German, Italian, Spanish) is required. This competence may be determined in one of these ways:

1. Grades of C or better in two semesters of intermediate level undergraduate foreign language study within 10 years.
2. Acceptable performance in a national reading competence examination.

II. M.A. in ENGLISH with INITIAL LICENSURE (5-8)(8-12) (34 – 46 s.h.)
All requirements for the M.A. in English in addition to the practicum must be completed before the candidate can receive an initial license to teach English.

Prerequisites:
1) B.A. in English or Bachelor’s degree with a minimum of 18 credits in literature courses (Students may be required to fill undergraduate prerequisites as determined by the graduate advisor)
2) 3.0 (B) average in all English courses is required, as is a 2.8 overall G.P.A.
3) Graduate Record Examination or Miller Analogies Test scores above the 50th percentile
4) Passing grade on MTEL Communication and Literacy Test
5) A course in Adolescent Development
6) A course in History of the English Language or Structure of the English Language
7) A grammar class is strongly recommended.

Requirements:
A. Courses
   EDUC 0540 Intro to Students with Exceptional Learning Needs 3 s.h.
   EDUC 0554 Educational Planning and Evaluation 3 s.h.
   ENGL 0550 English Methods 3 s.h.
   ENGL 0527 Contemporary Cross-Cultural Literature 3 s.h.
   ENGL 0583 Teaching Writing 3 s.h.
   ENGL 0538 Literature and the Adolescent 3 s.h.
   12 additional credits in 600-level Literature Courses 12 s.h.
   ENGL 0646 Pre-Capstone Course 1 s.h.
   ENGL 0647 Capstone Project in either literature or pedagogy 3 s.h.
   _____ 34 s.h

B. Practicum
   EDUC 0564 Practicum: Middle school (one semester) or 6 s.h.
   EDUC 0569 Practicum: Secondary (one semester) or 6 s.h.
EDUC 564 & 569   Practicum: Middle school & Secondary   12 s.h.

40 or 46 s.h.

(Students must complete a district practicum experience for each level of licensure).

Students must have passed the MTEL English subject area exam and have a minimum GPA of 3.0 in English graduate classes before beginning the practicum. Students seeking licensure for English at the middle school level must also take EDUC 0321 The Middle School and its Students.

C. Foreign Language Competence.
Competence in one foreign language (e.g., French, German, Italian, Spanish, Russian) is required. This competence may be demonstrated in one of these ways: 1) Grades of C or better in two semesters of intermediate level undergraduate foreign language study, within 10 years; or 2) acceptable performance in a national reading competence examination.

III. M.A. in ENGLISH leading to PROFESSIONAL LICENSORSE (5-8)(8-12)* (34 s.h.)
Prerequisites: Initial licensure as a teacher of English in Massachusetts or approval of program director. See additional prerequisites for M.A. candidates listed above.
* Program Pending Approval by DESE

A. Course Work: 30 s.h.
ENGL 0539 Advanced Methods of Teaching English 3 s.h.
ENGL 0609 Contemporary Issues in English 3 s.h.
ENGL 0608 Theories of Literary Criticism 3 s.h.
One 600-level course in American literature 3 s.h.
One 600-level course in British literature 3 s.h.
Nine additional credits at 600 level 9 s.h.
**Two additional courses at 500 or 600 level 6 s.h.

ENGL 0538 Literature and the Adolescent is strongly advised.

**History of the English Language or the Structure of Modern English must be included in the program for students who have not had one of these courses as an undergraduate. Up to six credits may be taken in a related discipline (such as history). Written permission from the English Graduate Advisor, Director of the program or English Department Chair must be obtained before taking these credits.

B. ENGL 0646 Pre-Capstone Course 1 s.h.
Required as preparation for Capstone Experience (ENGL 0626 or ENGL 0647). Student works independently with a graduate faculty member to research and propose a focused study for the Capstone project. Pre-capstone proposal is submitted to the English graduate committee for approval. Student receives a grade of Pass or Research.
ENGL 0626  Seminar in English Education Capstone Experience  3 s.h.
Preparation of professional resources and a carefully supervised research project in
the reading, interpreting, and teaching of literature, composition, or language arts.
Taken after students have completed ENGL 0539 Advanced Methods of Teaching
English, the course culminates in a formal presentation before three to five members
of the graduate English faculty.

C.  Foreign Language (see description under C above).
ENGLISH COURSES

ENGL 0511 THE BRITISH NOVEL 3 s.h.
Reading and discussion of works by major novelists from the 18th century to the present.

ENGL 0517 SHAKESPEARE: TRAGEDIES AND HISTORIES 3 s.h.
Study of the tragedies and histories of Shakespeare, including some consideration of his sources, his use of Elizabethan ideas, and his theatre.

ENGL 0518 SHAKESPEARE: COMEDIES AND ROMANCES 3 s.h.
Study of the comedies and romances, including some consideration of Shakespeare’s sources, his use of Elizabethan ideas, and his theatre.

ENGL 0523 THE AMERICAN NOVEL 3 s.h.
Prerequisite: 6 s.h. American Literature Studies
At least one major work of fiction of a selected group of American novelists beginning with those of the mid-nineteenth century and including others to the present day.

ENGL 0527 CONTEMPORARY CROSS-CULTURAL LITERATURE 3 s.h.
a comparative study of contemporary Non-western literature from major regions, such as Africa, the Middle East, Latin America, and Asia. Works from various genres will be considered in light of their cultural implications as well as their distinctive literary features. Selections from Western literature may also be included for comparison. Students taking the course will be required to complete a research project that includes a curricular component.

ENGL 0532 ROMANTIC LITERATURE 3 s.h.
Study of the prose and poetry of the major writers of the Romantic Age.

ENGL 0538 LITERATURE AND THE ADOLESCENT 3 s.h.
Detailed examination of the teaching of literature in the junior and senior high school, with emphasis on literature written expressly for adolescents. Attention will also be given to related matters: (1) objectives and functions of literature study in the secondary curriculum; (2) a pedagogical approach to major genres; (3) new approaches to literature study; (4) methods of teaching reading.

ENGL 0539 ADVANCED METHODS OF TEACHING ENGLISH 3 s.h.
Students pursuing Professional Licensure are required to take this course that synthesizes theory and practice in teaching literature, writing, and language arts. Students research latest theories and instructional strategies in English, review content material, and implement theoretical paradigms into curriculum design, classroom activities, and lesson plans. Students participate in peer evaluation, video-taping, role-playing, and simulated teaching experiences.

ENGL 0547 ADVANCED CRITICAL WRITING 3 s.h.
Designed to develop formal writing ability on scholarly topics. Intensive library research will precede all writings. The goal of the course is to provide students with the research and writing skills necessary in the preparation of papers of publishable quality. Non-English majors will be encouraged to select subjects related to their fields of study.
ENGL 0548 HISTORY OF THE ENGLISH LANGUAGE  3 s.h.
A study of the development of English from its Indo-European origins to the present day, including an historical survey of changes in structure, sounds, and meaning.

ENGL 0549 THE STRUCTURE OF MODERN ENGLISH  3 s.h.
A study of the origin and development of the English language with emphasis on its present structure and usage.

ENGL 0550 METHODS OF TEACHING ENGLISH  3 s.h.
Offered at the middle (5-8), secondary (8-12) and Middle and Secondary levels, this course provides preparation for teaching English through the following: study and observation of school structures, procedures and teaching techniques; evaluation and selection of appropriate material for middle and secondary school students; preparation of lesson and unit plans; presentation of lessons; construction of test; and evaluation of student writing. Graduate level readings and projects will accompany the requirements of this course, as will a curricular application project completed at the graduate level. Course requires a thirty hour field placement.

ENGL 0564 AMERICAN DRAMA  3 s.h.
Emphasis on the development of the dramatic form in America. Plays read as evidence of an American dramatic tradition with experimentation one of its characteristics. Plays will also reflect significant developments in culture.

ENGL 0576 MODERN BRITISH AND AMERICAN POETRY  3 s.h.
Reading and discussion of works by the foremost English and American poets from Hardy and Housman to such contemporary writers as Eberhart, Spender and Lowell. Special attention to the experimental forms and the modern thought of the poetry.

ENGL 0583 TEACHING WRITING  3 s.h.
Examines current theory and practice in the teaching of writing. Topics covered include methods for teaching the writing process, curriculum development, issues of diversity, computer pedagogies and grammar instruction. By focusing on a number of key instructional issues, this course will help educators feel more confident in their roles as teachers of writing. The course will begin with an examination of composition and rhetorical theories that inform the teaching of writing today. While the primary focus of the course will be writing pedagogy, students will also have opportunities to study how various theories of rhetoric and composition inform their own writing process. Students will be required to complete a graduate level research project on a current issue in the teaching of writing.

ENGL 0588 SPECIAL TOPICS IN WRITING  3 s.h.
An advanced course in writing based upon a common theme or subject. Focus designated each semester by a course subtitle. Course syllabus is dependent upon the topic.

ENGL 0601 STUDIES IN VICTORIAN LITERATURE  3 s.h.
This course provides in-depth study of works by Victorian essayists, poets, and novelists in response to social, philosophical and cultural issues between 1830 and 1900.
ENGL 0602 SPECIAL STUDIES IN DRAMA  3 s.h.
Intensive study of significant movements and figures in the development of world drama. Emphasis designated each semester by a course subtitle. A Master's candidate may not take ENGL 0602 more than twice for graduate credit.

ENGL 0603 SPECIAL STUDIES IN FICTION  3 s.h.
Intensive study of basic works of pivotal individuals, groups or movements in the development of British, American and diverse fiction. Emphasis designated each semester by a course subtitle. A Master's candidate may not take ENGL 0603 more than twice for graduate credit.

ENGL 0605 MEDIEVAL LITERATURE  3 s.h.
In-depth study of selected works such as Beowulf, The Canterbury Tales, and Le Morte D'Arthur from the Old and Middle English periods. Special emphasis may be designated by a course subtitle.

ENGL 0606 RENAISSANCE AND SEVENTEENTH CENTURY LITERATURE  3 s.h.
Study of 16th and 17th century British literature. Special emphasis on significant works, authors, genres, and/or movements may be designated by a course subtitle. Writers such as Shakespeare, Spenser, Bacon, Donne and Milton will be included.

ENGL 0607 STUDIES IN RESTORATION/18TH CENTURY LITERATURE  3 s.h.
Study of specific authors such as the Restoration dramatists, Dryden, Swift, Pope, Fielding and Johnson.

ENGL 0608 THEORIES OF LITERARY CRITICISM  3 s.h.
Designed to give graduate students an understanding of the basic assumptions underlying various critical systems and practical experience in the application of critical theories to evaluation of specific literary works. Some consideration of the history of criticism. This course is required of all Master's candidates except those getting the initial license.

ENGL 0609 CONTEMPORARY ISSUES IN ENGLISH TEACHING  3 s.h.
This course introduces contemporary trends and issues in English instruction in the middle and secondary school. It focuses on several core issues that branch into current theories, research, and methods of teaching English. This course will emphasize the process of critical inquiry and reflection on classroom experiences.

ENGL 0611 SPECIAL STUDIES IN POETRY  3 s.h.
Intensive study of significant movements and figures in the development of British, American and diverse poetry. Emphasis designated each semester by a course subtitle. A Master's candidate may not take ENGL 0611 more than twice for graduate credit.

ENGL 0618 STUDIES IN ROMANTIC LITERATURE  3 s.h.
Extensive reading and discussion of English Romantic writers and of modern critical approaches to their work.
ENGL 0619 AMERICAN ROMANTICISM 3 s.h.
Study of the major writers from the middle years of 19th century American literature, with emphasis on two or three representative writers, including Hawthorne, Melville, Emerson, Thoreau, Poe, and Whitman.

ENGL 0622 AMERICAN REALISM 3 s.h.
 Literary and cultural analysis of American writing from the post-Civil War period to the turn of the century. Other movements will be studied (frontier interest, local color), but the realism of James, Twain and Howells will be the major focus.

ENGL 0623 STUDIES IN SHAKESPEARE 3 s.h.
Prerequisite: A course in Shakespeare.
Close study of selected plays of Shakespeare with collateral readings in both dramatic and non-dramatic works of his contemporaries. Emphasis designated each semester by a course subtitle will be on such topics as Renaissance genres, intellectual history, stage practice, and world views of the era. A Master's candidate may not take ENGL 0623 twice for graduate credit.

ENGL 0624 METHODS OF LITERARY RESEARCH 3 s.h.
Detailed and systematic exposure to the process of location, evaluation, and organization of findings in literary research. Examination of basic tools: major bibliographies and other specialized reference works; principal serials in several fields of literary study; discussion of location and content of major collections of prime documents. Consideration of problems of editing and of computerized bibliographic searching as a research process.

ENGL 0625 INDEPENDENT STUDY 3 s.h.
Independent work in a field of special interest, either in literature or language, not covered by regular course offerings. The student will be assigned a faculty member qualified to supervise the independent study project. The student must apply to the department chair at least one semester in advance of the one during which she or he engages in the study. Project must be approved by the Department Graduate Committee.

ENGL 0626 SEMINAR IN ENGLISH EDUCATION 3 s.h.
Preparation of professional resources and a carefully supervised research project in the reading, interpreting, and teaching of literature, composition, or language arts. Taken after students have completed ENGL 0539 Advanced Methods of Teaching English, the course culminates in a formal presentation before three to five members of the graduate English faculty. Required for students pursuing Professional Licensure.

ENGL 0630 SPECIAL STUDIES IN LITERATURE 3 s.h.
Intensive study of significant figures, movements or periods drawn from diverse literatures. Emphasis designated each semester by a course subtitle.

ENGL 0631 STUDIES IN AMERICAN LITERATURE 3 s.h.
Intensive study of figures, movements or ideas drawn from American Literature. Focus designated each semester by a course subtitle. Course syllabus is dependent upon the topic.

ENGL 0632 STUDIES IN BRITISH LITERATURE 3 s.h.
Intensive study of figures, movements or ideas drawn from British Literature. Focus designated each semester by a course subtitle. Course syllabus is dependent upon the topic.
ENGL 0633  STUDIES IN WORLD LITERATURE  3 s.h.
Intensive study of figures, movements or ideas drawn from World Literature. Focus designated each semester by a course subtitle. Course syllabus is dependent upon the topic.

ENGL 0634  WRITING AND RHETORIC  3 s.h.
Intensive course in the practice or theory of writing or rhetoric. Focus designated each semester by a course subtitle. Course syllabus is dependent upon the topic.

ENGL 0646  PRE-CAPSTONE COURSE  1 s.h.
Required as preparation for Capstone Experience (ENGL 0626, or ENGL 0647). Student works independently with a graduate faculty member to research and propose a focused study for the Capstone project. Pre-capstone proposal is submitted to the English graduate committee for approval. Student receives a grade of Pass or Research. Only credit earned with “Pass” may be used toward program completion.

ENGL 0647  RESEARCH FOLIO/ CAPSTONE EXPERIENCE  3 s.h.
Required as a capstone experience in formal writing and research on scholarly topics at the end of the master’s program. Students work independently with a graduate faculty member, who advises and supervises the candidate’s preparation of research folio materials. After choosing the area and focus of research, the candidate presents a folio that includes a scholarly essay of publishable quality, a 150-word abstract of the essay, an explanation of the critical approach applied to the text, and an annotated bibliography. Suggested length of the essay is 20 pages or 5,000 words. The faculty supervisor, graduate advisor, and the English Department chair evaluate the folio. The completed paper will be presented in a public forum.
GRADUATE PROGRAMS IN PSYCHOLOGY

FACULTY

Department Chair: Lynn Shelley, Ph.D.
Department Secretary: Linda Hogan-Shea
Department Office: Wilson C-108
Department Telephone: (413) 572-5376
Graduate Administrator: Patrick Heick, Ph.D.
Graduate Advisors: ABA Program: Jorge Reyes, Ph.D.
School Guidance: Maria Letasz, M.A.
Mental Health Counseling: Rebecca Burwell, Ph.D.

Core Applied Behavior Analysis Faculty:
Patrick Heick, Ph.D. BCBA
Shannon Kay, Ph.D. BCBA
Jorge Reyes, Ph.D. BCBA
Roger Tudor, Ph.D. BCBA

Other Graduate Faculty: Robert Bardwell, C.A.G.S.
Rebecca Burwell, Ph.D. Stanley Jackson, Ph.D.
Claudia Ciano-Boyce, Ed.D. Ricki Kantrowitz, Ph.D.
William Cosgriff, Ph.D. Thomas Nolan, Ed.D.
Amanda Costin, Ph.D. Elaine Sands, C.A.G.S.
William Duval, Ed.D. Jacqueline Sheehan, Ph.D.
A. Jeffrey Green, Ph.D. Lynn Shelley, Ph.D.
Alan Harchik, Ph.D. Andrew Vengrove, Ed.D.

PROGRAM DESCRIPTION

Master of Arts in Psychology
The Department of Psychology offers a 48-credit graduate program in psychology designed to serve the student who plans to enter the applied fields of psychology after receiving the M.A. The program offers two specialized tracks, one in school guidance counseling and one in mental health counseling.

School Guidance Counseling Concentration
Completion of the course of study for school guidance counseling offers students the opportunity to apply for Massachusetts certification as guidance counselors. The program of study for school guidance counselors consists of forty (40) credits of required core courses and eight (8) credits of practicum (450 hours). Pre-practicum requirements for certification are included in several core courses.
Mental Health Counseling Concentration
Completion of the mental health counseling track is the first step toward fulfillment of a Massachusetts mental health counselor license. Successful completion of these 48 credits, combined with 12 additional credits (and other requirements, as outlined by 262 CMR, Board of Allied Mental Health and Human Services Professions) will offer students the opportunity to apply for licensure as mental health counselors. The program of study for mental health counselors consists of thirty-six (36) credits of required core courses and (12) credits of internship (600 hours). Practicum requirements for licensure are included in several core courses, as well as two supervision classes.

Master of Arts in Applied Behavior Analysis
The Department of Psychology offers a 48-credit graduate program to individuals who work, or aspire to work, in a number of different settings such as schools, including regular and special education classrooms, business and industry, healthcare, and other community based settings. Throughout these diverse settings, behavior analysts consult with a wide variety of medical professionals, therapists, educators, families, as well as provide direct services to children and adults diagnosed with mental illness, traumatic brain injury, developmental disabilities and Autism. The graduate program will prepare students to conduct descriptive and systematic behavioral assessments and to provide behavior analytic interpretations of the results. Students will learn to design and supervise behavior analytic interventions in a range of cases, and will have the knowledge and skills to perform an appropriate evaluation of treatment. The graduate may teach and supervise others (e.g., students working towards certification) in carrying out ethical and effective behavior analytic interventions based on published research.

Behavior analysts usually work as part of a team of professionals. They may work as consultants to agencies such as child welfare organizations and residential treatment programs. They also are employed by centers for development, rehabilitation, and education.

Program Policies
The M.A. program must be completed within seven years of the first course counted toward the degree. Since courses are offered in a sequence rather than each semester, planning with advisors is imperative. Upon acceptance into the program, the student is assigned an advisor who will assist in planning a program to fit individual needs. There will be continual evaluation during the course of study with students apprised of their progress. A favorable evaluation is necessary for continuation in the program. The granting of the degree is based on professional competence, completion of the program of study, and satisfactory performance in a capstone experience or professional portfolio.

Opportunities for independent study further enhance the flexibility and adaptability of the programs to the individual needs and objectives of the student. Within the Mental Health track, an elective three (3) credit course may, with an advisor’s approval, be taken outside the Department of Psychology.

To accommodate students who work and/or have other substantial demands placed upon their time, courses are offered during the evenings, late afternoon, or on Saturdays. Important exceptions to this schedule are the Pre-practicum, Practicum and Internship experiences. While some placements permit flexible scheduling, many place restrictions on scheduling. Since these experiences are an essential component of counselor training, students must plan for the flexibility that will allow them to complete these requirements.
Dispositional Assessment
Candidates will be subject to an ongoing dispositional assessment coordinated by the faculty advisor in collaboration with cooperating course instructors, faculty supervisors, and site supervisors. In order for a candidate to advance academically from semester-to-semester, advance to a Field Placement or graduate with an M.A. Psychology degree, they must hold no unresolved “0” or “-1” scores in their dispositional record.

Any candidate who fails to achieve and maintain a satisfactory level on the Dispositional Assessment will be subject to review by the Graduate Committee in Psychology who may determine that the candidate can proceed without intervention or may work with the candidate (or provide a designated faculty member to work with the candidate) on a remedial plan. The Graduate Committee in Psychology may also decide the candidate is not eligible to proceed academically or proceed to Field Placement. If a candidate’s assessment displays “0” or “-1” scores, the Graduate Committee in Psychology may remove them from a Field Placement.

ADMISSION REQUIREMENTS
Admissions requirements for MA programs in Psychology, including Applied Behavior Analysis, mental Health and School Guidance Counseling are:

1. A Bachelor’s degree from an accredited college or university.
2. Applicants with a firm foundation in psychology, education, or related field are highly preferred. [Note – an applicant with a degree in an unrelated field may enhance their application through the successful completion of undergraduate course(s) in Statistics, child or Adolescent Development, Abnormal Psychology, Counseling, and/or Behavior Modification, as appropriate to the targeted degree program.]
3. A 3.0 overall undergraduate GPA.
4. Applicants need to submit scores for the Graduate Records Exam or the Miller Anologies Test completed within the last 5 years.
5. Applicants must submit the Graduate Admissions form specifying either Applied Behavior Analysis, Mental Health Counseling, OR School Guidance Counseling program AND whether they would like to be full-time or part-time.
6. Applicants need to submit three letters of reference, including at least one academic reference.
7. Applicants need to submit a personal statement that describes (1) reason for interest in the field, (2) assessment of personal strengths and limitations, and (3) goals of graduate study.
8. Applicants need to submit a professional vitae or resume, including information on prior and/or current volunteer and / or employment positions. Applicants to the ABA program should indicate whether or not BCBA supervision is available in their current employment setting.
9. Applicants selected for interviews must attend a formal interview with members of the graduate admissions committee.
10. Applicants applying to the School guidance Counseling program must submit passing scores in Communication and Literacy Skills portions of the Massachusetts Educators Certification Tests (MTEL).

11. Applicants may only transfer in 6 graduate credits toward their degree program. These transferred courses may not count toward BACB-approved core courses in the ABA program.

12. In extraordinary circumstances, one or more of the above requirements may be waived by the graduate admissions committee.

The closing date for receipt of all admissions materials in February 1st.

Notice of acceptance will occur on or about April 15th for study beginning the following September.

Due to the competitive natures of these programs, we require a nonrefundable “competitive program deposit” of $150.00 within 10 days of acceptance. This deposit is used to ensure your space in the program. The deposit is applied to your first registration as a matriculated student in the Fall semester immediately following your acceptance. If we do not hear from you within 10 days, we will assume you have selected an alternative direction, and we will close your matriculation.
MENTAL HEALTH COUNSELING - 48 credits
Requirements effective for students matriculated Fall semester 2008 and after.

**Required Courses (36 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 0522</td>
<td>Theories of Counseling</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0610</td>
<td>Principles &amp; Practices of Psychological Testing</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0621</td>
<td>Basic &amp; Applied Research</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0620</td>
<td>Dynamics of Group Counseling*</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0630</td>
<td>Advanced Development</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0645</td>
<td>Counseling Diverse Populations</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0524</td>
<td>Counseling Basics with Supervision*</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>PSYC 0624</td>
<td>Advanced Counseling with Supervision*</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>PSYC 0615</td>
<td>Psychopathology: Diagnosis &amp; Treatment of Adults</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0641</td>
<td>Ethics and Standards in the Mental Health Profession</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0675</td>
<td>Case Study: Applications of Theory and Practice w/Professional Orientation</td>
<td>4 s.h.</td>
</tr>
</tbody>
</table>

**Internship Requirements (12 credits-600 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC0690</td>
<td>Internship (Mental Health Counseling)</td>
<td>3-12 credits (may be repeated)</td>
</tr>
</tbody>
</table>

*Practicum Hours counted toward LMHC licensure are included in the following courses:*
- PSYC 0524 Counseling Basics with Supervision
- PSYC 0624 Advanced Counseling with Supervision
- PSYC 0620 Dynamics of Group Counseling

*(4 additional courses are needed to meet the Massachusetts licensure requirement)*
GUIDANCE COUNSELING - 48 credits
Initial Licensure: School Guidance Counselor (PreK-8, 5-12)
Requirements in effect for students matriculated Fall semester 2008 and after.

The Department of Psychology at Westfield State University offers a 48-credit graduate Master’s program in Psychology with a specialized track in school guidance counseling (levels: Pre-K-8; 5-12). Successful completion of the course requirements and the Professional Portfolio demonstrate that the candidates have acquired subject matter knowledge and application competencies required for the School Guidance Counselor license. The specific subject matter knowledge and courses meeting the standards are presented below.

Required Courses (40 credits)
PSYC 0591  Pre-Practicum (Guidance PreK-8)  1 s.h.
OR
PSYC 0592  Pre-Practicum (Guidance 5-12)  1 s.h.
PSYC 0522  Theories of Counseling  3 s.h.
PSYC 0523  Counseling Basics**  3 s.h.
PSYC 0601  Psychological Theories and Practices in Career Development**  3 s.h.
PSYC 0605  Psychopathology: Diagnosis and Treatment of Children and Adolescents  3 s.h.
PSYC 0610  Principles and Practices of Psychological Testing**  3 s.h.
PSYC 0613  Principles and Practices of School Guidance**  3 s.h.
PSYC 0621  Basic and Applied Research  3 s.h.
PSYC 0620  Dynamics of Group Counseling  3 s.h.
PSYC 0623  Advanced Counseling  3 s.h.
PSYC 0630  Advanced Developmental Psychology  3 s.h.
PSYC 0635  Crisis Intervention in the School and Community  3 s.h.
PSYC 0645  Counseling Diverse Populations  3 s.h.
PSYC 0555  Psychology: Special Topics in Guidance  3 s.h.

Practicum Requirements  (8 credits - 450 hours)
PSYC 0691  Practica in Counseling I (For Guidance Prek-8)  3-12 Credits (may be repeated)
Or
PSYC 0692  Practica in Counseling I (For Guidance 5-12)  3-12 Credits (may be repeated)

** Pre-practicum Hours for Licensure are included in the following courses:
   PSYC0523  Counseling: Theory and Practice
   PSYC0601  Psychological Theories and Practices in Career Development
   PSYC0610  Principles and Practices of Psychological Testing
   PSYC0613  Principles and Practices of School Guidance

A professional Portfolio is passed.
# APPLIED BEHAVIOR ANALYSIS - 48 credits

The Department of Psychology offers a 48-credit graduate program designed to be completed in 2 years although an extended part-time option is available. Fulfillment of the requirements of the M.A. in Applied Behavior Analysis entails completion of academic and applied practicum experience as well as successful completion of a comprehensive examination or experimental thesis. Students who successfully complete the program of study are then eligible to apply for certification as a Board Certified Behavior Analyst (BCBA) through the Behavior Analyst Certification Board at [http://www.bacb.com](http://www.bacb.com).

Requirements include completion of the ABA Core Curriculum (30 Credits); the Practicum series in Applied Behavior Analysis (12 credits); elective courses (6 credits *non-thesis option* or 6 credits *thesis option*); and for those who elect to do so, a thesis in Applied Behavior Analysis (6 credits). All students must complete a comprehensive examination or thesis at the end of their program of study.

## Required Courses (30 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 0642</td>
<td>Behavioral Pharmacology</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0646</td>
<td>Principles of Applied Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0647</td>
<td>Autism and Developmental Disabilities</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0648</td>
<td>Behavior Analysis Applications: Ethics, Assessment and Intervention Decisions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0649</td>
<td>Behavioral Interventions</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0651</td>
<td>Single Subject Research Methodology &amp; Design</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0652</td>
<td>Legal and Ethical Issues in Behavioral Consultation</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0660</td>
<td>Theoretical Foundations of Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0662</td>
<td>Approaches to Assessment and Treatment</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0664</td>
<td>Experimental Analysis of Behavior</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

## Elective Courses (6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 0554</td>
<td>Special Topics in Applied Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0605</td>
<td>Psychopathology: Diagnosis and Treatment of Children and Adolescents</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0615</td>
<td>Psychopathology: Diagnosis and Treatment of Adults</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0570</td>
<td>Speech and Language Problems of the Special Needs Student</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0577</td>
<td>Learning Disabilities and Instructional Strategies</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0578</td>
<td>Classroom Management of Students w/ Special Behavioral/Emotional Needs</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0671</td>
<td>Thesis I: Applied Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0672</td>
<td>Thesis II: Applied Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>

## Practicum Series (12 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 0693</td>
<td>Practicum I: Applied Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0694</td>
<td>Practicum II: Applied Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0695</td>
<td>Practicum III: Applied Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>PSYC 0696</td>
<td>Practicum IV: Applied Behavior Analysis</td>
<td>3 s.h.</td>
</tr>
</tbody>
</table>
Prerequisite, Concentration or Other Requirements:
PSYC 0646 is prerequisite to the following courses: PSYC 0647, PSYC 0648, PSYC 0649, PSYC 0651.

Students complete PSYC 0693, PSYC 0694, PSYC 0695, PSYC 0696 in succession over 4 academic terms, excluding summer months.

Students electing the Thesis Option must complete PSYC 0671: Thesis I prior to PSYC 0672: Thesis II.
PSYCHOLOGY COURSES

PSYC 0500  PILOT GRADUATE COURSE IN PSYCHOLOGY  3 s.h.
This designation is ascribed to courses new to the curriculum and being considered for adoption by the Department. New research areas, current theoretical constructs and innovations in the field are among the focus areas.

PSYC 0504  SOCIAL PSYCHOLOGY  3 s.h.
Prerequisite:  PSYC 0101 Introduction to Psychology.
The individual's behavior and cognition in the social setting. Social psychology includes the processes of interaction, enculturation, prejudice, attitudes, and a psychological analysis of social institutions such as church, family, and school.

PSYC 0512  PHYSIOLOGICAL PSYCHOLOGY  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0105 Research Methods.
A presentation of the physiological mechanisms of behavior with application to both normal and abnormal human behavior. Includes elementary neuroanatomy and discussion of ethical issues of the discipline.

PSYC 0513  COMPARATIVE PSYCHOLOGY  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0105 Research Methods.
A study of the similarities and differences in the behavior of animals, ranging from the unicellular to non-human primates. The course will stress comparative learning, but aspects of such topics as instinctive behavior, psychophysiology, and social behavior will also be discussed. Psychology majors.

PSYC 0514  HISTORY AND SYSTEMS OF PSYCHOLOGY  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0105 Research Methods in Psychology.
(PSYC 0306 Learning, strongly suggested)
Aim is to familiarize the student with the antecedents of modern psychology, the rise of experimental psychology as a science, the British, German, and American schools of psychology, and contemporary psychological systems. Several lectures cover the philosophical foundations of experimental psychology, and the philosophy of theory construction.

PSYC 0516  PSYCHOLOGY OF HUMAN SEXUALITY  3 s.h.
Prerequisite:  PSYC 0101 Introduction to Psychology.
An overview of human sexuality from the perspectives of physiological, developmental, social, and clinical psychology. Specific topics include theory and research methodology, sexual arousal and behavior, contraception, sexual orientation, variations in sexual behavior, sexual coercion, and sexual dysfunction and sex therapy. Emphasis is placed on the psychological sequelae of these topics rather than their biological, medical, sociological, or ethical aspects.

PSYC 0517  BEHAVIOR MODIFICATION  3 s.h.
Prerequisite:  PSYC 0101 Introduction to Psychology.
An overview of the basic techniques derived from operant and respondent conditioning used to bring about behavioral change as well as cognitive approaches used to bring about change. Topics include the several categories of reinforcement, schedules, shaping, generalization, stimulus discrimination, and punishment as well as methods of data collection.
PSYC 0518  PSYCHOLOGY OF INTERPERSONAL RELATIONS AND COMMUNICATIONS  3 s.h.
Prerequisite:  PSYC 0101 Introduction to Psychology.
The major focus is on the nature of interpersonal relationships and how communication influences the formation, destruction or improvement of our relationships. We will bring together the current thinking of major theorists and research findings in many areas dealing with interpersonal relations and communication.

PSYC 0520  ADVANCED BEHAVIOR ANALYSIS  3 s.h.
Prerequisite:  PSYC0517 Behavior Modification or permission of the instructor
This course introduces the advanced principles of behavior therapy that are involved in treating human emotional and behavioral problems in clinical settings. Clinical treatments will be based primarily on operant and respondent conditioning principles with an additional emphasis placed on various cognitive-behavioral techniques. The primary focus of this course will be on evaluating the effectiveness of different techniques, and their application to solving a variety of problems.

PSYC 0522  THEORIES OF COUNSELING  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality.
A presentation of the philosophies, methods, techniques, and research associated with five or six major contemporary counseling theories such as psychoanalytic, client-centered, rational emotive, and Gestalt. Pre-practicum hours for Licensure are included in the course requirements.
In an effort to ensure that school guidance students have experiences working with diverse students in P-12 schools, school guidance students will be required to complete at least 1/3 of their total pre-practicum hours in a diverse school setting.

PSYC 0523  COUNSELING BASICS  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling. Matriculated students, others by permission of instructor.
Designed to help counselors to develop an understanding of the issues involved in helping relationships dealing with persons having educational, vocational, interpersonal and intrapersonal problems. Techniques and abilities to apply basic counseling skills will be stressed. Pre-practicum hours for Licensure are included in the course requirements. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSU.

PSYC 0524  COUNSELING BASICS WITH SUPERVISION  4 s.h.
Prerequisites:  PSYC 0101 Introduction of Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling. Matriculated students, others by permission of instructor.
Designed to help counselors to develop an understanding of the issues involved in helping relationships dealing with persons having educational, vocational, interpersonal and intrapersonal problems. Techniques and abilities to apply basic counseling skills will be stressed. Pairs of students will work with assigned individual supervisors. Supervisors will use audiotapes, videotapes, role plays and/or direct observation, and written transcripts to aid students in the development of individual and group counseling skills. Practicum hours for Licensure are included in the course requirements. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSU.
PSYC 0536  PSYCHOLOGY OF THE FAMILY  3 s.h.
Prerequisite: PSYC 0101 Introduction to Psychology.
A presentation of theories of how family interaction and patterns of response influence personality and behavior. An exploration of the characteristics of "healthy" and "unhealthy" families and the types of individuals they produce. A review of family therapy techniques as a means of treating the "identified patient."

PSYC 0541  COGNITIVE PSYCHOLOGY  3 s.h.
Prerequisites: PSYC 0101 Introduction to Psychology, PSYC 0105 Research Methods in Psychology.
The psychology of sensation, perception, psycholinguistics, cognition and information processing. Topics include memory, attention, pattern recognition, thinking, problem solving, language, and artificial intelligence. Lectures stress in-depth reviews of the experimental evidence which bears on theories of cognition and language.

PSYC 0554  PSYCHOLOGY: SPECIAL TOPICS IN ABA  3 s.h.
Current relevant issues in the discipline offered at a graduate level.

PSYC 0555  PSYCHOLOGY: SPECIAL TOPICS IN GUIDANCE  3 s.h.
Current relevant issues in the discipline offered at a graduate level.

PSYC 0557  ADULT DEVELOPMENT AND AGING  3 s.h.
Prerequisite: PSYC 0101 Introduction to Psychology.
A study of human development through the early, middle, and later adult years. The course will focus on the maturational and environmental determinants of changes in sensation and perception, learning and memory, intelligence, cognition, and personality.

PSYC 0561  PSYCHOLOGY OF RACISM  3 s.h.
Prerequisite: PSYC 0101 Introduction to Psychology.
Provides students with an understanding of the psychological causes and emotional reality of racism as it affects everyday life. Through the use of lectures, readings, simulation exercises, group research projects, and extensive class discussion, the student explores the psychological impact of racism on both the oppressor and the oppressed.

PSYC 0562  ALCOHOLISM: CAUSES, EFFECTS AND TREATMENT  3 s.h.
Prerequisite: PSYC 0101 Introduction to Psychology or permission of instructor.
The objectives of this course are to explain and interpret the dynamics, research and most effective treatment modalities for alcoholism. Included are the physiological causes of alcoholism, common psychological denominators, defenses, the progression and the recovery-relapse of the alcoholic. The alcoholic family as a unit to be treated is considered also.

PSYC 0564  DRUGS AND BEHAVIOR  3 s.h.
Prerequisite: PSYC 0512 Physiological Psychology or permission of instructor.
The course covers the basic principles of psychopharmacology; what drugs are and how they influence psychological phenomena. Various forms of drugs used and abuse are examined. The student gains an understanding of: How and why drugs are used as a treatment for psychopathological and neuropsychological conditions; mechanisms of addiction, tolerance and abuse; the social, recreational and religious context; and the legal history of substance use.
PSYC 0591  SCHOOL COUNSELING PRE-PRACTICUM (PREK – 8)  1 s.h.  
Prerequisites: Matriculation in the WSU M.A. Psychology program.  
This introductory classroom and field-based experience provides students with an overview of pre-practicum related to guidance and counseling services in schools. Students plan pre-practicum field based experiences to be executed with their enrollment in PSYC 0523, PSYC 0601, and PSYC 0613. Understanding the roles of school guidance counselors, developing experimental goals, and planning for a professional portfolio are emphasized. A minimum of 15 contact hours is required for this course, distributed between classroom-based planning and field-based observation.

PSYC 0592  SCHOOL COUNSELING PRE-PRACTICUM (5 – 12)  1 s.h.  
Prerequisites: Matriculation in the WSU M.A. Psychology program.  
This introductory classroom and field-based experience provides students with an overview of pre-practicum related to guidance and counseling services in schools. Students plan pre-practicum field based experiences to be executed with their enrollment in PSYC 0523, PSYC 0601, and PSYC 0613. Understanding the roles of school guidance counselors, developing experimental goals, and planning for a professional portfolio are emphasized. A minimum of 15 contact hours is required for this course, distributed between classroom-based planning and field-based observation.

PSYC 0601  PSYCHOLOGICAL THEORIES AND PRACTICES IN CAREER DEVELOPMENT  3 s.h.  
Prerequisites: PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling or consent of instructor.  
The student will conduct a thorough examination of vocational theories: programmatic elements, salient research and current issues will be undertaken. Site visitations are a prominent part of the course. Pre-practicum hours for Licensure are included in the course requirements. In an effort to ensure that school guidance students have experiences working with diverse students in P-12 schools, school guidance students will be required to complete at least 1/3 of their total pre-practicum hours in diverse school settings.

PSYC0605  PSYCHOPATHOLOGY: DIAGNOSIS & TREATMENT OF CHILDREN AND ADOLESCENTS  3 s.h.  
Prerequisite: Theories of Counseling or Instructor Permission.  
This course discusses clinical problems in childhood and adolescence. In particular, pathology found in these populations will be examined as it pertains to diagnosis, assessment, conceptualization and treatment planning. Additional emphasis will be placed on sexual abuse issues, their effects and treatment concerns.

PSYC 0610  PRINCIPLES AND PRACTICES OF PSYCHOLOGICAL TESTING  3 s.h.  
Prerequisites: PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling or consent of the instructor.  
This course is designed to give students a broad understanding of the theory and application of group and individual psychological testing. Students will examine the theories and rationales of the instruments and will become acquainted with administration, scoring and interpretation of selected group and individual tests. An analysis of the strengths and limitations of each instrument along with administration criteria will be effected. Students will also examine the social implications and ethical considerations of psychological testing. In an effort to ensure that school guidance students have experiences working with diverse students in P-12 schools, school guidance students will be required to complete at least 1/3 of their total pre-practicum hours in diverse school settings.
PSYC 0613  PRINCIPLES AND PRACTICES OF SCHOOL GUIDANCE  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling or consent of instructor.
This is an introductory course which provides students with an overview of the need, meaning, ethics, and scope of guidance services in schools. Students learn how to understand individuals and their needs—racial, sexual, social, developmental, and ethnic; to create essential orientation activities; to explore career goals; to collect, record, use, and evaluate programs; to understand the latest federal and state regulations applying to guidance programs; and to develop communications and consultation skills with other professionals, the community at large, and clients and their families. Pre-practicum hours for Licensure are included in the course requirements. In an effort to ensure that school guidance students have experiences working with diverse students in P-12 schools, school guidance students will not be required to complete at least 1/3 of their total pre-practicum hours in diverse school settings.

PSYC 0614  PRINCIPLES OF FAMILY COUNSELING  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling, PSYC 0523/524 Counseling: Theory & Practice or consent of instructor.
The primary purpose of this course is to train the student in skills involved in counseling families. Students will develop and present their model of family counseling, examine their own families, demonstrate listening and attending skills, diagnose the dynamics within a selected family, and intervene and interact within a given family system.

PSYC 0615  PSYCHOPATHOLOGY: DIAGNOSIS & TREATMENT OF ADULTS  3 s.h.
An in-depth look at the diagnosis and treatment of mental disorders in adulthood, focusing on differential diagnoses and contemporary treatment strategies. Class exercises, field trips and speakers will be scheduled.

PSYC 0616  SCHOOL ADJUSTMENT PRACTICE--CASE STUDIES  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling or consent of instructor.
Taught in seminar format, this course consists of analysis of work problems and case materials presented by participants, supplemented by lecture, discussion, and audio-visual presentations. A problem-solving approach to case studies focuses on assessment and remediation of school-related maladjustment within a psychosocial diagnostic framework. Topics covered include: review of normal child development; differential diagnosis and intervention; special problems related to school avoidance, depression, suicide, self-esteem, sex education, child abuse, and crisis intervention.

PSYC 0619  SCHOOL ADJUSTMENT PRACTICE - THE SYSTEMS APPROACH  3 s.h.
Prerequisites:  PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling or consent of instructor.
Taught in seminar format, this course focuses on understanding the intervening in situations of school maladjustment through systems perspectives: family systems, school systems, and community systems. Theories of family and organizational systems are reviewed as a framework for analyzing and planning interventions. Topics covered include: consultation skills, advocacy techniques, environmental networks, community resources, referral techniques, cross-
cultural casework, testifying in courts, confidentiality issues, permanency planning, prevention, and working with resistant families.

**PSYC 0620  DYNAMICS OF GROUP COUNSELING** 3 s.h.
Prerequisites: PSYC 0522 Theories of Counseling. Matriculated students, others by permission of instructor.
This course is a small group laboratory experience designed to study group process phenomena and group counseling and psychotherapy theory and techniques. The format includes role-playing, simulation games, and practice sessions. The focus is on learning how to conduct groups. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSU.

**PSYC 0621  BASIC AND APPLIED RESEARCH** 3 s.h.
Principles of basic and applied research with emphasis on the logic of causal inference, hypothesis testing, and the design of internally valid studies. Correlational, quasiexperimental, and experimental designs will be covered. This course deals with a review of elementary statistical techniques and advances to correlation, regression, and analysis of variance. Application of knowledge in the review of empirical articles is expected.

**PSYC 0623  ADVANCED COUNSELING** 3 s.h.
Prerequisites: PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling, PSYC 0523 Counseling: Theory & Practice.
Students will further define and refine their theories and styles of counseling developed in Counseling: Theory and Practice. Basic counseling interpretation, confrontation, and self disclosure, will be discussed and practiced. Role plays and the use of audio tapes will be an essential part of this course. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSU.

**PSYC 0624  ADVANCED COUNSELING WITH SUPERVISION** 4 s.h.
Prerequisites: PSYC 0101 Introduction to Psychology, PSYC0201 Theories of Personality, PSYC 0522 Theories of Counseling, PSYC 0524 Counseling: Theory and Practice.
Matriculated students, others by permission of instructor.
Students will further define and refine their theories and styles of counseling developed in Counseling: Theory and Practice. Basic counseling interpretation, confrontation, and self disclosure, will be discussed and practiced. Role plays and the use of audio tapes will be an essential part of this course. Pairs of students will work with assigned individual supervisors. Supervisors will use audiotapes, videotapes, role plays and/or direct observation, and written transcripts to aid students in the development of individual and group counseling. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSU.

**PSYC 0625  SEMINAR ON CURRENT PSYCHOLOGICAL ISSUES** 3 s.h.
Prerequisite: Consent of Instructor or students should have completed 24 credits.
This course offers individual and group study of one or more current issues of professional interest for advanced students.
PSYC 0630  ADVANCED DEVELOPMENTAL PSYCHOLOGY  3 s.h.
Prerequisite:  PSYC 0202 Child Psychology, PSYC 0203 Adolescent Psychology, Human Development or permission of instructor
This course will deepen students’ understanding and respect for individuals and families at all points in the life-span. Basic and applied research provides a broad-based knowledge of the theories and issues of applied developmental psychology: its roots and new directions. Students pay particular attention to normative rather than maladaptive developmental outcomes, and diverse developmental processes across cultures. They view biological, psychological, and social development as influenced by cultural, economic, and political factors. Highlighted are issues of immediate social relevance, such as day care, adolescent pregnancy, child abuse, developmental assessment, and care for the elderly.

PSYC0635  CRISIS INTERVENTION IN SCHOOLS AND COMMUNITIES  3 s.h.
Prerequisite:  Theories of Counseling or Instructor’s Permission.
Crisis intervention training is essential for those working with children and adolescents in the schools and community. The course combines practice with principles of crisis prevention and intervention. Topics include crisis theory, adolescent suicide, suicide assessment, post-traumatic stress disorder, system-wide and building-based crisis management dealing with death in the classroom, children’s reaction to trauma and child abuse.

PSYC 0640  ETHICS AND STANDARDS IN THE MENTAL HEALTH PROFESSION  3 s.h.
This course will review several professional Codes of Ethics and the standards of ethical practice involved in working with clients. With these Codes as guidelines, students will develop: their own ethical awareness; problem solving abilities using case studies; and a knowledge of the use and limitations of the ethical codes. The course will also include topics related to professional identity and orientation, human service’s management of community programs, managed care, and the interaction and relationship of the mental health profession and public policy.

PSYC 0641  ETHICS AND STANDARDS IN THE MENTAL HEALTH PROFESSION  3 s.h.
The course will review several professional Codes of Ethics and the standards of ethical practice involved in working with clients. With these Codes as guidelines, students will develop: their own ethical awareness; problem solving abilities using case studies; and a knowledge of the use and limitations of the ethical codes. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSCHOLOGY PROGRAM AT WSU.

PSYC 0642  BEHAVIORAL PHARMACOLOGY  3 s.h.
Prerequisite:  Principles of Applied Behavior Analysis
Behavioral pharmacology is a sub-discipline of behavior analysis that extends the research methods used in the analysis of behavior to those related to drugs and drug abuse. This course will familiarize students with the physiological mechanisms of drug abuse and drug action, drug discrimination, how drugs act as reinforces, and drug abuse interventions. Students will also learn how drugs interact with basic behavioral procedures involved in commonly used behavioral intervention strategies.
PSYC 0645  COUNSELING DIVERSE POPULATIONS  3 s.h.
Prerequisites: Theories of Counseling, or Counseling Theory and Practice or permission of instructor
This course is designed to provide students with the cultural and social foundations as well as examine the research pertaining to counseling in a diverse society. Theoretical approaches and experiential exercises are used to assist in the development of personal awareness and sensitivity toward issues of diversity (e.g., ethnicity, disability, sexual orientation, age, religion, gender). Attention will be paid to the way therapists and clients construct meaning in a multicultural and diverse society.

PSYC 0646  PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS  3 s.h.
This course presents the principles of behavior change that can be applied to behavioral problems in various settings with differing populations. The philosophy underlying the behavioral approach will be discussed. Strategies will be presented for establishing new behaviors as well as for increasing or decreasing existing behaviors. Behavior analytic methods of data collection and evaluation of change are also covered. Each student will incorporate and apply many of the course principles either at a practicum site or in a self-management project.

PSYC 0647  AUTISM AND DEVELOPMENTAL DISABILITIES  3 s.h.
Prerequisites: PSYC 0646 Principles of Applied Behavior Analysis
The purpose of this course is to familiarize students with autism and other developmental disabilities, as well as empirically validated treatment of these disabilities. Characteristics of the disabilities, reliable and valid diagnostic instruments, and etiological theories will be discussed. Behavior analytic treatment that address the theories related to these disorders will be a focus of the course. Students will become familiar with research based teaching methodologies that can be used effectively with those diagnosed with autism and other developmental disabilities.

PSYC 0648  BEHAVIOR ANALYSIS APPLICATIONS: ETHICS, ASSESSMENT, AND INTERVENTION DECISIONS  3 s.h.
Prerequisites: PSYC 0646 Principles of Applied Behavior Analysis
The purpose of this course is to provide students with detail regarding ethical considerations in the practice of behavior analysis, conducting behavioral assessments, and selecting intervention strategies. Additionally, behavioral assessment will be covered through readings, literature review, and an applied research project.

PSYC 0649  BEHAVIORAL INTERVENTIONS  3 s.h.
Prerequisites: PSYC 0646 Principles of Applied Behavior Analysis
This course requires students to integrate and apply their knowledge of basic behavioral concepts and measurement to both the treatment of challenging behavior and the development of adaptive skills. Both antecedent and consequence-based behavioral interventions are presented through text readings, case studies, and applied research articles.

PSYC 0650  THESIS  3 s.h.
Prerequisites: PSYC 0101 Introduction to Psychology, PSYC 0308 Statistics for Psychologists, PSYC 0621 Basic & Applied Research
The student, under supervision, will be expected to conceive, design, and carry out an experimental project, field study, or scholarly research paper.
PSYC 0651 SINGLE SUBJECT RESEARCH METHODOLOGY & DESIGN 3 s.h.
Prerequisites: PSYC 0646 Principles of Applied Behavior Analysis
This course is designed to provide students with knowledge in the theory underlying single subject research methodology and design as well as the application of single subject designs to problems within educational, clinical and other applied settings. Students will learn how to summarize and critically analyze research articles published in peer-reviewed journals.

PSYC 0652 LEGAL AND ETHICAL ISSUES IN BEHAVIORAL CONSULTATION 3 s.h.
This course is designed to provide students with knowledge in the underlying theory and methodology in the practice of effective behavioral consultation within educational, clinical, and other applied settings as well as the legal and ethical issues related to practice within these settings. Students will learn the history of behavioral consultation, with an emphasis on a behavior analytic consultation model. Students will learn the core ethical principles within Applied Behavior Analysis (ABA) as cited by the Behavioral Analyst Certification Board (BACB). Assigned course readings and discussions will support students understanding of the nature of behavioral consultation including legal and ethical considerations and implications for practice across a variety of settings as well as areas of professional practice. Students will have opportunities to closely examine ethical and legal issues as well as methodology central to effective behavioral consultation across a variety of diverse settings through active class participation, review, and discussion of ethical/legal vignettes related to issues found within those settings. In addition, students will gain experience as well as professional competencies by facilitating class presentations and discussions targeting specific content areas and issues related to the application of behavioral consultation methodology in diverse settings. In addition, each student will develop an individual resource guide with emphasis on legal and ethical issues-as a support for future behavioral consultation in a variety of potential applied settings.

PSYC 0660 THEORETICAL FOUNDATIONS OF BEHAVIOR ANALYSIS 3 s.h.
Prerequisites: PSYC 0646 Principles of Applied Behavior Analysis
This course is designed to provide the student with a background in the theoretical and philosophical underpinnings of behavior analysis. The student will learn about basic assumptions of Radical Behaviorism and how they inform the current practice of behavior analysis. The course will serve as an additional elective to the Applied Behavior Analysis curriculum and provide students with a critical component of their education.

PSYC 0662 APPROACHES TO ASSESSMENT AND TREATMENT: COMPARING BEHAVIORISM TO OTHER PARADIGMS 3 s.h.
This course is primarily designed for graduate students in Applied Behavior Analysis. The focus of comparisons and contrasts will highlight a Behavioral perspective. That should not imply, however, that this is a course on Behavioral theory. Quite the contrary – this seminar will explore multiple theories and how they compare to Behaviorism. The primary objective is to familiarize students training to become Certified Behavior Analysts with the language, concepts, goals, and techniques of other approaches to assessment and treatment before immersion in courses within the graduate program that primarily emphasize a Behavioral approach.

PSYC 0664 EXPERIMENTAL ANALYSIS OF BEHAVIOR 3 s.h.
This course focuses on research findings and basic principles in the experimental analysis of behavior (EAB). The experimental analysis of behavior is a sub-discipline within behavior analysis, and involves exploring general principles of behavior, as well as isolating environmental determinants of behavior. Because it is so important to rule out extraneous
sources of control, EAB experiments are typically conducted under rigorous and controlled laboratory environments and often involve nonhuman animals because their experiences can be completely controlled (unlike with humans). Some of the most prominent themes in EAB respondent and operant conditioning, stimulus control, reinforcement and punishment, schedules of reinforcement, choice, mathematical models, and behavioral momentum, among others. It is critical to understand EAB and applied behavior analysis are related to one another and inform each other. Many of the basic principles discovered via basic laboratory preparations have proven to be widely successful in applied settings. Likewise, many of the variables studied in laboratory settings are inspired by real world problems. Thus, the two sub-disciplines are inevitably connected.

**PSYC 0671  THESIS I: APPLIED BEHAVIOR ANALYSIS**  3 s.h.

**Prerequisites:** PSYC 0646 Principles of Applied Behavior Analysis, PSYC 0651 Single Subject Research Methodology and Design. The student must complete 24 credits of graduate program coursework and remain in good academic standing prior to enrolling in the thesis option.

Thesis I is intended as a continuation course for students who wish to continue their education beyond the master’s degree. With the approval of a thesis advisor, the student develops a significant problem for research and study. In **Thesis I: Applied Behavior Analysis**, the student devotes her/himself to the development of a methodologically sound research proposal. The thesis proposal will be written in APA format. This proposal must be approved by the Graduate Committee in Psychology prior to enrollment in **Thesis II: Applied Behavior Analysis**. A minimum of five (5) small group meetings and three (3) individual meetings with the thesis advisor is required.

**PSYC 0672  THESIS II: APPLIED BEHAVIOR ANALYSIS**  3 s.h.

**Prerequisites:** PSYC 0646 Principles of Applied Behavior Analysis, PSYC 0651 Single Subject Research Methodology and Design, PSYC 0671 Thesis I: Applied Behavior Analysis.

Thesis II is intended as a continuation course for students who wish to continue their education beyond the master’s degree. Students complete data collection and the final work proposed in **PSYC 0671 Thesis I: Applied Behavior Analysis**. The work is to be an original contribution to the field. The work is evaluated by a thesis committee. After the work is complete, it is to be defended before the Graduate Committee in Psychology and peers. The final acceptance of the thesis is based upon the vote of the thesis advisor and the Graduate Committee in Psychology. The student is also required to provide bound copies of the thesis to the Department of Psychology, Westfield State University Library, and the Dean of Graduate and Continuing Education. A minimum of five (5) small group meetings and three (3) individual meetings with the thesis advisor is required.

**PSYC 0675  CASE STUDY: APPLICATIONS OF THEORY AND PRACTICE WITH PROFESSIONAL ORIENTATION**  4 s.h.

**Prerequisites:** PSYC 0522 Theories of Counseling; PSYC 0524 Counseling Basics with Supervision; Matriculation in the M.A. Psychology program; Completion of a minimum of 24 credits of required work.

Required as a writing intensive and integrative capstone experience, students work both independently and in groups to develop integrative responses to a series of case-based questions. Students enroll in this course during their last academic term before entering Internship. Techniques and abilities to apply counseling skills with theoretical rationale will be stressed. The course will also include topics related to professional identity and orientation, human service’s management of community programs, managed care, and the interaction and relationship of the mental health profession and public policy. Students will work with an assigned faculty member who is a mental
health professional to develop an advanced understanding of the practical and management skills needed in the mental health profession. THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED IN THE M.A. PSYCHOLOGY PROGRAM AT WSU.

**PSYC 0690-0692 PRACTICA/INTERNSHIP IN COUNSELING**

3-12 s.h.

Prerequisites: PSYC 0101 Introduction to Psychology, PSYC 0201 Theories of Personality, PSYC 0522 Theories of Counseling, PSYC 0523/0524 Counseling: Theory & Practice, PSYC 0623 Advanced Counseling and 27 credits completed in program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 0690</td>
<td>Internship (Mental Health Counseling)</td>
<td>3-12 s.h.</td>
</tr>
<tr>
<td>PSYC 0691</td>
<td>Practica (Guidance Prek-8)</td>
<td>3-12 s.h.</td>
</tr>
<tr>
<td>PSYC 0692</td>
<td>Practica (Guidance 5-12)</td>
<td>3-12 s.h.</td>
</tr>
</tbody>
</table>

These courses are designed to help the student evaluate and improve skills as a counselor. The major emphasis of these courses will be on the practical and applied, rather than the strictly theoretical, and will include a considerable degree of role playing and presentation of counseling tapes. Students work at a practicum site of their choice in addition to class hours. Students seeking Massachusetts Certification as guidance counselors must see their advisor before registering to get the correct number of course and semester hours. It is recommended that the comprehensive examination be completed before taking the practicum. Offered with variable credit for the convenience of the student and supervisor, these courses may be repeated for credit. EXCEPT WITH WRITTEN PERMISSION OF THE PROGRAM DIRECTOR, THESE COURSES ARE LIMITED TO STUDENTS WHO ARE MATRICULATED AND IN GOOD ACADEMIC STANDING IN THE M.A. IN PSYCHOLOGY PROGRAM AT WSU.

**PSYC 0693 PRACTICUM I: APPLIED BEHAVIOR ANALYSIS**

3 s.h.

This course is designed to help the student evaluate and improve skills as an applied behavior analyst. Practicum in Applied Behavior Analysis is designed to give students an intensive applied experience concurrent with courses in the Master’s Program. Students work at a practicum site selected under advisement with the Program Coordinator. The student will have a primary supervisor and will work with all of the individuals in that setting (e.g., adults in a group home, students in a classroom). A faculty supervisor will be assigned prior to commencing in the practicum. Student receives a grade of pass or fail.

THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED AND IN GOOD ACADEMIC STANDING IN THE M.A. IN PSYCHOLOGY PROGRAM AT WSU.

**PSYC 0694 PRACTICUM II: APPLIED BEHAVIOR ANALYSIS**

3 s.h.

Prerequisites: PSYC 0693 Practicum I: Applied Behavior Analysis

This course is designed to help the student evaluate and improve skills as an applied behavior analyst. Practicum in Applied Behavior Analysis is designed to give students an intensive applied experience concurrent with courses in the Master’s Program. Students work at a practicum site selected under advisement with the Program Coordinator. The student will have a primary supervisor and will work with all of the individuals in that setting (e.g., adults in a group home, students in a classroom). A faculty supervisor will be assigned prior to commencing in the practicum. Student receives a grade of pass or fail.

THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED AND IN GOOD ACADEMIC STANDING IN THE M.A. IN PSYCHOLOGY PROGRAM AT WSU.
PSYC 0695  PRACTICUM III: APPLIED BEHAVIOR ANALYSIS  3 s.h.
Prerequisites:  PSYC 0693 Practicum I: Applied Behavior Analysis, PSYC 0694 Practicum II: Applied Behavior Analysis
This course is designed to help the student evaluate and improve skills as an applied behavior analyst. Practicum in Applied Behavior Analysis is designed to give students an intensive applied experience concurrent with courses in the Master’s Program. Students work at a practicum site selected under advisement with the Program Coordinator. The student will have a primary supervisor and will work with all of the individuals in that setting (e.g., adults in a group home, students in a classroom). A faculty supervisor will be assigned prior to commencing in the practicum. Student receives a grade of pass or fail.
THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED AND IN GOOD ACADEMIC STANDING IN THE M.A. IN PSYCHOLOGY PROGRAM AT WSU.

PSYC 0696  PRACTICUM IV: APPLIED BEHAVIOR ANALYSIS  3 s.h.
Prerequisites:  PSYC 0693 Practicum I: Applied Behavior Analysis, PSYC 0694 Practicum II: Applied Behavior Analysis, PSYC 0695 Practicum III: Applied Behavior Analysis
This course is designed to help the student evaluate and improve skills as an applied behavior analyst. Practicum in Applied Behavior Analysis is designed to give students an intensive applied experience concurrent with courses in the Master’s Program. Students work at a practicum site selected under advisement with the Program Coordinator. The student will have a primary supervisor and will work with all of the individuals in that setting (e.g., adults in a group home, students in a classroom). A faculty supervisor will be assigned prior to commencing in the practicum. Student receives a grade of pass or fail.
THIS COURSE IS LIMITED TO STUDENTS WHO ARE MATRICULATED AND IN GOOD ACADEMIC STANDING IN THE M.A. IN PSYCHOLOGY PROGRAM AT WSU.

PSYC 0699  INDEPENDENT STUDY  3 s.h.
Prerequisite:  Permission of Instructor, Program Director, Department Chair and Dean.
This may be taken only with permission on the advanced graduate level. The scope of the study is intensive rather than extensive. Plans for independent study must be approved in advance.
GRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

FACULTY

Program Director: Jorge Reyes, Ph.D.
Program Office: 333 Western Avenue
Program Telephone: (413) 572-5376
Program Advisor: Jorge Reyes, Ph.D.
Graduate Faculty: Claudia Ciano-Boyce, Ed.D.
Patrick Heick, Ph.D.
Shannon Kay, Ph.D.
Jorge Reyes, Ph.D.
Roger Tudor, Ph.D.

DESCRIPTION OF PROGRAM

The formalization of graduate training in Applied Behavior Analysis is a result of increased demand for professionals trained to work effectively with autism and developmental disabilities. Applied Behavior Analysis provides an approach for developing, implementing and evaluating practical strategies to produce changes in socially significant behaviors of individuals in a variety of contexts. The Behavior Analyst Certification Board set the professional credential for the post-master’s certification in behavior analysis. Upon completion of a master’s degree, including the five courses in the program, the student is qualified to take the BCBA exam and become a Board Certified Behavior Analyst. The Board Certified Behavior Analyst is an independent practitioner who also may work as an employee or independent contractor for an organization. The BCBA conducts descriptive and systematic behavioral assessments and provides behavior analytic interpretations of the results. The BCBA designs and supervises behavior analytic interventions and is able to effectively develop and implement appropriate assessment and intervention methods for use in a range of cases. The BCBA may teach and supervise others in carrying out ethical and effective behavior analytic interventions based on published research and designs.

Admission Requirements to the Certificate

1. Bachelor's degree from an accredited institution
2. An undergraduate cumulative grade point average of 2.7 and a grade point average of 3.0 in prerequisite psychology courses.
3. Successful completion of the following four (4) undergraduate prerequisites:
   - Introduction to Psychology
   - Theories of Personality
   - Developmental Psychology
   - Abnormal Psychology
4. Other graduate admissions tests such as the GRE or Millers Analogy Test will not be required for the certificate program, however should a student wish to apply to a degree program (e.g., M.A. Psychology), tests such as those aforementioned may be a pre-requisite prior to enrollment.

To be eligible for the BCBA examination, applicants must also possess a Master’s degree from an accredited institution.
Applicants who want to be considered for the Graduate Certificate in Behavior Analysis must submit to the Division of Graduate and Continuing Education:

1. An application for admission;
2. Undergraduate transcripts;
3. Two letters of recommendation describing the individual's potential to complete the program.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYC 0646</td>
<td>Principles of Applied Behavior Analysis</td>
</tr>
<tr>
<td>PSYC 0647</td>
<td>Autism and Developmental Disabilities</td>
</tr>
<tr>
<td>PSYC 0648</td>
<td>Behavior Analysis Applications: Ethics, Assessment, and Intervention Decisions</td>
</tr>
<tr>
<td>PSYC 0649</td>
<td>Behavioral Interventions</td>
</tr>
<tr>
<td>PSYC 0651</td>
<td>Single Subject Research Methodology &amp; Design</td>
</tr>
</tbody>
</table>

**Certificate Completion Requirements**

Students must complete the five courses (15 credit hours) with a minimum grade point average of 3.0 to earn the certificate. A student who receives a grade of F or two grades below B- maybe barred from further enrollment in graduate courses.

Students must complete the Graduate Certificate Program within six years; certificate students may move toward completion at their own pace within this time period. In order to remain a certificate student, the student must have a minimum cumulative GPA of 3.00.
MASTER OF EDUCATION

FACULTY

Dean of Education: Cheryl Stanley, Ed.D. (Acting Dean)
Staff Assistant: Audrey Antosz.
Department Chair: Sandra Berkowitz, Ph.D.
Department Secretary: Katharine Tansey
Department Office: Parenzo 211
Department Telephone: (413) 572-5315
Graduate Advising Appointments: (413) 572-8020

Graduate Program Coordinators:
Director of Graduate Programs James Martin-Rehrmann, Ph.D.
Early Childhood Education Marion Templeton, Ed.D.
Educational Administration &
School Principal Robert Gazda, M.Ed.
Elementary Education Martin Henley, Ph.D.
Vocational Technical Education Donald Jarvis
Secondary Education Richard Frank, Ph.D.
Special Education Laura Baker, Ed.D.
Reading Specialist Sandra Berkowitz, Ph.D.

M.Ed. Program Coordinators in Departments other than Education:
Biology Jennifer Hanselman, Ph.D.
Chemistry Patrick Romano, Ph.D.
General Science Patrick Romano, Ph.D.
History Michael Anciello, Ph.D.
Mathematics Mary Ann Connors, Ph.D.
Physical Education Robert Rausch, Ph.D.
PROGRAM DESCRIPTION

At the graduate level, master’s degrees have been especially designed for new and experienced teachers. Licensure at the initial level is a prerequisite for entry into many programs in the graduate program group. For teachers with professional licensure, the Master of Education concentration programs offer an opportunity to enhance established skills and interests and to experiment with areas of study related to the professional license. The C.A.G.S. level offers further specialization and enhances the careers of experienced teachers and administrators who have completed the master’s level.

Responsive to the 2003 changes in licensure regulations approved by the Massachusetts Department of Education, Westfield State University presents in this catalog a number of revised Master of Education programs appropriate for candidates seeking initial and professional licensure. Elementary and Secondary licensure programs reflect the cognate area recommended by the regulations. Teachers of students with Moderate Disabilities can be recommended for licensure after completing a program leading to Initial or Professional licensure in their subject area. These programs are designed to include graduate level courses in subject area fields in the Arts and Sciences as well as in specialty area, Reading, within the Education offerings.

Initial licensure is available through Master of Education programs. Please consult pages 63 through 78 for these programs leading to initial licensure as Early Childhood Education, Elementary Education, Reading Specialist, Secondary Education, and Teacher of Students with Moderate Disabilities (Prek-8) (5-12). Initial licensure as a School Guidance Counselor is available through the Master of Arts in Psychology program. Initial licensure is also available through the Post Baccalaureate Licensure programs. You may request the Post Baccalaureate Programs booklet from the DGCE office or a program advisor.

Professional licensure programs respond to the needs of teachers who have been awarded initial licensure. Many of the Master’s programs and all of the professional licensure programs are interdisciplinary, offering a curriculum based on graduate study within a cognate department which complements a core of graduate Education coursework. Advanced candidates will demonstrate their commitment to diversity at several points in their programs. Each candidate will be required to reflect on his or her beliefs, values, experiences, and/or current practices for developing competencies that support diversity. Decisions about a candidate’s performance in advanced Programs will be based on multiple assessments.

Programs in Vocational Technical Education, offered at the M.Ed. and C.A.G.S. levels, are designed to enhance the careers of those working in the vocational-technical school setting.

Programs in Educational Administration, offered at the Masters of Education (M.Ed.) and Certificate of Advanced Graduate Study (C.A.G.S.) levels, are available to educators seeking an opportunity to qualify for leadership positions in curriculum and educational administration.

Students who satisfactorily complete the requirements of a program leading to certification and complete appropriate application materials are recommended for licensure to the Massachusetts Department of Education. Students without teacher licensure should consult the Post Baccalaureate Teacher Licensure booklet available in the Graduate and Continuing Education Office at 333 Western Avenue. All programs leading to initial licensure, including licensure as a School Principal, require a passing score on the MTEL Communication and Literacy Skills test.

Advising for graduate students facilitates student progress in degree programs and offers an opportunity to design and to amend programs of study, acquire career advice and address topics of particular interest to students involved in graduate study for career advancement or professional
development. Registration advising is offered in advance of the semester to assist with course choices appropriate for graduate programs. Programs of study constructed during the first semester of matriculation allow students to remain active participants in their course selection.

**Admission** into Master of Education programs requires a cumulative GPA of **2.8**.
INITIAL LICENSURE MASTER OF EDUCATION PROGRAMS

EARLY CHILDHOOD EDUCATION INITIAL (PreK-2)

Prerequisites:

1. Bachelor’s Degree.
2. Passing score on MTEL Communication and Literacy Skills Exam or equivalent experience.

Required Coursework for Initial Licensure in Early Childhood Education:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0519</td>
<td>Principles of Teaching and Learning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0508</td>
<td>Early Childhood Curriculum</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0503</td>
<td>Early Literacy and Reading</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0581</td>
<td>Early Intervention for Young Children with Special Needs</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0580</td>
<td>Multicultural Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0514</td>
<td>Classroom Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0661</td>
<td>Story Telling and Literature for the Very Young Child</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0632</td>
<td>Research in Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0513</td>
<td>Evaluation Techniques in Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>IDIS 0560</td>
<td>Elementary Math and Science (Fall 2008 and prior)</td>
<td>4 s.h.</td>
</tr>
<tr>
<td>MATH 0551</td>
<td>Foundations of Teaching Mathematics: PreK-6 (Beginning Spring 2009)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>GNSC 0560</td>
<td>Methods of Science Education PreK-6 (Beginning Spring 2009)</td>
<td>2 s.h.</td>
</tr>
<tr>
<td>*Practicum</td>
<td>EDUC 0536</td>
<td>12 s.h.</td>
</tr>
</tbody>
</table>

*Candidate needs to finish all coursework before enrolling in practicum. Licensure regulations require two practicum placements. If a student has the appropriate experience, one half of the 12 credit practicum may be waived. Contact the Early Childhood program advisor listed on page 4 for further information.

Candidate must pass the MTEL Subject Test and Foundations of Reading before Practicum.

Requirements for Master’s Degree 43 s.h.

Additional Guidelines

A. Students must have passed the MTEL subject matter test(s) and have a GPA of 2.8 before beginning the practicum. Although you may be allowed to apply for student teaching practicum with a 2.8 GPA, you must maintain a 3.0 GPA to remain in the graduate program.

B. Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program.
ELEMENTARY EDUCATION INITIAL (1-6)

Prerequisites:

1. Bachelor’s Degree.
2. Passing score on MTEL Communication and Literacy Skills Exam or equivalent experience.

Required Coursework for Initial Licensure in Elementary Education:

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0519</td>
<td>Principles of Teaching and Learning</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0506</td>
<td>Elementary Curriculum and Instruction</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0503</td>
<td>Early Literacy and Reading</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0511</td>
<td>Social Studies Methods</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0580</td>
<td>Multicultural Education</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0601</td>
<td>School Oral and Written Literacy Practice</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0514</td>
<td>Classroom Management</td>
<td>3 s.h.</td>
</tr>
<tr>
<td>EDUC 0632</td>
<td>Research in Education</td>
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<td>Methods of Science Education PreK-6 (Beginning Spring 2009)</td>
<td>2 s.h.</td>
</tr>
</tbody>
</table>

*Practicum 6 s.h.

*Candidate needs to finish all coursework before enrolling in practicum.
Candidate must pass the MTEL General Curriculum Test and Foundations of Reading test before Practicum.

Requirements for Master's Degree: 37 s.h.

Additional Guidelines

A. Students must have passed the MTEL subject matter test(s) and have a GPA of 2.8 before beginning the practicum. Although you may be allowed to apply for student teaching practicum with a 2.8 GPA, you must maintain a 3.0 GPA to remain in the graduate program.

B. Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program.
SECONDARY TEACHER OF BIOLOGY INITIAL (8-12)

Prerequisites:
1. Bachelor’s degree with six Biology courses or their equivalents. Courses must include General Ecology, Genetics, Cell Biology (preferred) or Microbiology, Plant Biology, Human Anatomy and Physiology (I or II), Evolution, a 1-credit seminar in the History and Nature of Scientific Knowledge, and one year of General Chemistry. Students may be required to fill undergraduate prerequisites as determined by the graduate advisor.
2. Passing grade on the MTEL Communication and Literacy Skills Test.
3. Coursework in Adolescent Development and in Foundations of Education.

Program Requirements:

<table>
<thead>
<tr>
<th>Requirements for Initial Licensure in Teacher of Biology (8-12):</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0540  Intro to Students with Exceptional Learning Needs</td>
</tr>
<tr>
<td>EDUC 0554  Educational Planning and Evaluation</td>
</tr>
<tr>
<td><strong>BIOL</strong> 0590  Teaching Secondary School Biology</td>
</tr>
<tr>
<td>EDUC 0580  Multicultural Education</td>
</tr>
<tr>
<td>EDUC 0569  Practicum: Secondary Biology</td>
</tr>
</tbody>
</table>

EDUC 0632 Research in Education (research project required)  3 s.h.

A total of 15 additional credits to include:
- a. 6 additional credits of pedagogical coursework at the 600 level.
- b. 9 additional credits of content area graduate coursework in Biology. Specific course selections to be made in consultation with the graduate advisor.

Requirements for Master’s Degree  36 s.h.

Additional Guidelines
A. Students must have passed the MTEL subject matter test(s) and have a GPA of 2.8 before beginning the practicum. Although you may be allowed to apply for student teaching practicum with a 2.8 GPA, you must maintain a 3.0 GPA to remain in the graduate program.
B. Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program.
C. Passing scores on all appropriate and required sections of the MTEL are required for practicum enrollment. Practicum placement also requires completion of the following courses:
   1. EDUC 0540  Intro to Students with Exceptional Learning Needs,
   2. EDUC 0554  Educational Planning and Evaluation,
   3. **BIOL** 0590  Teaching Secondary School Biology,
   4. EDUC 0580  Multicultural Education,
   and the recommendation of the student’s advisor, program director and Department Chair or designee.
SECONDARY TEACHER OF CHEMISTRY INITIAL (8-12)

WSU is NOT currently accepting applications for this program.

Prerequisites:
1. Bachelor’s degree in Chemistry or Bachelor’s degree with a minimum of 26 credits in chemistry (including the equivalents of the following Westfield State University courses: CHEM 0109, CHEM 0111, CHEM 0201, CHEM 0203, and CHEM 0305, and a semester of analytical chemistry or instrumental analysis) plus 2 semesters of calculus (equivalent to MATH 0105 and MATH 0106) and 2 semesters of calculus-based physics (equivalent to PHSC 0125 and PHSC 0127) with a minimum GPA for all those courses of 2.5. Students will be required to fulfill any undergraduate prerequisites for courses in their graduate program, which will likely include introductory courses in physical geology and astronomy.
2. Passing grade on the MTEL Communication and Literacy Skills Test.
3. Coursework in Adolescent Development and in Foundations of Education.

Program Requirements:

<table>
<thead>
<tr>
<th>Requirements for Initial Licensure in Teacher of Chemistry (8-12):</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0540 Intro to Students with Exceptional Learning Needs 3 s.h.</td>
</tr>
<tr>
<td>EDUC 0554 Educational Planning and Evaluation 3 s.h.</td>
</tr>
<tr>
<td>GNSC 0573 Methods of Chemistry Education 3 s.h.</td>
</tr>
<tr>
<td>EDUC 0580 Multicultural Education 3 s.h.</td>
</tr>
<tr>
<td>EDUC 0569 Practicum 6 s.h.</td>
</tr>
</tbody>
</table>

EDUC 0632 Research in Education (research project required) 3 s.h.
A total of 12 additional credits to include:

3-6 additional credits of pedagogical coursework at the 600 level.

6-9 additional credits of graduate coursework in the content area. Students with weaker undergraduate chemistry backgrounds will generally be expected to complete at least one upper-level chemistry course as part of their program, and should be aware that those courses are not generally offered during late afternoon or evening hours at Westfield State. Classes should be selected from the courses below, in consultation with the graduate advisor.

ASTR 0549 Integrated Physical Science: Astronomy 3 s.h
CHEM 0511 Instrumental Analysis 4 s.h.
CHEM0513 Biochemistry 3 s.h.
GEOL 0547 Integrated Physical Science: Geology 3 s.h.

Requirements for Master’s Degree 33 – 34 s.h.
Additional Guidelines

A. Students must have passed the MTEL subject matter test(s) and have a GPA of 2.8 before beginning the practicum. Although you may be allowed to apply for student teaching practicum with a 2.8 GPA, you must maintain a 3.0 GPA to remain in the graduate program.

B. Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program.

C. Passing scores on all appropriate and required sections of the MTEL are required for practicum enrollment. Practicum placement also requires completion of the following courses:

1. EDUC 0540 Intro to Students with Exceptional Learning Needs
2. EDUC 0554 Educational Planning and Evaluation
3. GNSC 0573 Methods of Chemistry Education
4. EDUC 0580 Multicultural Education

and the recommendation of the student’s advisor, program director and Department Chair or designee.
SECONDARY TEACHER OF GENERAL SCIENCE INITIAL (5-8)

Prerequisites:

1. Bachelor’s degree with a minimum of 31 credits in biology and the physical sciences, including the equivalents of the Westfield State University courses: ASTR 0101, BIOL 0128, CHEM 0109, CHEM 0111, GEOL 0101, PHSC 0115, and PHSC 0117 with a minimum GPA of 2.5 in those courses. Students will be required to complete any of the above courses that they have not taken.
2. Passing grade on MTEL Communication and Literacy Skills Test.
3. Coursework in Adolescent Development and in Foundations of Education.
4. Completion of EDUC 0321 Middle School and Its Students.

Program Requirements:

<table>
<thead>
<tr>
<th>Requirements for Initial Licensure in Teacher of General Science (5-8):</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0540 Intro to Students with Exceptional Learning Needs 3 s.h.</td>
</tr>
<tr>
<td>EDUC 0554 Educational Planning and Evaluation 3 s.h.</td>
</tr>
<tr>
<td>GNSC 0571 Methods of Science Education for the Middle School 3 s.h.</td>
</tr>
<tr>
<td>EDUC 0580 Multicultural Education 3 s.h.</td>
</tr>
<tr>
<td>EDUC 0564 Practicum 6 s.h.</td>
</tr>
<tr>
<td>EDUC 0632 Research in Education (research project required) 3 s.h.</td>
</tr>
</tbody>
</table>

A total of 12 additional credits including:

6 additional credits of pedagogical coursework at the 600 level 6. s.h.

6 additional credits of content area coursework:

- ASTR 0549 Integrated Physical Science: Astronomy 3 s.h.
- GEOL 0547 Integrated Physical Science: Geology 3 s.h.

Requirements for Master’s Degree 33 s.h.
Additional Guidelines

A. Students must have passed the MTEL subject matter test(s) and have a GPA of 2.8 before beginning the practicum. Although you may be allowed to apply for student teaching practicum with a 2.8 GPA, you must maintain a 3.0 GPA to remain in the graduate program.

B. Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program.

C. Passing scores on all appropriate and required sections of the MTEL are required for practicum enrollment. Practicum placement also requires completion of the following courses:

1. EDUC 0540  Intro to Students with Exceptional Learning Needs,
2. EDUC 0554  Educational Planning and Evaluation,
3. GNSC 0571  Methods of Science Education for the Middle School,
4. EDUC 0580  Multicultural Education,

and the recommendation of the student’s advisor, program director and Department Chair or designee.
SECONDARY TEACHER OF HISTORY INITIAL (5-8) (8-12)

Prerequisites:

1. Bachelor’s degree with a minimum of 18 credits in History. Credits must include coursework in each of the following areas: U.S. History, World History, and European History. Students may be required to fill undergraduate prerequisites as determined by the graduate advisor.
2. Coursework in Intro to Psychology, Adolescent Development and in Foundations of Education.
3. Completion of EDUC 0321 Middle School and Its Students for (5-8) level.
4. 1 course (each) in political science, geography, economics, & sociology.
5. HIST 120: The History Teacher or equivalent.
6. Passing grade on MTEL Communication and Literacy Skills Test.

Program Requirements:

<table>
<thead>
<tr>
<th>Requirements for Initial Licensure in Teacher of History (5-8) (8-12):</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 0540 Intro to Students with Exceptional Learning Needs</td>
</tr>
<tr>
<td>EDUC 0554 Educational Planning and Evaluation</td>
</tr>
<tr>
<td><strong>HIST</strong> 0532 Methods of Teaching History/Middle and Secondary School</td>
</tr>
<tr>
<td>EDUC 0580 Multicultural Education</td>
</tr>
<tr>
<td>EDUC 0564/9 Practicum*</td>
</tr>
</tbody>
</table>

*Practicum for students seeking both middle and secondary placements is 12 s.h.

EDUC 0632 Research in Education (research project required) | 3 s.h.

A total of 15 additional credits to include:

6 additional credits of pedagogical coursework at the 600 level.

9 additional credits of content area coursework at the 600 level. Courses must be selected from History Readings graduate courses.

Requirements for Master’s Degree | 36 s.h.
Additional Guidelines

A. Students must have passed the MTEL subject matter test(s) and have a GPA of 2.8 before beginning the practicum. Although you may be allowed to apply for student teaching practicum with a 2.8 GPA, you must maintain a 3.0 GPA to remain in the graduate program.

B. Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program.

C. Passing scores on all appropriate and required sections of the MTEL are required for practicum enrollment. Practicum placement also requires completion of the following courses:

1. EDUC 0540 Intro to Students with Exceptional Learning Needs,
2. EDUC 0554 Educational Planning and Evaluation,
3. HIST 0532 Methods of Teaching History: Middle & Secondary Schools,
4. EDUC 0580 Multicultural Education,

and the recommendation of the student’s advisor, program director and Department Chair or designee.
SECONDARY TEACHER OF MATHEMATICS INITIAL (5-8) (8-12)

Prerequisites:

1. Bachelor’s degree in Mathematics or Bachelor’s degree with minimum of 18 credits in subject area. Students may be required to fill undergraduate prerequisites as determined by the graduate advisor.
2. Passing grade on MTEL Communication and Literacy Skills Test.
3. Coursework in Adolescent Development and in Foundations of Education.
4. Completion of EDUC 0321 Middle School and Its Students for (5-8) level.

Program Requirements:

| Requirements for Initial Licensure in Teacher of Mathematics (5-8) (8-12): |
|-----------------------------|------------------|
| EDUC 0540    Intro to Students with Exceptional Learning Needs | 3 s.h. |
| EDUC 0554    Educational Planning and Evaluation               | 3 s.h. |
| MATH 0537    Foundations of Secondary and Middle School Mathematics | 3 s.h. |
| EDUC 0580    Multicultural Education                           | 3 s.h. |
| EDUC 0564/9 Practicum*                                         | 6 s.h. |

*Practicum for students seeking both middle and secondary placements is 12 s.h.

EDUC 0632 Research in Education (research project required) 3 s.h.

A total of 12 additional credits to include:

6 additional credits of pedagogical coursework at the 600 level. 12 s.h.

6 additional credits of content area coursework:

MATH 0680 Elementary Mathematics from an Advanced Point of View
MATH 0659/0689 Seminar in Mathematics for the Middle School/Secondary School

Requirements for Master’s Degree 33 s.h.
**Additional Guidelines**

A. Students must have passed the MTEL subject matter test(s) and have a GPA of 2.8 before beginning the practicum. Although you may be allowed to apply for student teaching practicum with a 2.8 GPA, you must maintain a 3.0 GPA to remain in the graduate program.

B. Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program.

C. Passing scores on all appropriate and required sections of the MTEL are required for practicum enrollment. Practicum placement also requires completion of the following courses:

1. EDUC 0540 Intro to Students with Exceptional Learning Needs
2. EDUC 0554 Educational Planning and Evaluation
3. MATH 0537 Foundations of Secondary and Middle School Mathematics
4. EDUC 0580 Multicultural Education

and the recommendation of the student’s advisor, program director and Department Chair or designee.
TEACHER OF STUDENTS WITH MODERATE DISABILITIES INITIAL (PREK-8)

Prerequisites:

1. Bachelor’s Degree.
2. Passing score on MTEL Communication and Literacy Exam.
3. Course work related to students with special needs, child psychology, early literacy and reading, multicultural education, and computer applications.

Required Coursework:

EDUC 0570 Speech and Language Problems of the Special Needs Child 3 s.h.
EDUC 0571 Identification, Assessment, Planning and Programming 3 s.h.
EDUC 0576 Developmental Disabilities and Self-Determination 3 s.h.
EDUC 0577 Learning Disabilities and Instructional Strategies 3 s.h.
EDUC 0581 Early Intervention for Young Children with Special Needs 3 s.h.
EDUC 0597 Practicum: Moderate Special Needs * (Please see note below) 6 s.h.
EDUC 0652 Research Issues and Problems in Special Education 3 s.h.
EDUC 0664 Behavior Management and Consultation for Elementary and Secondary Schools 3 s.h.
EDUC 0665 Consultation and Prevention of Learning Problems 3 s.h.
EDUC 0690 Curriculum and Instruction for Students with Special Needs In the Least Restrictive Environment 3 s.h.
EDUC 0624 Technology Applications in Special Education 3 s.h.

Requirements for Master’s Degree: 36 s.h.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program. These courses must include the following practicum prerequisite courses.

*Passing scores on all appropriate and required sections of the MTEL are required for practicum permission. Prerequisites for the Moderate Special Needs practicum in this program include matriculation in the program, good academic standing, and satisfactory completion of the following courses:

1. EDUC 0570 Speech and Language Problems of the Special Needs Child
2. EDUC 0571 Identification, Assessment, Planning and Programming
3. EDUC 0576 Developmental Disabilities and Self-Determination
4. EDUC 0577 Learning Disabilities and Instructional Strategies
5. EDUC 0581 Early Intervention for Young Children with Special Needs

and the recommendation of the department and the program advisor. All five of the prerequisite courses must be complete before practicum placement will be made.
TEACHER OF STUDENTS WITH MODERATE DISABILITIES INITIAL (5-12)

Prerequisites:

1. Bachelor’s Degree.
2. Passing score on MTEL Communication and Literacy Exam
3. Course work related to students with special needs, adolescent psychology, early literacy and reading, multicultural education, and computer applications.

Required Coursework:

EDUC 0570  Speech and Language Problems of the Special Needs Child  3 s.h.
EDUC 0571 Identification, Assessment, Planning and Programming  3 s.h.
EDUC 0574 Career Education and Transition for Students with Disabilities  3 s.h.
EDUC 0576 Developmental Disabilities and Self-Determination  3 s.h.
EDUC 0577 Learning Disabilities and Instructional Strategies  3 s.h.
EDUC 0597 Practicum: Moderate Special Needs*  (Please see note below)  6 s.h.
EDUC 0652 Research Issues and Problems in Special Education  3 s.h.
EDUC 0664 Behavior Management and Consultation for Elementary and Secondary Schools  3 s.h.
EDUC 0665 Consultation and Prevention of Learning Problems  3 s.h.
EDUC 0690 Curriculum and Instruction for Students with Special Needs  
In the Least Restrictive Environment  3 s.h.
EDUC 0624 Technology Applications in Special Education  3 s.h.

Requirements for Master’s Degree:  36 s.h.

Students are required to successfully complete a written comprehensive examination to demonstrate master of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program. These courses must include the following practicum prerequisite courses.

*Passing scores on all appropriate and required sections of the MTEL are required for practicum permission. Practicum placement also requires completion of all five prerequisite courses:

1. EDUC 0570  Speech and Language Problems of the Special Needs Child
2. EDUC 0571  Identification, Assessment, Planning and Programming
3. EDUC 0574  Career Education and Transition for Students with Disabilities
4. EDUC 0576 Developmental Disabilities and Self-Determination
5. EDUC 0577 Learning Disabilities and Instructional Strategies

and the recommendation of the student’s advisor, program director and Department Chair or designee.
READING SPECIALIST INITIAL

This master’s degree program is for candidates who possess initial licensure in Early Childhood Education, Elementary Education, or Moderate Disabilities and desire initial licensure as a Reading Specialist. For candidates who have taught for three years in the area of their initial license (Early Childhood Education, Elementary Education, or Moderate Disabilities), and who have met the other requirements listed in licensure regulations, it will also lead to professional licensure in the area of the first license.

Prerequisites:
1. Bachelor's Degree from a regionally accredited college or university;
2. Initial or Professional (Standard) Massachusetts classroom teaching certification;
3. One year of employment or equivalent in the role covered by the certificate;
4. An introductory course in Special Education;
5. An introductory course in Computer Applications;
6. An introductory course in Multicultural Education.

Required Courses:
Common Standards Coursework: 6 s.h.
1. EDUC 0633 Social Cultural Theories: Foundation of Education
2. EDUC 0635 Laboratory in Program Assessment & Design

Subject Area Coursework: 18 s.h.
EDUC 0601 School Oral and Written Literacy Practices
EDUC 0648 Diagnosis of Reading Abilities (30 hr field experience required)*
EDUC 0650 Issues and Problems in Reading: Advanced Seminar (Research project required)
EDUC 0656 Remedial Reading Materials and Methods (15 hr field experience required)*
EDUC 0657 Applying Linguistics to the Teaching of Reading (30 hr field experience required)*
EDUC 0662 Innovative Practices in Teaching Reading
*Required prerequisite for EDUC 0645 or 0646

Elective Course (choose one with advisor’s approval from the list below): 3 s.h.
EDUC 0504 Teaching Writing and the Expressive Arts, Pre K-6
EDUC 0505 Literature and Language Arts
EDUC 0518 Reading in the Content Area

Practica: 9 s.h.
EDUC 0645 Practicum (I): Clinical Experiences in Reading (Elementary) (250 hrs) (6 s.h.)**
Or
EDUC 0646 Practicum (I): Clinical Experiences in Reading (Secondary) (250 hrs) (6 s.h.)**
EDUC 0623 Practicum (II): Reading Teacher: Consultant, Supervisor, Administrator (75 hrs)(3 s.h.)
**Requirements for Degree:**

Total: 36 s.h.

**Effective Fall 2003, a passing score on the subject area MTEL (Reading Specialist: Field 08) and the approval of the program coordinator are required for placement in EDUC 0645 or EDUC 0646. The following courses are pre-requisites of practicum I, EDUC 0645/0646:

- EDUC 0648 Diagnosis of Reading Disabilities
- EDUC 0656 Remedial Reading Methods and Materials
- EDUC 0657 Linguistics and the Teaching of Reading

Practicum I (EDUC 0645/0646) and the approval of the program coordinator are pre-requisites of Practicum II: EDUC 0623.

Please see your advisor at least one semester before you plan to take EDUC 0645, 0646, or 0623. Deadlines for Practicum placement for the Fall and Spring are as follows:

- Previous April 1st for the Fall.
- Previous November 1st for the Spring,

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.
PROFESSIONAL LICENSURE MASTER OF EDUCATION PROGRAMS

EARLY CHILDHOOD EDUCATION PROFESSIONAL (PreK-2)

This program provides information and knowledge about young children (ages 2.9 through 8 years) in various school settings. The focus of the program is on the issues and concerns about young children, developmental learning models, current research, parent education and the policies of local, state and federal programs affecting the education of young children with and without special needs. This program is recommended for students who seek Professional Licensure in Early Childhood Education.

Prerequisites:
1. A baccalaureate degree from a regionally accredited college or university;
2. Initial or Professional (Standard) Massachusetts certification in Early Childhood. Students without the appropriate certificate may work toward the initial license and apply up to six semester hours of graduate work toward the master's degree.
3. An introductory course in Special Education;
4. An introductory course in Computer Applications.

Requirements:
Common Standards Coursework (10 s.h.)
EDUC 0502 Instructional Practices: Materials and Classroom Procedures
EDUC 0513 Evaluation Techniques in Education
EDUC 0633 Social Cultural Theories: Foundations of Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Standard I (15 s.h.)
EDUC 0510 Seminar: Teaching Designs in Early Childhood
EDUC 0643 Issues and Concerns About the Young Child's Needs
EDUC 0642 The Influence of Play Upon Young Children
EDUC 0661 Storytelling and Literature for the Very Young Child
EDUC 0570 Speech and Language Problems of Students with Special Needs

Other Required courses: (9 s.h.)
EDUC 0632 Research in Education (Research project required)
EDUC 0662 Innovative Practices in Teaching Reading
EDUC 0692 Programming for Infants, Toddlers, and Preschoolers with Special Needs

Requirements for Master's Degree: 34 s.h.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.
ELEMENTARY EDUCATION PROFESSIONAL (1-6)

This degree is designed to meet the Massachusetts Department of Education standards leading to professional license.

Prerequisites:
1. Bachelor’s degree from a regionally accredited college or university.
2. Initial or Professional Massachusetts license in Elementary Education. Students without the required license may work toward an Initial License and then apply up to six semester hours from the courses listed below toward the master’s degree.
3. An introductory course in Special Education
4. An introductory course in Computer Applications
5. An introductory course in Multicultural Education
6. An introductory course in Assessment.

Required Education Coursework: 16 s.h.
EDUC 0502 Instructional Practices: Materials & Classroom Procedures (Elementary and Early Childhood)
EDUC 0513 Evaluation Techniques in Education
EDUC 0629 Experiential Curriculum Development Workshop: Elementary
EDUC 0632 Research in Education
EDUC 0633 Social Cultural Theories: Foundations of Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Academic Coursework: 18 s.h.
Reading Track: Select six of the following courses with advisor approval
EDUC 0518 Reading in the Content Area
EDUC 0509 Children’s Literature
EDUC 0530 Children’s Speaking and Listening
EDUC 0648 Diagnosis of Reading Abilities (30 hours of Field Based Experience, F.B.E.)
EDUC 0656 Remedial Reading: Methods and Materials (15 hours of F.B.E)
EDUC 0662 Innovative Practices in Teaching Reading
EDUC 0601 School Oral and Written Literacy Practices OR

Single Academic Area Track:  18 s.h.
Students take 18 credits of graduate coursework in one of the following areas:
- Biology
- Chemistry
- English
- General Science
- History
- Mathematics OR

Multidisciplinary Track:  18 s.h.
Students take 18 credits of graduate coursework in any of the Single Academic Area Track or those below*

- Geography
- Reading

* Or pedagogical courses at the graduate level based on the academic discipline, developed or taught in collaboration with experts who hold at least a Master’s Degree in that discipline or who hold a full-time faculty position in that discipline in arts or sciences.

Requirements for Degree: 34 s.h.
Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.
SECONDARY EDUCATION PROFESSIONAL (5-8)(8-12)

This degree is designed to meet the Massachusetts Department of Education standards leading to professional license.

Prerequisites:
1. Bachelor’s Degree in the appropriate major or equivalent from a regionally accredited college or university
2. Initial or Professional Massachusetts licensure in a secondary subject area (Middle (5-8) or Secondary (8-12) license)*
3. An introductory course in Adolescent Psychology
4. An introductory course in Special Education
5. An introductory course in Computer Applications
6. An introductory course in Multicultural Education.
*Students without the required license may work toward an Initial License and then apply up to six semester hours of appropriate graduate credit toward the master’s degree.

Required Courses:

Common Standards Coursework (16 s.h.)
EDUC 0513 Evaluation Techniques in Education
EDUC 0622 Case Studies in Middle and Secondary Education
EDUC 0587 Instructional Practices: Materials & Classroom Procedures in Secondary Education
EDUC 0632 Research in Education (research project required)
EDUC 0633 Social Cultural Theories: Foundations of Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Standard I (Field of Knowledge) (18 s.h.)
Pedagogical content knowledge based on subject area standards identified in the licensure program. Arts and Sciences Area concentrations are available in the disciplines below. Advisors and students will design an area of concentration appropriate to student background and interests within these disciplines. Program descriptions and course choices for each of these concentrations follows:

- Biology
- General Science
- History
- Mathematics

Requirements for Master’s Degree: 34 s.h.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.
SECONDARY BIOLOGY PROFESSIONAL (8-12)

This degree is designed to meet the Massachusetts Department of Education standards leading to professional license.

Prerequisites:

1. Bachelor’s Degree in Biology or equivalent from a regionally accredited college or university
2. Initial or Professional Massachusetts licensure in Biology at the Secondary (8-12) level.*
3. An introductory course in Adolescent Psychology
4. An introductory course in Special Education
5. An introductory course in Computer Applications
6. An introductory course in Multicultural Education.

*Students without the required license may work toward an Initial License and then apply up to six semester hours of appropriate graduate credit toward the master’s degree.

Required Courses: (16 s.h.)

Common Standards Coursework
EDUC 0513 Evaluation Techniques in Education
EDUC 0622 Case Studies in Middle and Secondary Education
EDUC 0587 Instructional Practices: Materials & Classroom Procedures in Secondary Education
EDUC 0632 Research in Education (research project required)
EDUC 0633 Social Cultural Theories: Foundations of Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Standard I (18 s.h.)

Select under advisement, six 500 or 600 level BIOL, IDIS, or CHEM courses, at least four of which must be BIOL.

A maximum of one 300-level undergraduate course modified to carry graduate credit with the addition of a project applying the subject to the secondary curriculum may be included in the program.

As amended at Graduate Education Council, December 5, 2005

Requirements for Master's Degree: 34 s.h.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.
SECONDARY GENERAL SCIENCE PROFESSIONAL (5-8)

This degree is designed to meet the Massachusetts Department of Education standards leading to professional license.
This program is also approved for licensure in General Science at the middle school level.

**Prerequisites:**
1. Bachelor’s degree with a minimum of 31 hours of coursework in biology and the physical sciences, including the equivalents of the following Westfield State University courses: ASTR 0101, BIOL 0128, BIOL 0129, CHEM 0109, CHEM 0111, GEOL 0101, PHSC 0115, and PHSC 0117 with a minimum GPA of 2.5 and no grade lower than a C- in those courses. Students will be required to complete any of the above courses that they have not taken.
2. Initial or Professional Massachusetts licensure in General Science (5-8).
3. An introductory course in Adolescent Psychology.
4. An introductory course in Special Education.
5. An introductory course in Computer Applications.
6. An introductory course in Multicultural Education.

**Required Courses:**

**Common Standards Coursework**
(16 s.h.)
EDUC 0513 Evaluation Techniques in Education
EDUC 0587 Instructional Practices: Materials & Classroom Procedures in Secondary Education
EDUC 0622 Case Studies in Middle and Secondary Education
EDUC 0632 Research in Education (research project required)
EDUC 0633 Social Cultural Theories: Foundations of Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

**Standard I**
(18 s.h.)

**Required Courses:**
ASTR 0549 Integrated Physical Science: Astronomy
GEOL 0547 Integrated Physical Science: Geology
IDIS 0610 Innovations in the Teaching of Mathematics and/or the Sciences
Choose three additional courses, under advisement, from the following list, with at least one BIOL course and at least one technology course (those noted with *).
BIOL 0516 Urban Ecology
BIOL 0540 Environmental Science
BIOL 0560 Foundations of Biology
BIOL 0600 Plant Physiology
IDIS 0518 Graphing Calculators - Mathematics and Science (*)
IDIS 0530 Science Ethics
IDIS 0536 Technology for Math and Science Educators (*)
IDIS 0550 Science and Math Technology (*)

**Requirements for Master's Degree:**
34 s.h.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of nine of the ten non-practicum courses within the Master’s program.
SECONDARY HISTORY PROFESSIONAL

This degree is designed to meet the Massachusetts Department of Education standards leading to professional license.

Prerequisites:
1. Bachelor’s Degree in History or equivalent from a regionally accredited college or university
2. Initial or Professional Massachusetts licensure in History (Middle (5-8) or Secondary (8-12) license)*
3. An introductory course in Adolescent Psychology
4. An introductory course in Special Education
5. An introductory course in Computer Applications
6. An introductory course in Multicultural Education.
   *Students without the required license may work toward an Initial License and then apply up to six semester hours of appropriate graduate credit toward the master’s degree.

Required Courses:

Common Standards Coursework (16 s.h.)
EDUC 0513 Evaluation Techniques in Education
EDUC 0622 Case Studies in Middle and Secondary Education
EDUC 0587 Instructional Practices: Materials & Classroom Procedures in Secondary Education
EDUC 0632 Research in Education (research project required)
EDUC 0633 Social Cultural Theories: Foundations of Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Standard I (18 s.h.)
(see departmental listings for course descriptions)

Choose five courses under advisement from the following list:
HIST 0600  Readings:  America, 1600-1815
HIST 0605  Readings:  America, 1815-1914
HIST 0610  Readings:  America, 1914-present
HIST 0615  Readings:  Modern Europe - 1500-1789
HIST 0620  Readings:  Modern Europe - 1789-present
HIST 0640  Readings:  Topics in World History

and
HIST 0698  Thesis Research I

Requirements for Master's Degree: 34 s.h.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.
SECONDARY MATHEMATICS PROFESSIONAL

This degree is designed to meet the Massachusetts Department of Education standards leading to professional license.
This program is approved for professional licensure at the middle (5-8) or secondary (8-12) levels.

Prerequisites:
1. Bachelor’s Degree in Mathematics or equivalent from a regionally accredited college or university
2. Initial or Professional Massachusetts licensure in Mathematics (Middle (5-8) or Secondary (8-12) license)*
3. An introductory course in Adolescent Psychology
4. An introductory course in Special Education
5. An introductory course in Computer Applications
6. An introductory course in Multicultural Education.
   *Students without the required license may work toward an Initial License and then apply up to six semester hours of appropriate graduate credit toward the master’s degree.

Required Courses:

Common Standards Coursework (16 s.h.)
EDUC 0513 Evaluation Techniques in Education
EDUC 0622 Case Studies in Middle and Secondary Education
EDUC 0587 Instructional Practices: Materials & Classroom Procedures in Secondary Education
EDUC 0632 Research in Education (research project required)
EDUC 0633 Social Cultural Theories: Foundations of Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Standard I (18 s.h.):
Required Courses:
MATH0680 Elementary Mathematics from an Advanced Point of View
MATH0690 Graduate Seminar in Mathematics

Choose two courses under advisement from the following list:
IDIS 0518 Graphing Calculators - Mathematics and Science
IDIS 0536 Technology for Mathematics and Science Educators
IDIS 0550 Science and Math Technology
IDIS 0620 Integrated Science and Math I
IDIS 0630 Integrated Science and Math II
IDIS 0610 Innovations in the Teaching of Mathematics and/or the Sciences
MATH0659 Seminar in Mathematics for the Middle School or
MATH0689 Seminar in Mathematics for the Secondary School

Two more mathematics or IDIS courses may be chosen from the list above or from the following list of mathematics courses. A mathematics content course below may be taken for graduate credit provided a course in this field of mathematics has not been taken previously.
(Please see following list of available Mathematics courses appropriate for graduate level study.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MATH 0501</td>
<td>Modern Abstract Algebra I</td>
</tr>
<tr>
<td>MATH 0502</td>
<td>Modern Abstract Algebra II</td>
</tr>
<tr>
<td>MATH 0504</td>
<td>Differential Equations</td>
</tr>
<tr>
<td>MATH 0506</td>
<td>Modern Geometry I</td>
</tr>
<tr>
<td>MATH 0507</td>
<td>Modern Geometry II</td>
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<tr>
<td>MATH 0508</td>
<td>Introduction to Analysis</td>
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<tr>
<td>MATH 0509</td>
<td>Introduction to Topology</td>
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<tr>
<td>MATH 0511</td>
<td>Theory of Numbers</td>
</tr>
<tr>
<td>MATH 0523</td>
<td>Complex Analysis</td>
</tr>
<tr>
<td>MATH 0533</td>
<td>Applied Statistics and Experimental Design</td>
</tr>
<tr>
<td>MATH 0534</td>
<td>Operations Research and Modeling</td>
</tr>
<tr>
<td>MATH 0535</td>
<td>Introduction to Numerical Methods</td>
</tr>
<tr>
<td>MATH 0540</td>
<td>Mathematical Statistics I</td>
</tr>
<tr>
<td>MATH 0541</td>
<td>Mathematical Statistics II</td>
</tr>
</tbody>
</table>

**Requirements for Master's Degree: 34 s.h.**

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.
TEACHER OF STUDENTS WITH MODERATE DISABILITIES PROFESSIONAL
(PRE K-8)

This degree is designed to meet the Massachusetts Department of Education standards leading to professional license. Academic area concentrations will be designed to reflect student interests and academic background strengths.

Prerequisites:
1. Bachelor’s Degree
2. Massachusetts Initial licensure in Teacher of Students with Moderate Disabilities (PreK-8).

Students without the required license may work toward an Initial License and then apply up to six semester hours of appropriate graduate credits toward the master’s degree.
3. Course in Multicultural Education.
5. Course in Assessment.

Required Education Coursework: (16 s.h.)
EDUC 0690 Curriculum and Instruction for Students with Special Needs in the Least Restrictive Environment
EDUC 0665 Consultation and Prevention of Learning Problems
EDUC 0624 Technology Applications in Special Education
EDUC 0664 Behavior Management and Consultation for Elementary and Secondary Students
EDUC 0652 Research Issues and Problems in Special Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Academic Area Coursework: (18 s.h.)
Single Track Academic Area:
Students take 18 credits of graduate level course work in one of the following areas:
- Biology
- Chemistry
- English
- General Science
- History
- Mathematics
- Reading

Multidisciplinary Track:
Students may take 18 credits of graduate level coursework in any of the following areas
- Biology
- Chemistry
- English
- General Science
- Geography
- History
- Mathematics
- Reading

Requirements for Master’s Degree: (34 s.h.)
Students and advisors will design a program of study reflective of student interests and academic background.

Students are required to successfully complete the 33 s.h. program and to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.
TEACHER OF STUDENTS WITH MODERATE DISABILITIES PROFESSIONAL (5-12)

This degree is designed to meet the Massachusetts Department of Education standards leading to professional license. Academic area concentrations will be designed to reflect student interests and academic background strengths.

Prerequisites:
1. Bachelor’s Degree
2. Massachusetts Initial licensure in Teacher of Students with Moderate Disabilities (5-12).
   Students without the required license may work toward an Initial License and then apply up to six semester hours of appropriate graduate credits toward the master’s degree.
3. Course in Multicultural Education.
5. Course in Assessment.

Required Education Coursework: (16 s.h.)
EDUC 0690 Curriculum and Instruction for Students with Special Needs in Least Restrictive Environment
EDUC 0665 Consultation and Prevention of Learning Problems
EDUC 0664 Behavior Management and Consultation for Elementary and Secondary Students
EDUC 0652 Research Issues and Problems in Special Education
EDUC 0674 Career Education and Transition for Adolescents with Special Needs or
   EDUC 0624 Technology Applications in Special Education
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Academic Coursework: (18 s.h.)
Students take 18 credits of graduate course work in a specific academic subject are taught in grades 5-12 for which the Massachusetts Department of Education issues a license. At Westfield State University those subjects are:
- Biology
- Chemistry
- English
- General Science
- History
- Mathematics
- Reading

Requirements for Master’s Degree: (34 s.h.)
Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing a minimum of 27 s.h. of coursework within the Master’s program.
SCHOOL PRINCIPAL
(Leading to Initial/Professional* Licensure)

*Applications for all licensure-track programs in Educational Administration are suspended at this time due to recent changes in Massachusetts Department of Elementary and Secondary Education regulations for school principals.

This program is designed to assist professional educators in the acquisition of Massachusetts Administrator Competencies in the leadership, school management, professional development and equity standards required by the Regulations for the Certification of Educational Personnel. Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.

Prerequisites:
1. A baccalaureate degree from a regionally accredited college or university;
2. Possession of Professional (Standard) Massachusetts certification;
3. Completion of three years of school-based employment in a role in which the candidate holds a certificate, or three years of equivalent employment in an alternative instructional setting;
4. An introductory course in Special Education;
5. An introductory course in Educational Measurement or Research.
6. Passing score on the MTEL Communication and Literacy skills test is required for Initial Licensure as a School Principal at any level.

Core Requirements (F.B.E. = Field Based Experience) (24 s.h.)
1. EDUC 0663 Introduction to Educational Administration (15 hours of F.B.E.)
2. EDUC 0604 The School Principal (10 hours of F.B.E.)
3. EDUC 0608 Educational Finance
4. EDUC 0621 Supervision in the Schools (20 hours of F.B.E.)
5. EDUC 0630 School-Community Relations (15 hours of F.B.E.)
6. EDUC 0633 Social Cultural Theories: Foundations of Education
7. EDUC 0635 Laboratory in Program Assessment & Design
8. EDUC 0636 School Legal Theories & Practice

Specific Requirements (6 s.h.)
A. Option: Elementary School Principal (PreK-6)
   1. EDUC 0612 Organization & Administration of Elementary Schools.
      (15 hours of F.B.E.)
   2. EDUC 0629 Experiential Curriculum Development Workshop: Elementary
B. Option: Middle School Principal (5-8)
   1. EDUC 0611 Organization & Administration of Middle Schools (15 hours of F.B.E.)
   2. EDUC 0681 Experiential Curriculum Development Workshop: Middle
C. Option: Secondary School Principal (9-12)
   1. EDUC 0613 Organization & Administration of Secondary Schools (15 hours of F.B.E.)
   2. EDUC 0682 Experiential Curriculum Development Workshop: Secondary

Practica: (6 s.h.)
EDUC 0616 Internship: Elementary School Principal PreK-6
EDUC 0617 Internship: Middle School Principal 5-8
EDUC 0609 Internship: Secondary School Principal 9-12
Requirements for Master’s Degree: (36 s.h.)

*Professional licensure is obtained by candidates directly from the Department of Education after at least three full years of employment under the Initial School Principal licensure and completion of a one-year induction program with a trained mentor.
MASTER OF EDUCATION POST-LICENSEURE PROGRAMS

CONCENTRATION IN:

- EARLY CHILDHOOD EDUCATION
- ELEMENTARY EDUCATION
- SECONDARY EDUCATION

These concentrations are appropriate for persons with a baccalaureate degree and Professional (Standard) Massachusetts licensure in Early Childhood, Elementary, or Secondary level who wishes to explore that level in greater depth than they have previously. This degree does not lead to certification and is only appropriate for teachers holding Professional Licensure. Applicants with provisional certification or initial licensure are ineligible for admission to concentration programs. A program of study must be designed with an advisor upon matriculation.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.

Prerequisites:

In order to be admitted to the concentration, a candidate must meet the general admission requirements for the Master of Education and the following prerequisites:

1. Bachelor's degree from a regionally accredited college or university;
2. Professional Massachusetts licensure at the appropriate level. Consideration will be given to candidates with appropriate experience in school settings.

Requirements:

1. At least twenty-one semester hours in the area of concentration.
2. Twelve semester hours in area to support major (within the graduate education curriculum).
3. Four courses must be at the 600 level and at least two of these courses must be selected from the following:

   EDUC0628  Educational Statistics
   EDUC0632  Research in Education
   EDUC0635  Laboratory in Program Assessment & Design
   EDUC0652  Research Issues and Problems in Special Education

Requirements for Master's Degree: 33 s.h.
MASTER OF EDUCATION
CONCENTRATION IN EDUCATIONAL ADMINISTRATION
(Post-licensure)

*Applications for all licensure-track programs in Educational Administration are suspended at this time due to recent changes in Massachusetts Department of Elementary and Secondary Education regulations for school principals.

The demands of the typical public school system and its administration require competencies in management of personnel, fiscal affairs, and other resources as well as leadership and interpersonal relations skills in a variety of areas. Knowledge to support the manager's competence must be current in the rapidly changing school world. This program is designed to offer the administrator courses and other experiences that will equip her/him with the skills and competencies necessary for an effective educational administrator. This degree does not lead to licensure and is only appropriate for those holding a license in Educational Administration. A program of study must be designed with an advisor upon matriculation.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.

Prerequisites:

In order to be admitted to the concentration, a candidate must meet the general admission requirements for the degree of Master of Education and the following prerequisites:

1. Bachelor's Degree from a regionally accredited college or university,
2. A certificate in Educational Administration or appropriate institutional experience.

Requirements:

1. Core requirement: EDUC 0663 Introduction to Educational Administration;

2. At least eighteen semester hours in Educational Administration;

3. Twelve semester hours in an area to support the major (within the graduate education curriculum, to be determined with advisor);

4. Four courses must be at the 600-level including at least two courses selected from the following:

   EDUC 0628  Educational Statistics
   EDUC 0632  Research in Education
   EDUC 0635  Laboratory in Program Assessment and Design
   EDUC 0652  Research Issues & Problems in Special Education

Requirements for Master's Degree: 33 s.h.
MASTER OF EDUCATION
CONCENTRATION IN SPECIAL EDUCATION
(Post-licensure)

This concentration is appropriate for persons with a baccalaureate degree and Professional Licensure in Special Education who wish to explore special education in greater depth than they have previously in order to become more knowledgeable about theory and practice in the field. Students examine and analyze their personal philosophies and aspirations related to special education and keep abreast of changes in curriculum, instruction, and related aspects of special education. This degree does not lead to certification and is only appropriate for teachers who hold Professional (Standard) certificates. A program of study must be designed with an advisor upon matriculation.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.

Prerequisites:

1. Bachelor's degree from a regionally accredited college or university;
2. Professional Massachusetts Licensure in Special Education. Consideration will be given to candidates with appropriate experience in school settings.

Required Courses:

1. At least twenty-one (21) semester hours in Special Education;
2. Twelve (12) semester hour s in area to support major (within the graduate education curriculum, to be determined with an advisor)
3. Four courses must be at the 600 level and at least two of these courses must be selected from the following:

   EDUC 0628  Educational Statistics
   EDUC 0632  Research in Education
   EDUC 0652  Research Issues and Problems in Special Education
   EDUC 0690  Curriculum and Instruction for Students with Special Needs in Least Restrictive Environment

Requirements for Master's Degree: 33 s.h.
MASTER OF EDUCATION
CONCENTRATION IN VOCATIONAL TECHNICAL EDUCATION
(Non-licensure)

The purpose of the concentration in Vocational Technical Education is to further develop an individual's professional competencies in relation to her/his career goals in Education and to provide the student with an awareness and knowledge of current issues and trends in vocational technical education. A program of study must be designed with an advisor upon matriculation.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing all required courses and a minimum of 27 s.h. of coursework within the Master’s program.

Prerequisites:

In order to be admitted to the concentration, a candidate must meet the general admission requirements of the college. In addition, the candidate must have received a baccalaureate degree from a regionally accredited college or university.

Requirements:

1. At least 21 semester hours in Vocational Technical Education;

2. Twelve semester hours in area to support major within the graduate education curriculum;
   a. At least four courses must be at the 600 level;
   b. At least one course (3 s.h.) must be selected from the following:

   EDUC 0628       Educational Statistics
   EDUC 0632       Research in Education
   EDUC 0635       Laboratory in Program Assessment & Design
   EDUC 0652       Issues and Problems in Special Education

Total Semester Hours for Degree: 33 s.h.

*Note: This degree does not lead to state teacher licensure or vocational technical approval in Massachusetts.
EDUCATION COURSES

EDUC 0499  PROFESSIONAL DEVELOPMENT:
SPECIAL TOPICS IN EDUCATION  3 s.h.
A graduate special topics course designed to meet the professional development needs of an external educational partner, such as a school or school district. This course may be included in a Westfield State University graduate degree program only if it meets the requirements of that degree, the review and approval of a program advisor based on a final project or portfolio related to the course, and the program advisor’s inclusion of the course on an approved program of study.

EDUC 0500  PILOT COURSE
This course, variable in content and focus, is offered as an exploratory graduate level experience. Courses which run under the pilot designation will only be offered once in this format. Check with your advisor for inclusion of a pilot course into a graduate program.

EDUC 0502  INSTRUCTIONAL PRACTICES: MATERIALS AND CLASSROOM
PROCEDURES (Elementary and Early Childhood)  3 s.h.
Prerequisite: EDUC 0319/0519 Educational Planning and Evaluation: Early Childhood and Elementary or equivalent
This course is designed to present advanced concepts and methods in elementary education. New approaches, innovative materials, and procedures will be presented. Designed for provisionally or fully certified teachers. (Early Childhood, Elementary, Special Needs - All)

EDUC 0503  EARLY LITERACY AND READING  3 s.h.
Co- or prerequisite: EDUC 0319/0519 Educational Planning and Evaluation: Early Childhood and Elementary or equivalent
Provides the prospective teacher with an introduction to early literacy and reading program development. The course emphasizes skills related to emergent literacy, word recognition, comprehension, critical and oral reading, continuous evaluation of developmental reading skills, diagnostic teaching, and individualized instruction of reading in early childhood and elementary education.

EDUC 0504  READING AND CREATIVE WRITING FOR THE
CLASSROOM TEACHER  3 s.h.
Designed both to aid the teacher in his/her awareness of creative expression and to provide a better understanding of basic objectives, techniques, and means of fostering creativity within the actual classroom. A wide variety of creative writing experiences will be explored, identified, and applied. Creating classroom climate conducive to creativity and establishing learning centers will also be major goals of this course. (Elective)

EDUC 0505  LITERATURE AND LANGUAGE ARTS  3 s.h.
Co- or prerequisite: EDUC 0319/0519 Educational Planning and Evaluation: Early Childhood and Elementary or equivalent
Provides the prospective teacher with an introduction to literature/language arts programs. Emphasis is on the communication skills of listening, speaking, reading, and writing. The relationship of children’s literature in the total language arts program in early childhood and elementary education is presented.
EDUC 0506 ELEMENTARY CURRICULUM AND INSTRUCTION 3 s.h.
Prerequisites: EDUC 0319/0519 Principles of Teaching and Learning, equivalent, or permission of instructor.
Pre- or co-requisites: EDUC 0305/0505, EDUC 0311/0511, GSCN 0360/0560, and MATH 0352/0551.
Students will be introduced to the major concepts of the elementary school social studies, science, mathematics, the arts, physical education/health, and drug and substance abuse curricula. The relationship among the elementary disciplines will be demonstrated in the development of a unit of work and learning center activities. The application of the curricular concepts and unitary procedure will be demonstrated in a required field experience.

EDUC 0507 PHILOSOPHY OF EDUCATION 3 s.h.
An introduction to educational philosophy through consideration of historically recurrent perspectives such as idealism, realism, essentialism, romanticism, instrumentalism, existentialism, and positivism as they relate to contemporary issues in educational policy and practice. Special emphasis will be given to fundamental approaches to the critical analysis of original sources.

EDUC 0508 EARLY CHILDHOOD CURRICULUM 3 s.h.
Prerequisites: EDUC 0319/0519 Principles of Teaching and Learning, equivalent, or permission of instructor.
Curriculum and principles of early childhood education for children with and without special needs are identified for students through lectures supported by observations and demonstrations. Curricular adaptations and relationships among the disciplines taught in early childhood are presented. A thirty hour (minimum) field placement is required.

EDUC 0509 CHILDREN'S LITERATURE 3 s.h.
This course is designed to provide teachers with a background of the major objectives and purposes for children's literature in today's classroom. Major emphasis will be given to a review of various types of children's literature, ways to share literature effectively with children, the use of media to encourage more reading, and to the establishment of library centers within the classroom setting. Areas of specialization such as award-winning books, key illustrators, poetry and traditional literature will also be included in this course.

EDUC 0510 DEVELOPMENTAL DESIGNS IN EARLY CHILDHOOD 3 s.h.
The seminar is designed to examine considerations in structuring learning experiences and environments for young children. Included will be research studies of 19th and 20th century leaders and their influence on curriculum. Specific attention will be given to the study of the changing techniques in order to meet the developmental needs of children 9 mos. - 3-years-old as well as 4-7 year-old children with a variety of handicapping conditions.

EDUC 0511 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL 3 s.h.
Pre- or Co-requisite: EDUC 0319/0519.
This course requires students to examine actively the basic principles underlying Social Studies. It requires that students become aware of unifying concepts and generalizations related to the realities of how people live and interact. Examination of traditional and current Social Studies projects is a matter of concern. Concurrently, production of materials and use of procedures promoting apt combinations of cognitive, affective and psychomotor behaviors are expected.

EDUC 0512 SEMINAR FOR BEGINNING VOCATIONAL TECHNICAL TEACHER 3 s.h.
This course is designed to prepare new vocational technical teachers for first teaching assignments. The course will identify the characteristics of an effective teacher as well as provide some of the tools required by first year teachers to be successful. These include techniques for establishing effective classroom routines and procedures, student instruction and assessment, and for maintaining a positive classroom/shop/laboratory climate that conveys high expectations. In addition, students will be able to identify the elements of a course/program curriculum and learn how to develop a lesson plan, assign and grade homework and collaborate with colleagues to improve instruction, assessments and student achievement.

EDUC 0513  EVALUATION TECHNIQUES IN EDUCATION  3 s.h.
Appraisal of the development and significance of educational measurements. Emphasis is on uses and limitations of standardized tests; construction, validation, and limitations of classroom tests, analysis, interpretation, and utilization of test results. (Early Childhood, Secondary, Middle, Elementary, Special Needs - All)

EDUC 0514  CLASSROOM MANAGEMENT  3 s.h.
An introduction to solving classroom management problems through an analysis of interactional factors influencing student behavior. Specifically, the course examines classroom teaching practices that prevent behavior problems as well as methods for enhancing student social skills. Additionally, the course introduces procedures and practices that enable students to take responsibility of their behavior. The “Discipline Pyramid” serves as a model for integrating community, prevention, correction, and conflict resolution into a comprehensive classroom management system. Cognitive-behavioral approaches are integrated with applied behavioral analysis, developmental theory, and psychoeducational strategies.

EDUC 0518  READING IN THE CONTENT AREA  3 s.h.
The course provides theoretical background and practical knowledge of reading instruction in the content areas of the curricula (e.g., mathematics, science and social studies). It also provides the background necessary for developing in children and adolescents the strategic and critical reading ability necessary to comprehend expository texts (information texts). A major course theme is the development of an active purposeful response by developing readers to content area texts published in various media (textbooks, newspapers, multimedia, and the internet). The course is appropriate for intermediate elementary level through the secondary level. (Middle, elective in Secondary)

EDUC 0519  PRINCIPLES OF TEACHING AND LEARNING  3 s.h.
Prerequisites: EDUC 0220 Schools in American Culture, EDUC 0221 Equity in Education or EDUC 0170/540 Introduction to Students with Exceptional Learning Needs, and PSYC 0202 Child Psychology or permission of the instructor.
Introduces educational planning procedures including: modes of teaching, classroom interaction strategies, media, grouping for instruction, classroom interaction behaviors, Individual Educational Plans, community resources, and parent-teacher conferencing. The course also emphasizes the selection and development of evaluation measures to assess student learning. The application of methodology, concepts, and skills and the ability to modify teaching strategies will be demonstrated in a required thirty hour (minimum) field experience.

EDUC 0520  INTERNET APPLICATIONS AND RESOURCES FOR EDUCATORS  3 s.h.
The primary purpose of the course is to enable participants to explore the Internet and the World Wide Web for resources that will enhance classroom learning experiences; stimulate professional
development and promote communications with teachers, students and researchers around the world. Topics, resources and applications include: Internet and World Wide Web access, e-mail, Telnet, FTP, browsers, search engines, and listservs. Participants will develop a personal Internet project book appropriate to their areas of educational expertise.

EDUC 0521  SOFTWARE DEVELOPMENT FOR TEACHERS  3 s.h.
This course stresses advanced programming techniques and BASIC, and the writing of programs to assess student needs, diagnose learning difficulties, present instructional material and monitor student progress. The course advocates a systems approach to classroom management and instruction which requires extensive use of menu-driven software, sequential and relative files and job queuing. Some work in microcomputer assembly language will also be included.

EDUC 0530  CHILDREN'S SPEAKING AND LISTENING  3 s.h.
Designed to help the classroom teacher to foster, promote, and develop basic language arts skills in the areas of listening and speaking. Specific strategies which involve children in activity-oriented learning experiences are examined. Emphasis is placed on creating the climate and environment for language growth, language and body expression, creative play, beginning oral language activities, and oral language assessments. (Early Childhood, Elementary)

EDUC 0536  PRACTICUM: EARLY CHILDHOOD (PreK-2)  6 s.h.
A minimum of 150 clock hours of supervised student teaching experience in grades PreK-2. Guidelines for evaluations are identified in the Westfield State University Student Practicum Handbook. (Early Childhood)

EDUC 0538  PRACTICUM: ELEMENTARY (1-6)  6 s.h.
A minimum of 150 clock hours of supervised student teaching experience in grades 1-6. Guidelines for evaluations are identified in the Westfield State University Student Practicum Handbook. (Elementary)

EDUC 0540  INTRODUCTION TO STUDENTS WITH EXCEPTIONAL LEARNING NEEDS  3 s.h.
Content and experiences will focus on those students who meet the criteria for categories of disabilities that are identified by education law and those with other exceptional learning needs. This study of individuals in the context of school will facilitate an understanding of laws, history, litigation, individualized education programs, Response to Intervention (RIT) and Universal Design Learning (UDL) principles. Race, gender, and economic status are examined as they apply to students with exceptional learning needs. Historical and current approaches to the education and inclusion of students with exceptional learning needs will be examined including topics of identification, placement, referral, evaluation and assistive technology. (15 hours field experience required.)

EDUC 0544  DEVELOPING AND IMPLEMENTING A STANDARD-BASED CURRICULUM IN VOCATIONAL/TECHNICAL EDUCATION  3 s.h.
Concepts relating to career education will be defined. Development activities relating to career education will be explored in order to enable students to implement curriculum through various areas of concentration. Through an integrated curriculum, learning activities which involve the occupational world and its facilities will be identified. (Vocational Technical Education)
EDUC 0551  TEACHING METHODS FOR VOCATIONAL/TECHNICAL EDUCATION-INSTRUCTIONAL STRATEGIES 3 s.h.
This course covers theories, techniques of instruction, use of audio visual equipment, preparing lesson plans for class unit, and evaluation of student learning.

EDUC 0554  EDUCATIONAL PLANNING AND EVALUATION: MIDDLE AND/OR SECONDARY SCHOOLS 3 s.h.
Prerequisites: EDUC 0220 or EDUC 0633 or equivalent and EDUC 0221 or EDUC 0540 or equivalent or permission of instructor.
Provides preparation for direct school experience at the secondary and/or middle level. Lesson plans, unit structures, methods and techniques of teaching, classroom management, test construction, interpretation and usage, and the standards for initial licensure form the basis of this course. Thirty hours of field experience are required.

EDUC 0557  MANAGING STUDENT BEHAVIOR IN A HEALTHY AND SAFE ENVIRONMENT 3 s.h.
Shop, academic, related classroom and cooperative placement sites, safety, priority population, developmental psychology with focus on adolescent psychology, learning styles, and disciplines.

EDUC 0558  TEACHING METHODS FOR VOCATIONAL/TECHNICAL EDUCATION LEARNER 3 s.h.
This course is designed to prepare vocational technical teachers with the knowledge and tools to instruct and assess the technical, academic, and employability skills of vocational technical education students. Students in this course will be able to identify, develop, and model appropriate learning activities and assessments for the vastly divergent student population in vocational technical education.

EDUC 0564  PRACTICUM: MIDDLE SCHOOL 6 s.h.
Prerequisite: Permission.
A minimum of one hundred fifty clock hours of supervised student teaching in a selected middle school under the joint supervision of an experienced cooperating practitioner and college supervisor.

EDUC 0569  PRACTICUM: SECONDARY SCHOOL 6 s.h.
Prerequisite: Permission.
A minimum of one hundred and fifty clock hours of supervised student teaching in a selected secondary school under the joint supervision of an experienced cooperating practitioner and college supervisor.

EDUC 0570  SPEECH AND LANGUAGE PROBLEMS OF THE SPECIAL NEEDS STUDENT 3 s.h.
Prerequisite: EDUC 0170 or EDUC 0221 or EDUC 0540
Normal speech and language expectancies, speech and hearing mechanism, acquisition patterns, problems of students with various disabilities as they acquire and utilize language. Theories of language acquisition, linguistic and cognitive interactions. Common problems in language processing as they affect students in preschool, elementary and secondary schools. Assistive and augmentative language systems used by students are presented.
(Early Childhood, Special Needs Pre K-8, 5-12, N-21)
EDUC 0571 IDENTIFICATION, ASSESSMENT, PLANNING AND PROGRAMMING (MODERATE) 3 s.h.
Curriculum resources, methods and materials for students with mild special needs are developed on the basis of on-going assessment. (30 hours of field experience required)

EDUC 0573 INTEGRATING VOCATIONAL & ACADEMIC CURRICULUM 3 s.h.
The topic of integrating academic and vocational technical curricula will be examined by reviewing the history of academic vocational integration, standard practices, cognitive science related to integration of subjects and related issues. Actual and hypothetical integrated models will be studied. Students will develop an integrated education plan for a course, a program or a school.

EDUC 0574 CAREER EDUCATION AND TRANSITION FOR STUDENTS WITH DISABILITIES 3 s.h.
P.L. 98-199 and MA Ch. 688 mandate appropriate transitional planning for adolescents having significant special needs as they prepare to move from educational systems to the adult service systems. This has been a particular concern to parents of developmentally disabled adolescents and youth. Inclusion in the established educational process (as mandated by P.L. 94-142) of additional professionals from vocational rehabilitation, counseling, social work and related areas will be studied. Specific focus will be placed on state-of-the-art approaches to transition and its impact upon curriculum.

EDUC 0576 DEVELOPMENTAL DISABILITIES AND SELF-DETERMINATION 3 s.h.
Prerequisite: EDUC 0170 or EDUC 0221 or EDUC 0540
A developmental disability is a delay or failure to progress through the developmental milestones of childhood. The purpose of this course is to explore educational, social and legal issues that affect the opportunities of individuals with developmental disabilities. Educational assessment and programming will focus on the developmental domains of motor, psycho-social, communication and cognitive functioning. A continuum of educational and community options will be described in order to acquaint the student with the least restrictive options needed to promote and enhance learning.

EDUC 0577 LEARNING DISABILITIES AND INSTRUCTIONAL STRATEGIES 3 s.h.
Prerequisite: EDUC 0170/0540 Introduction to Students with Exceptional Learning Needs or EDUC 0221 Equity in Education
Former title: Students with Specific Learning Problems
Introduction to the history and current practices in the diagnosis and remediation of disabilities, major theories of etiology, commonly used assessment instruments, and remedial materials and methods are explained. Research findings, issues and controversies of the field will be discussed. Emphasis is on teaching students with learning disabilities in the regular classroom.

EDUC 0578 BEHAVIOR SUPPORT FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISORDERS 3 s.h.
Prerequisites: EDUC 0220 or EDUC 0633 or equivalent and EDUC 0221 or EDUC 0540 or equivalent or permission of instructor.
The focus of study is identification, assessment, intervention, functional behavior assessment, and the development of positive behavioral supports, including the use of behavior management principles, for students with emotional and behavioral disorders. The home, school, and community are considered in relation to the student’s emotional and behavioral well-being.
EDUC 0579 TEACHING METHODS FOR VOCATIONAL/TECHNICAL EDUCATION USING RESEARCH-BASED PRACTICES TO DEVELOP EFFECTIVE INSTRUCTIONAL STRATEGIES 3 s.h.
Utilizing research of the past decade, the purpose of this course is to present the relationship between brain functioning, learning styles and instruction in the schools. Students will design a teaching unit that focuses on readiness assessment, use of learning styles, attention to whole brain teaching, interpersonal skills, and relevant and timely “certification” of results. Required for approval for vocational instructors.

EDUC 0580 MULTICULTURAL EDUCATION 3 s.h.
Multicultural Education addresses the issue of providing students with equitable education. This course examines major theories, approaches and concepts within multicultural education and their application. Institutional and societal structures, such as tracking and funding, are studied for their effect on student achievement. Students reflect on individual and group factors, such as race/ethnicity, gender, socio-economic class, and sexual orientation that influence educational settings and the delivery of instruction. In addition, students gain a greater understanding of the history, culture, and values of diverse groups.

EDUC 0581 EARLY INTERVENTION FOR YOUNG CHILDREN WITH SPECIAL NEEDS 3 s.h.
The purpose of this course is to help students to gain an awareness of how early identification of disabling or potentially disabling conditions, along with appropriate remediation measures, can be the most beneficial way to help children to develop. The course will be divided into four main areas of study: rationale for early intervention and related legislation; research; screening and assessment; and intervention strategies and programs. Although the amount of the time spent in each area of study may vary, each area is of great importance in developing an understanding of the field. (15 hours of field experience required)

EDUC 0585 HOME/SCHOOL COLLABORATION AND COMMUNITY INCLUSION 3 s.h.
Former title: Developing and Administering Community-Based Resources
Focuses upon the procedures and programs needed for providing an easier transition for students with developmental disabilities from school to the community. Various options for life, employment and school are discussed. This course stresses the development and management of resources that enhance independent living.

EDUC 0586 ACCOMMODATIONS AND SUPPORTS: MEDICAL/SOCIAL/COMMUNICATION 3 s.h.
Former title: Education and Training of the Substantially Handicapped Child
This course is a systematic study of neurophysiological deviations that cause severe disabilities. Emphasis is also placed on method and techniques for increasing motivation and improving performance. Students will develop an understanding of concepts and procedures necessary to work cooperatively with medical professionals, physical therapists, occupational therapists, communication specialists and parents.

EDUC 0587 INSTRUCTIONAL PRACTICES: MATERIALS & CLASSROOM PROCEDURES IN MIDDLE AND SECONDARY EDUCATION 3 s.h.
This course will present advanced concepts and methods of middle and secondary classroom instruction. It is designed to allow educators to expand their repertoire of methods, materials, skills,
and strategies to meet the needs of all students. Prerequisite: Educational Planning and Evaluation: Middle and Secondary. (Secondary, Middle)

**EDUC 0590  ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES IN VOCATIONAL/TECHNICAL EDUCATION 3 s.h.**
An introductory offering in Vocational Technical Education designed to provide a basic understanding of handicapped conditions. Concentration will be placed on the characteristics and problems of all types of exceptional children. Special emphasis is placed on essential educational adaptations and utilization of available resources in developing occupational programs for special needs students. A major focus will be to examine the current legislation and its implications for educating the handicapped. (Vocational Technical Education)

**EDUC 0596  SEMINAR: RECENT DEVELOPMENTS FOR COMPUTERS IN EDUCATION 3 s.h.**
An introductory course requiring no previous knowledge of computers, this seminar is comprised of three major components: (a) an introduction to software tools for teachers, (b) exposure to and analysis of commercially available educational software and hardware, and (c) an analysis of both practical and theoretical issues related to the use of microcomputers in education. Graduate level projects and applications are central to the course concerns.

**EDUC 0597  PRACTICUM: SPECIAL NEEDS TEACHER 6 s.h.**
The capstone experience for initial licensure as a teacher of students with special needs, the practicum places eligible students in supervised student teaching experiences with students having moderate special needs. Restricted to matriculated students whose practicum applications have been approved by the department, this is a full-time placement for the practicum semester. Minimum clock hours is three hundred (300).

**EDUC 0598  SPECIAL TOPICS IN EDUCATION 3 s.h.**
An in-depth examination of current issues and concerns in education. Advisor’s permission is required in order to include a special topics course in a graduate program of study.

**EDUC 0599  INDEPENDENT/DIRECTED STUDY 1-6 s.h.**
The student engaged in independent study will select and develop topics in the field of education and related fields in cooperation with a professor from the Education Department, with the approval of the chairperson and advisor. Independent study work should be developed in accordance with your approved Program of Study. (Elective)

**EDUC 0600  PILOT COURSE 3 s.h.**
This course, variable in content and focus, is offered as an exploratory graduate level experience. Courses which run under the pilot designation will only be offered once in this format. Check with your advisor for inclusion into a graduate program.

**EDUC 0601  SCHOOL ORAL AND WRITTEN LITERARY PRACTICES 3 s.h.**
This course provides K-12 teachers with knowledge and skills to improve speaking and writing instruction within their classrooms using an integrated language arts approach. At the primary grade level, the course includes theory and best practices for teaching interactive writing and a process approach to writing. At the intermediate, middle and high school levels, the course emphasizes the reading-writing-speaking-listening connection; speaking and writing in response to literature and exposition; writing in the narrative, expository, and poetic styles; and writing and speaking across
the curriculum. Emphases also include assessment of writing using holistic writing rubrics at all levels. Students are expected to write in a variety of styles and to critique their own writing

**EDUC 0603  INTRODUCTION TO SCHOOL BUSINESS ADMINISTRATION  3 s.h.**
An introduction to school business administration including an overview of accounting; preparation and interpretation of financial statements; financial planning and management; development of budgets; resource allocation purchasing; transportation; school lunch program and nutritional standards; building maintenance; capital planning; and strategic planning as it relates to schools. The course will address both theoretical and practical perspectives through a combination of lecture, case analysis, and group discussions.

**EDUC 0604  THE SCHOOL PRINCIPAL  3 s.h.**
An analysis of theory underlying the position of school principal; the means undertaken by persons to fulfill the role of school principal; the community-school problems that arise; and the possible solution to problems, will be the emphasis in this course. The role of the principal with reference to M.E.R.A. ‘93 will be explored. Documented field experience (10 hours) is required. (School Principal)

**EDUC 0608  EDUCATIONAL FINANCE  3 s.h.**
An introduction to the preparation and administration of school budgets with respect to educational programs and non-instructional services; the effects of acceptance, rejection, or modification of budget by school administrators. The impact of legislative; and financial aspects of education to the provision and structuring of services is explored. (School Principal)

**EDUC 0609  INTERNSHIP: SECONDARY SCHOOL PRINCIPAL 9-12  6 s.h.**
Three hundred (300) clock hours within two years of on-site responsibility for supervision and direction in middle school education as specified in the Practicum Activities Manual. Culminating activity for certification program as secondary school principal 9-12. (School Principal: Secondary)

**EDUC 0610  LEADERSHIP IN SCHOOL ADMINISTRATION  3 s.h.**
The process of organizational change and criteria for evaluation in relationship to decision making and problem-solving is examined. Initiating structures, consideration of subordinates needs, leadership style, and salient situational factors are studied to determine effectiveness. (Elective)

**EDUC 0611  ORGANIZATION AND ADMINISTRATION OF MIDDLE SCHOOLS  3 s.h.**
A basic introduction to the principles of school administration for middle schools. Topics to be included are: organizational characteristics of middle schools, strategies for institutional change, theories and methods of staff development, in-service education and the impact of ‘93 M.E.R.A. on organization and administration. Documented field experience (15 hours) is required. (School Principal: Middle School)

**EDUC 0612  ORGANIZATION AND ADMINISTRATION OF ELEMENTARY SCHOOLS  3 s.h.**
A basic introduction to the principles of school administration for elementary schools. Topics to be included are: organizational characteristics of elementary schools, strategies for institutional change, theories and methods of staff development, in-service education and the impact of M.E.R.A. ‘93 on organization and administration. Documented field experience (15 hours) is required. (School Principal: Elementary Education)
EDUC 0613  ORGANIZATION AND ADMINISTRATION OF SECONDARY SCHOOLS 3 s.h.
A basic introduction to the principles of school administration for secondary schools. Topics to be included are: organizational characteristics of secondary schools, strategies for institutional change, theories and methods of staff development, in-service education and the impact of M.E.R.A. ‘93 on organization and administration. Documented field experience (15 hours) is required. (School Principal: Secondary)

EDUC 0615  TRENDS AND PROBLEMS IN SCHOOL ADMINISTRATION 3 s.h.
Major trends and problems identified, analyzed, and evaluated. Emphasis on current and emerging models of governance and decision making, public involvement, financial support of public schools, accountability, and institutional accreditation. Selected topics from education reform will be included (Elective)

EDUC 0616  INTERNSHIP: ELEMENTARY SCHOOL PRINCIPAL PRE K-6 6 s.h.
Three hundred (300) clock hours within two years of on-site responsibility for supervision and direction in elementary education as specified in the Practicum Activities Manual. Culminating activity for certification program as Elementary School Principal Pre K-6. (School Principal: Elementary Education)

EDUC 0617  INTERNSHIP: MIDDLE SCHOOL PRINCIPAL 5-8 6 s.h.
Three hundred (300) clock hours within two years of on-site responsibility for supervision and direction in middle school education as specified in the Practicum Activities Manual. Culminating activity for certification program as Middle School Principal 5-8. (School Principal: Middle School)

EDUC 0621  SUPERVISION IN THE SCHOOLS 3 s.h.
An introductory course in supervision for teachers, school administrators, and supervisors. Significant topics included in the course are: concepts for supervision; organization for supervision; group process; techniques of supervision; and the evaluation and improvement of instruction, curriculum and the supervisory program and the impact of M.E.R.A. ‘93 on organization and administration. Documented field experience (20 hours) is required. (School Principal)

EDUC 0622  CASE STUDIES IN MIDDLE AND SECONDARY EDUCATION 3 s.h.
This course seeks to integrate theories of effective teaching and the practice of teaching through the use of case studies. The primary objective of the course is to encourage learners to examine the practice of teaching, to apply theory to the practice of teaching, to facilitate process whereby teachers learn to reflect on their practice, and to encourage the use of research to inform practice. These objectives will be met by analyzing case studies in which participants must come to terms with the ambiguity of school and classroom situations and develop problem solving methods in response to those situations.

EDUC 0623  PRACTICUM II: READING TEACHER: CONSULTANT, SUPERVISOR, AND ADMINISTRATOR 3 s.h.
Prerequisite: Practicum I: Clinical Experiences in Reading Elementary or Secondary (EDUC 0645 or EDUC 0646) Permission of program coordinator required
This course is expressly designed to meet the needs of the teacher of reading in his/her role as consultant, supervisor, curriculum developer, and administrator of the reading program within a school system. Special emphasis will be placed upon the various approaches to peer and team teaching, staff development in reading as well as in content area programs, designs for in-service programs for staff and parents. Practicum experiences provide scope and sequence to the reading curriculum and the means of achieving reading goals. An understanding of federal and state laws and programs regarding all types of reading instruction (such as special needs in reading, and Title I programs) will be included. (75 hours) (Reading Specialist)

**EDUC0624  TECHNOLOGY APPLICATIONS IN SPECIAL EDUCATION  3 s.h.**

Students will demonstrate fluency in describing pedagogical approaches to incorporating technology into the instruction of exceptional learners, particularly students with learning disabilities, emotional disturbance, and cognitive disorders. The course will address the various factors associated with providing assistive technology services and devices in the educational setting. Students will be introduced to various technologies ranging from non-electronic solutions to low technology to sophisticated high technology strategies for implementation within any curriculum. Students will demonstrate competence in using application software and hardware and the Internet. Course participants will demonstrate technology competencies through projects, papers, presentations, and the development of an instructional unit on learning disabilities. (Teacher of Students with Moderate Disabilities (PreK-8) and (5-12)).

**EDUC 0628  EDUCATIONAL STATISTICS  3 s.h.**

Designed to present fundamentals of statistics as required for the effective pursuit of other courses in which statistics is an integral part, such as research and evaluation, tests and measurements, etc. Topics include analysis of data, elementary probability, binomial distribution, F-distribution, random sampling, testing of hypothesis, regression and correlation, index numbers, time series, and analysis of variance. (Elective)

**EDUC 0629  EXPERIENTIAL CURRICULUM DEVELOPMENT WORKSHOP: ELEMENTARY  3 s.h.**

Designed to develop within the participants the capacity to make effective use of an action-oriented, experience-based curricular approach. Participants work together to gain knowledge of curricula, including process/content aspects. The course provides opportunities for students to engage in activities relating to curriculum development, implementation and evaluation. Documented field experience (15 hours) is required for School Principal C.A.G.S. program. (School Principal: Elementary)

**EDUC 0630  SCHOOL-COMMUNITY RELATIONS  3 s.h.**

An inquiry into the origin, nature, and types of current problems concerning school-community relations. Significant topics include: presenting needs, instructional goals, and policies to school and community; techniques for encouraging staff and community initiative and involvement; techniques for establishing an equitable, sensitive, and responsive school environment. Approaches for increasing parent involvement in schools. Documented field experience (15 hours) is required. (School Principal)

**EDUC 0632  RESEARCH IN EDUCATION  3 s.h.**

Stresses the use of appropriate research and evaluation methodology in education. Structured to aid school personnel in the preparation and understanding of educational research. Points of emphasis will include the nature of research, selection and delimitation problems, appraisal of educational
literature, necessary statistical concepts as well as participant observer approaches and research design.

**EDUC 0633  SOCIAL CULTURAL THEORIES: FOUNDATIONS OF EDUCATION**  
3 s.h.
A comprehensive survey and critical analysis of the philosophical, sociological, historical and economic foundations of current major views regarding the nature and aims of education, curriculum design and validation, school organization and policy, and teaching-learning. The foundations of current proposals for school reform will be examined in depth. Documented 10 hour field experience is required. (Early Childhood, Reading, Secondary, Middle, Elementary, School Principal)

**EDUC 0635  LABORATORY IN PROGRAM ASSESSMENT AND DESIGN**  
3 s.h.
This laboratory deals with a set of policy decisions associated with the direction and operation of specific educational programs. Students will work on two problems in a semester. The first problem involves an analysis of an existing program in terms of the student, teacher and community. It focuses on the development of criteria and methods of research necessary for evaluating the effectiveness of the program, and for the development of recommendations for improvement (field-based). The second problem is concerned with program design. The graduate student must think through the conception and implementation of a new program to deal with an unresolved problem. Students learn to translate promising concepts into detailed workable proposals and the consequences of the program. (School Principal, elective, Reading, Elementary, Middle)

**EDUC 0636  SCHOOL LEGAL THEORIES AND PRACTICES**  
3 s.h.
Provides the student with an understanding of school law and its development, taking into account the separation of governmental powers, the roles of federal and state government, appellate court decisions and legal principles and practices pertaining to education. Course topics include “Open Meeting” law; tort liability of school personnel; collective bargaining; student rights related to discipline, due process, equal protection, speech, search and seizure, and education records; child abuse reporting; laws and guidelines for special needs students; school desegregation; and a review of selected provisions of Massachusetts education reform laws. (School Principal)

**EDUC 0642  THE INFLUENCE OF PLAY UPON YOUNG CHILDREN**  
3 s.h.
The seminar will examine the relationship of play to the growth of the young child, ages 3-8, in the cognitive, social, emotional, and physical domains of development. Emphasis will be placed on theories of play, current research in the area of play, and curricular applications of play for diverse groups of children in integrated settings. The appropriateness of resources and materials as they influence the learning, health, and physical development of the young child will be reviewed. (Early Childhood)

**EDUC 0643  ISSUES AND CONCERNS ABOUT THE YOUNG CHILD'S NEEDS**  
3 s.h.
The course is designed to study and review the issues and concerns that deal with the social, racial, sexual, and cultural needs of young children. It will review the levels of growth and development of young children as they relate to academic achievement. It will discuss the influence of state and local agencies as they deal with the issues surrounding child abuse,
neglect, parenting, home relationships, self-esteem and the rights of the young child. (Early Childhood)

**EDUC 0645** PRACTICUM I: CLINICAL EXPERIENCES IN READING ELEMENTARY 6 s.h.
Prerequisites: Minimum of one year teaching experience, certification as a teacher, a passing score on the MTEL Reading Specialist Test, and approval of instructor.
Designed to help classroom teachers, remedial teachers, and clinicians diagnose and correct various kinds of problems which might be identified under the heading of "reading disability," through the examination of both group and individual standardized as well as informal tests. Faced with the need to select appropriate tests for immediate use with a pupil in a clinical situation, the clinician must apply his theoretical and practical knowledge. (A practicum of 250 hours at the practicum site is required.) (Reading Specialist)

**EDUC 0646** PRACTICUM I: CLINICAL EXPERIENCES IN READING SECONDARY 6 s.h.
Prerequisites: One year teaching experience, certification as a teacher, and approval of instructor.
Purpose: To enable teachers to diagnosis and correct reading difficulties; formal and informal diagnostic testing and use of appropriate remedial and/or corrective materials. (A practicum of 250 hours at the practicum site is required.) (Reading Specialist)

**EDUC 0648** DIAGNOSIS OF READING ABILITIES 3 s.h.
Prerequisite: Basic course in reading and teaching experience.
Students will analyze various formal and informal assessment instruments designed to provide information about the development of skills within a reader. In addition, numerical testing situations will be utilized and interpreted. The course participants will also develop informal diagnostic measures. Field experiences are required. (Teacher of Reading)

**EDUC 0650** ISSUES AND PROBLEMS IN READING: ADVANCED SEMINAR 3 s.h.
Prerequisite: Permission of instructor.
The seminar will focus attention of individual and/or group problems in reading and will require participants to examine, investigate, and analyze an issue or problem in order to propose solutions, and subsequently to assay one of the proposed solutions. In addition, there will be reviews and reports of research and analyses of recent advances and current trends. (Teacher of Reading)

**EDUC 0652** RESEARCH ISSUES AND PROBLEMS IN SPECIAL EDUCATION 3 s.h.
Current issues in the field of special education as well as discussion of some of the basic underlying assumptions. Focus is also placed on action research findings relative to professional development, and mentoring of teachers in the clinical experience. Research project is required. (Special Education)

**EDUC 0653** MULTICULTURAL THEORY & PRACTICE: ENGLISH LANGUAGE LEARNERS 0.5 s.h.
Prerequisite: EDUC 0633, except for Moderate Special Needs program.
English Language Learners are a growing population in public schools and they face unique challenges. Thus, the purpose of the seminar will be to have students (a) observe the ways in which categories of difference such as race and gender shape the experiences and opportunities of English Language Learners in the United States; (b) explore the relationships of linguistically diverse groups to social, economic, and institutional power and the role education plays in these
relationships; (c) critically examine their own social positions and the ways in which their cultural assumptions and value systems inform their interactions with P – 12 students and families from racial and linguistic backgrounds different from their own; and (d) develop more equitable perspectives and approaches to teaching and working with and across linguistic differences represented in their classrooms. Students will share their field observations and reflections in the seminar, and the instructor will provide content and facilitate discussions and self-reflections on these observations based on multicultural educational theory and practice. A field experience of 10 hours in a classroom setting or other educational program that services P – 12 students, such as some community-based programs, after-school or summer-school programs, is required. (Professional Licensure in Early Childhood, Elementary, Moderate Special Needs, Secondary Education, and Physical Education)

EDUC 0654 MULTICULTURAL THEORY & PRACTICE: EXCEPTIONAL LEARNERS 0.5 s.h.
Prerequisite: EDUC 0633, except for Moderate Special Needs program.
This course addresses racial disproportionality in Special Education. Thus, the purpose of this field experience and seminar is to provide several opportunities for advanced licensure candidates to explore the relationship between race and exceptionality in their practice. Students will critically examine their own social positions and reflect upon ways in which their cultural assumptions, beliefs, and value systems enhance or hinder their interactions with students and families from racial backgrounds different from their own. Students will share the field observations and reflections in the seminar, and the instructor will provide content and facilitate discussions and self-reflections on these observations based on multicultural educational theory and practice. A field experience of 10 hours in a classroom setting or other educational program that services P – 12 students, such as some community-based programs, after-school or summer-school programs, is required. (Professional Licensure in Early Childhood, Elementary, Moderate Special Needs, Secondary Education and Physical Education)

EDUC 0656 REMEDIAL READING MATERIALS AND METHODS 3 s.h.
The purposes of this course are as follows: 1) To acquaint reading specialists with present trends in remedial reading. 2) To prepare teachers who are interested in remedial reading as a field to become better equipped to work with remedial readers in their classroom. 3) To become acquainted with the current materials and methods in remedial reading. Field experiences are required.

EDUC 0657 APPLYING LINGUISTICS TO THE TEACHING OF READING 3 s.h.
This course is designed to assist teachers in acquiring a foundation in the application of linguistic principles related to the teaching of word recognition and word meaning skills. The advantages, limitations and utilization of various word identification techniques will be explored. Equal emphasis will be placed on factors and ideas related to context, syntax and semantics in the student's vocabulary development. Field experiences are required.

EDUC 0661 STORYTELLING AND LITERATURE FOR THE VERY YOUNG CHILD 3 s.h.
To provide teachers and prospective teachers with the criteria for selection of literature for young children and a knowledge of the authors and illustrators, both in the past and contemporary times, who have contributed to the field. Emphasis will be placed on picture books, nursery rhymes, poetry, fiction and non-fiction, and building an interest in literature and books and their place in the curriculum for young children. Storytelling techniques will be discussed. Each student will get experience in storytelling and selecting stories to tell at the Kindergarten and primary levels. (Elective)
EDUC 0662  INNOVATIVE PRACTICES IN TEACHING READING  3 s.h.
Survey and evaluation of trends, techniques, recent programs and materials in innovative reading approaches will be basic to course activities. Attention to the needs of specific population will be considered along with demonstrations and discussions. (Elective)

EDUC 0663  INTRODUCTION TO EDUCATIONAL ADMINISTRATION  3 s.h.
An introduction into the study of leadership theory, change processes in the public schools, and analyses of decision making. Methods of determining one's own potential for an administrative position in the field of education, and for evaluation of his/her own role, behavior, and performance will also be considered. Documented field experience (15 hours) is required. (Required -- School Principal, M.Ed.)

EDUC 0664  BEHAVIOR MANAGEMENT & CONSULTATION FOR ELEMENTARY AND SECONDARY STUDENTS  3 s.h.
This course focuses on solving classroom management problems through an analysis of interactional factors that contribute to behavior problems (i.e. school, home, student). Emphasis is on maintaining students in general education through preventive discipline practices and planned interventions in both special and general education for students with chronic behavior/emotional problems. (30 hours of field experience required) (Special Needs Pre K-8, 5-12)

EDUC 0665  CONSULTATION AND PREVENTION OF LEARNING PROBLEMS  3 s.h.
Many learning problems can be solved at their point of origin in the regular classroom. Using a consultation model as a base, this course identifies effective collaboration practices and describes how special educators can utilize consultation skills to help maintain students with mild-moderate disabilities in the regular classroom. Curriculum, behavior management, and community based strategies that support full inclusion of students with disabilities will be highlighted.

EDUC 0671  ASSESSMENT AND EDUCATIONAL PROGRAMMING FOR STUDENTS WITH LEARNING AND BEHAVIOR PROBLEMS  3 s.h.
This course covers issues related to identification, assessment, and educational planning for students with mild disabilities. Emphasis is on educational screening and evaluation procedures that take into account the interactional aspects of learning problems. Assessment practices that provide useful information for educational planning will be highlighted. (10 hours of field experience required) (Special Needs Pre K-8, 5-12)

EDUC 0681  EXPERIENTIAL CURRICULUM DEVELOPMENT WORKSHOP: MIDDLE SCHOOL  3 s.h.
Designed to develop within the participants the capacity to make effective use of an action-oriented, experience-based curricular approach. Participants work together to gain knowledge of curricula, including process/content aspects. The course provides opportunities for students to engage in activities relating to curriculum development, implementation and evaluation. Documented field experience (15 hours) is required for School Principal C.A.G.S. program. (School Principal: Middle, Middle School Generalist Professional )
EDUC 0682  EXPERIENTIAL CURRICULUM DEVELOPMENT WORKSHOP:  SECONDARY SCHOOL  3 s.h.
Designed to develop within the participants the capacity to make effective use of an action-oriented, experience-based curricular approach. Participants work together to gain knowledge of curricula, including process/content aspects. The course provides opportunities for students to engage in activities relating to curriculum development, implementation and evaluation. Field experience is required for School Principal C.A.G.S. program. (School Principal: Secondary)

EDUC 0690  CURRICULUM & INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS IN LEAST RESTRICTIVE ENVIRONMENT  3 s.h.
This course will discuss curriculum approaches in core academic areas and development of activity based lessons. An in-depth view of the teaching-learning process, instructional strategies and evaluation methods for elementary and secondary students with special needs will be included. (30 hours of field experience required) (Special Education)

EDUC 0692  PROGRAMMING FOR INFANTS AND TODDLERS AND PRESCHOOLERS WITH SPECIAL NEEDS  3 s.h.
The renewed focus in special education recognizes the importance of providing quality intervention beginning at birth to families and children with special needs. This course explains successful early childhood practices that enhance the developmental growth of two populations: students at-risk of educational failure and students with developmental disabilities. (Early Childhood, Special Needs Pre K-9, N-21)

EDUC 0695  RESEARCH BASED FIELD EXPERIENCE  6 s.h.
Prerequisite: Completion of at least eighteen (18) semester hours of the C.A.G.S. Program. The Research Based Field Experience is the culminating requirement for the Certificate of Advanced Graduate Study: Concentration in Educational Administration. As the course title indicates, the experience is to include a substantial research basis for the practical field based portion of the study. Research study of selected program area under advisement and consultation and permission of department chairperson is required prior to enrollment

EDUC 0698  INDEPENDENT STUDY IN EDUCATIONAL ADMINISTRATION  3-6 s.h.
Prerequisite: Matriculation into a graduate degree program. Designed to meet particular needs of the individual student. Plans must be submitted in advance of registration to student's advisor for his/her approval and consent. Number of credit hours determined by the chairperson. Ordinarily cannot be taken until the student has completed twelve (12) hours of course work. (Elective)

EDUC 0699  INDEPENDENT/DIRECTED STUDY  1-6 s.h.
Prerequisite: Matriculation into a graduate degree program. The student engaged in independent study will select and develop topics in the field of education and related fields in cooperation with a professor from the Education Department, with the approval of the chairperson and advisor. Independent study work should be developed in accordance with student's approved Program of Study. (Elective)
ARTS AND SCIENCES COURSE DESCRIPTION

ART COURSES

ART 0551  SPECIAL TOPICS IN ART HISTORY  3 s.h.
Prerequisite: A Bachelor’s degree.
This course focuses on the advanced study of selected topics in art. Topics may vary from fine arts, art history, computer graphics, and graphic design. Because course varies according to topic, it may be repeated with permission of instructor.

ART 0552  SPECIAL TOPICS IN ART  3 s.h.
Prerequisite: A Bachelor’s degree.
This course focuses on the advanced study of selected topics in art. Topics may vary from fine arts, art history, computer graphics, and graphic design. Because course varies according to topic, it may be repeated with permission of the instructor.

BIOLOGY COURSES

BIOL 0503  MEDICAL MICROBIOLOGY  3 s.h.
Prerequisite: BIOL 0223 Microbiology
A study of medically important microorganisms, including bacteria, fungi, viruses, and protozoa. The course attempts to correlate the mechanisms of pathogenicity and virulence with disease. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.

BIOL 0504  ENVIRONMENTAL MICROBIOLOGY  3 s.h.
Prerequisite: BIOL 0223 Microbiology or permission of instructor
A study of the interrelationship of microorganisms with the environment. Consideration of the role of microorganisms in pollution and pollution abatement, industrial processes, agriculture, and ecology. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.

BIOL 0505  PLANT COMMUNITIES  4 s.h.
Prerequisite: BIOL 0201 General Ecology or BIOL 0216 Flora of Massachusetts, BIOL 0228 Biology Concepts (either of which may be taken concurrently)
A study of terrestrial plant associations emphasizing those of New England. Topics include the description and sampling of vegetation, herbarium and collecting techniques, and recognition of common genera in the field and keying to species in lab. Field trips required. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.
BIOL 0512  MAMMALOLOGY  
Prerequisite: Two courses at the intermediate (200) level  
The identification, classification, evolution, ecology, and physiology of mammals with emphasis on New England forms. Laboratory work will include an introduction to the common techniques used in mammalogy, experimentation, and identification of the skins and skulls of the local fauna. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.

BIOL 0513  IMMUNOLOGY  
Prerequisite: Twelve hours of intermediate-level Biology  
Explores the nature of antigens and the immunological response. The immune response will be considered in relation to infectious disease, transplantations, allergies, and cancer. The laboratory includes basic serological techniques for separation of serum proteins. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.

BIOL 0516  URBAN ECOLOGY  
Prerequisite: One semester of BIOL 0102 Environmental Biology, BIOL 0104 General Biology I, BIOL 0106 General Biology II or BIOL 0201 General Ecology  
An examination of the interactions of humans and their structures (buildings, roads, etc.) and activities with the natural environment in an urban setting. Lecture topics will include urban climates, air pollution, and water supply and disposal. Laboratories will emphasize field experience. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.

BIOL 0518  HISTOLOGY II  
Prerequisite: BIOL 0210 Histology I and two semesters of General Chemistry  
Study of the microscopic structure and function of organs with emphasis upon the vertebrates. Laboratory experience will include histological, histochemical, and other appropriate techniques. Reading and discussion of selected papers from scientific journals. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.

BIOL 0522  ELECTRON MICROSCOPY  
Prerequisite: BIOL 0205 Cell Biology or BIOL 0210 Histology I  
Consideration of research frontiers in biological fine structure will include practice in the basic techniques of the transmission electron microscope and will focus on analysis of the capabilities and limitations of the instrument. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.

BIOL 0540  ENVIRONMENTAL SCIENCE  
The effects of human actions in the environment. How these actions can be directed to maintaining and restoring biological diversity with the goal of human survival in a constantly changing world. A detailed study of how this material can be integrated into the modern secondary school biology
curriculum will be required. The lab will include methods of environmental investigation. (Required: Secondary Biology)

BIOL 0560 FOUNDATION OF BIOLOGY 3 s.h.
Presentation of the ideas dominating modern biology and their development. Topics include the diversity of life, evolution, variation and its inheritance, cellular and molecular biology, and ecology. Laboratory will emphasize methods of inquiry, data analysis and interpretation. (Required: Secondary Biology)

BIOL 0570 HUMAN PHYSIOLOGY 3 s.h.
An investigation of the function of the organ systems in the human body. Emphasis will be on the integration of organ functions and the control of homeostasis in the body. The systems studies include, but are not limited to, respiratory, circulatory, digestive, endocrine, urinary reproductive, and nervous. (Required: Secondary Biology)

BIOL 0589 TOPICS IN ENVIRONMENTAL STUDIES 1-4 s.h.
Prerequisite: Permission of the Instructor
A field-oriented investigation of one or more ecological communities not found in Massachusetts. The identification and ecology of the plants and animals of the community will be emphasized and the course will include lectures and/or readings in addition to extended field trip within the community. An agreement is reached with the instructor prior to the start of the course to include a field-based pedagogical unit applying this subject to the secondary school biology curriculum. This requirement is to be part of the grade.

BIOL 0590 METHODS OF TEACHING SECONDARY SCHOOL BIOLOGY 3 s.h.
Prerequisite: Completion of all prerequisite biology courses and EDUC 354/554 (may be taken concurrently)
A practical experience for graduate students seeking certification as a secondary school biology teacher. Topics will include the development and presentation of lessons, assessment techniques, use of computers, planning the laboratory experience, and inquiry teaching. Thirty hours of prepracticum experience in a secondary school biology classroom is a requirement in this course.

BIOL 0600 PLANT PHYSIOLOGY 3 s.h.
Prerequisite: Graduate standing in biology or general science.
This course will explore the physical and biochemical basis of plant function. We will explore specific processes such as water movement and regulation, photosynthesis, growth and cell wall expansion, development, hormone sensitivity and action, solute transport and translocation, reparation, and control of flowering. Brief laboratory exercises may be included to supplement lecture discussions.

BIOL 0605 HUMAN GENETICS 3 s.h.
This course investigates the inheritance of human traits and their molecular basis. Topics include analysis of multifactorial, quantitative, and behavioral traits as well as an introduction to cancer, population, evolutionary genetics, and genetic counseling.

BIOL 0610 SEMINAR IN BIOLOGY FOR THE SECONDARY SCHOOL 3 s.h.
A case study based approach to solving common problems encountered by biology teachers. Each student will address one of the case studies and lead a discussion as to how to best handle the situation presented in the case study based upon personal research on the subject involved. (Required: Secondary Biology)
BIOL 0620  BIOLOGY RESEARCH  3 s.h.
Students will work closely with a faculty advisor to develop and conduct an original research project which must involve the following components: (1) extensive literature review leading to the generation of a hypothesis, (2) project design, (3) data collection and analysis, and (4) persuasion of peers of the robustness and quality of the proposed hypothesis and conclusions. (Required: Secondary Biology)

BIOL 0630  CLIMATE CHANGE  3 s.h.
Prerequisites: Ecology or permission of instructor.
This course is an in-depth look into the effects of global climate change. After learning about climate forcing mechanisms, students will read, analyze, and discuss primary literature regarding how climate change affects various natural communities (e.g. tropical forests, coral reefs, fisheries, estuaries). Although focused on the biological concepts, the course will also involve weekly discussions and activities that can be adapted for the secondary classroom.

FOREIGN LANGUAGE COURSES

LSPA 0540  TOPICS IN HISPANIC STUDIES  3 s.h.
Prerequisites: A bachelor’s degree or permission of the instructor along with a strong command of spoken Spanish and English as well as a solid knowledge of Spanish and English grammar.
This course focuses on the advanced study of selected topics in language, cultural studies, and literature. Topics may vary by literary genres, authors and literary movements, by country or by specific linguistic foci such as translation or comparative grammar. Because course varies according to topic it may be repeated with permission of the instructor.

GEOGRAPHY AND REGIONAL PLANNING

GARP 0544  GEOGRAPHIC INFORMATION SYSTEMS  3 s.h.
A geographic information system is designed to accept, organize, statistically analyze, and display diverse types of spatial information that are digitally referenced to a common coordinate system. Included are steps for socio-economic and physical data acquisition, encoding, management, analyses and graphic display. Graduate students will be required to prepare an environmental or socio-economic assessment for a region in addition to the regular assignments.

GARP 0545  GEOGRAPHY SKILLS AND THEMES FOR TEACHERS  3 s.h.
This course updates basic geographic skills of teachers. The introduction of the geographic themes of location, place, human environment interactions, movement, and regions are introduced, discussed and demonstrated. Emphasis is placed upon spatial understanding relating to the classroom.

INTERDISCIPLINARY COURSES

IDIS 0499  PROFESSIONAL DEVELOPMENT: INTERDISCIPLINARY SPECIAL TOPICS  3 s.h.
A graduate INTERDISCIPLINARY special topics course designed to meet the professional development needs of an external educational partner, such as a school or school district. This course may be included in a Westfield State University graduate degree program only if it meets the requirements of that degree, the review and approval of a program advisor based on a final project or portfolio related to the course, and the program advisor’s inclusion of the course on an approved program of study.

**IDIS 0518  GRAPHING CALCULATORS - MATHEMATICS AND SCIENCE  3 s.h.**
**Prerequisite: Permission of the Instructor**
An introduction to the capabilities of modern graphing calculators. Class activities address the impact and changes in pedagogy necessary to effectively integrate graphing calculators into the teaching of mathematics and the sciences. The topic selected for investigation each semester determines the appropriateness of the course for either middle school or secondary school teachers. May be repeated once with consent of instructor.

**IDIS 0530  SCIENCE ETHICS  3 s.h.**
An exploration of the interrelationships between humans and the environment and the effects of recent medical innovations on society. Among the topics discussed will be global warming, hazardous waste issues, endangered species, the land ethic, cloning, euthanasia, patenting of life forms/DNA sequences, and animal rights.

**IDIS 0536  TECHNOLOGY FOR MATH AND SCIENCE EDUCATORS  3 s.h.**
A survey of current technologies which are specific to the teaching of mathematics and science. Teachers will learn how to incorporate these technologies into their current curriculum as suggested by the Massachusetts Curriculum Frameworks in Mathematics and in Science and Technology.

**IDIS 0550  SCIENCE AND MATH TECHNOLOGY  3 s.h.**
A survey of the major innovations in technology during the past twenty years and their effects upon the biological and physical sciences. Topics covered will include, but not be limited to, computer analyses and simulations, electrophoretic analysis of proteins and nucleic acids, DNA amplification procedures, and genetic engineering.

**IDIS 0560  ELEMENTARY SCHOOL MATHEMATICS AND SCIENCE  4 s.h.**
**Prerequisite: PHYS 0101, MATH 0150, BIOL 0102, 0104, 0106, EDUC 306/506, EDUC 308/508 or their equivalent.  (Until Fall 2008 – after refer to MATH 0551 and GNSC 0560)**
The course is designed to introduce the prospective elementary and early childhood teacher to an integrated approach to the teaching of mathematics and the sciences. An activity-based format will be used to create a learning environment that fosters exploration of the processes of science and mathematics. Emphasis will be placed on the role and use of manipulative in encouraging the development of fundamental concepts in both disciplines. Topics include process skills, problem solving, cognitive development theory, inquiry-based instruction, conceptual change models, techniques for assessment, modeling, and geometry. Throughout the course, students will build and interdisciplinary mathematics and science unit that will be presented to the class at the end of the course.

**IDIS 0610  INNOVATIONS IN THE TEACHING OF MATHEMATICS AND/OR THE SCIENCES  1-3 s.h.**
Students will work individually with a professor on a project or activity relating to current innovations in the teaching of mathematics and/or the sciences. Possible sources for studying innovations and developing applicable classroom activities are: new text, media, software, and
laboratory materials; attendance at conferences; review and analysis of journal articles; and the presentation of reports on individual and institutional research activities. May be repeated once with consent of the instructor.

MATHEMATICS COURSES

MATH 0501 MODERN ABSTRACT ALGEBRA I 3 s.h.
Prerequisite: MATH 0118 Linear Algebra
A study of groups, rings, integral domains and fields with special emphasis on the real and complex fields. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary curriculum.

MATH 0502 MODERN ABSTRACT ALGEBRA II 3 s.h.
Prerequisite: MATH 0301/501 Modern Abstract Algebra I
Polynomial rings, vector spaces, linear transformations, elementary theory of matrices and determinants. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary curriculum.

MATH 0504 DIFFERENTIAL EQUATIONS 3 s.h.
Prerequisites: MATH 0201 Calculus III and MATH 0118 Linear Algebra
Geometric and physical meaning of differential equations. Theory and solution of first, second and higher order linear and non-linear differential equations. Initial and boundary value problems. Finite difference equations. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary curriculum.

MATH 0506 MODERN GEOMETRY I 3 s.h.
Prerequisite: MATH 0118 Linear Algebra
An integrated course consisting of intuitive, synthetic, and analytic approaches to Euclidean and other geometries. Topics will include axiomatic foundations, finite geometries, non-Euclidean geometries, and synthetic projective geometry. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary curriculum.

MATH 0507 MODERN GEOMETRY II 3 s.h.
Prerequisite: MATH 0306/506 Modern Geometry I
Geometric and algebraic invariants, groups of transformations, topological, projective, affine and Euclidean transformations. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary curriculum.

MATH 0508 INTRODUCTORY ANALYSIS 3 s.h.
Prerequisite: MATH 0106 Calculus II
Topology of real numbers, Cauchy sequences, metric completeness, continuity, compactness, connectedness. Sequence and series and uniform convergence of infinite series. Derivatives and definite integrals. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary curriculum.
MATH 0509  INTRODUCTORY TOPOLOGY  3 s.h.
Prerequisite:  MATH 0201 Calculus III
A simple, thorough survey of the elementary topics of point-set topology of the real line and plane
topological spaces; metric spaces; mappings; connectedness; compactness. The instructor and the
student shall arrange a field-based pedagogical component whose goal is an exploration of the
application of this subject matter to the secondary curriculum.

MATH 0511  THEORY OF NUMBERS  3 s.h.
Prerequisite:  Permission of the Instructor
Properties of integers including congruences, primes and factorization, continued fractions, quadratic
residues, linear diophantine equations and number theoretic functions. The instructor and the student
shall arrange a field-based pedagogical component whose goal is an exploration of the application of
this subject matter to the secondary curriculum.

MATH 0523  COMPLEX ANALYSIS  3 s.h.
Prerequisite:  MATH 0201 Calculus III
Algebra of complex numbers, analytic functions, Cauchy-Riemann conditions, conformal mapping,
line integrals, Cauchy integral formula, residue integration, Taylor and Laurent series. The instructor
and the student shall arrange a field-based pedagogical component whose goal is an exploration of the
application of this subject matter to the secondary curriculum.

MATH 0533  APPLIED STATISTICS AND EXPERIMENTAL DESIGN  3 s.h.
Prerequisites:  MATH 0108 Elementary Statistics or equivalent and knowledge of at least one
scientific programming language
A study of the application of computer programming to statistical procedures employed in empirical
research and the interpretation of numerical results. Topics in statistics include: introduction to
descriptive and inferential statistics, hypothesis testing, parametric and non-parametric tests
(correlation, regression, the t-test, analysis of variance, and factor analysis). The underlying
assumptions of several experimental designs will also be examined. The instructor and the student
shall arrange a field-based pedagogical component whose goal is an exploration of the application of
this subject matter to the secondary curriculum.

MATH 0534  OPERATIONS RESEARCH AND MODELING  3 s.h.
Prerequisites:  MATH 0118 Linear Algebra, MATH 0108 Elementary Statistics, and
knowledge of at least one programming language
A study of mathematical modeling and of the models of interest in operations research, which may
include distribution problems, linear programming, the simplex method and applications. CPM
network problems, non-linear programming problems. Markov chains, queuing models, and
simulation. The instructor and the student shall arrange a field-based pedagogical component whose
goal is an exploration of the application of this subject matter to the secondary curriculum.

MATH 0535  INTRODUCTION TO NUMERICAL METHODS  3 s.h.
Prerequisites:  MATH 0118 Linear Algebra, MATH 0106 Calculus II, and knowledge of at
least one programming language
Uses the FORTRAN language for numerical computation but no previous knowledge of FORTRAN
is assumed. Standard algorithms of numerical analysis will be chosen from: systems of linear
equations, differential equations, integration, interpolation, non-linear equations. The instructor and
the student shall arrange a field-based pedagogical component whose goal is an exploration of the
application of this subject matter to the secondary curriculum.
MATH 0537  FOUNDATIONS OF SECONDARY AND MIDDLE SCHOOL MATHEMATICS  3 s.h.
This course builds upon students’ mathematics backgrounds, relating their knowledge to understanding and teaching the middle or secondary school mathematics curriculum. Topics to be considered are: discrete mathematics, geometry, algebra, basic skills, number theory, probability, statistics, and the use of calculators and computers in the classroom. A thirty hour field experience is a course requirement. The field experience will include the school curriculum, review of the texts used, mathematics resources, computing, observing tutoring, and possibly student teaching.

MATH 0540  MATHEMATICAL STATISTICS I  3 s.h.
Prerequisite: MATH 0106 Calculus II
Covers mathematical probability theory including: review of set theory, principles of counting, sample spaces and probability functions, random variables, joint probability functions, discrete distributions and continuous distributions. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary curriculum.

MATH 0541  MATHEMATICAL STATISTICS II  3 s.h.
Prerequisite: MATH 0340/540 Mathematical Statistics
A systematic treatment of theoretical mathematical statistics assuming preparation in post-calculus probability theory. Topics covered include estimation, hypothesis testing, linear models and non-parametric methods. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary curriculum.

MATH 0551  FOUNDATIONS OF TEACHING MATHEMATICS: PREK-6  (beginning spring 2009)  2 s.h.
Prerequisites: Mathematics and science courses required for early childhood, elementary, and special education licensure, or permission of instructor.
Designed to introduce the prospective early childhood, elementary, and special education school teacher to the teaching of mathematics. An activity-based format will be used to create a learning environment that fosters an exploration of the processes of mathematics. Emphasis will be placed on the role and use of manipulatives in a laboratory setting that encourages the development of fundamental concepts in mathematics. Topics may include: the inductive processes, measurement, graphing, cognitive development theory, the learning cycle, discussion of innovative projects, state and national frameworks, techniques for assessment, number and arithmetic operations, patterns, variables, modeling, and geometry. Three contact hours per week, including substantial laboratory/activity time.

MATH 0609  SEMINAR IN MATHEMATICS FOR THE ELEMENTARY SCHOOL  3 s.h.
Prerequisite: Elementary School Certification or permission of instructor.
Designed to acquaint the elementary teacher with recent fundamental changes in the study of elementary mathematics and their implications for the elementary mathematics curriculum. Emphasis will be placed upon the impact of the "Massachusetts Curriculum Frameworks for Mathematics" (1995) and the "Curriculum and Evaluation Standards for School Mathematics", (National Council of Teachers of Mathematics, 1989) upon the curriculum. The development of
basic number, spatial and geometric concepts in children is discussed within the context of these documents. Instructional activities stress analytic and critical thinking, inferential reasoning, intuitive logic, and the inductive and deductive processes as they relate to mathematical problem-solving. (Elective)

MATH 0659 SEMINAR IN MATHEMATICS FOR THE MIDDLE SCHOOL  3 s.h.
Prerequisite: Certification in middle school mathematics of permission of instructor
Designed to acquaint the middle school teacher with recent fundamental changes in the study of middle school mathematics. Emphasis is placed upon the impact of the "Massachusetts Curriculum Frameworks for Mathematics" (1995) and the "Curriculum and Evaluation Standards for School Mathematics", (National Council of Teachers of Mathematics, 1989) on the middle school mathematics curriculum. Instructional activities stress analytic and critical thinking, inferential reasoning, intuitive logic, and the inductive and deductive processes as they relate to mathematical problem-solving. Mathematical topics may include number properties and relations, spatial and geometric concepts, measurement, discrete probability, and inferential statistics.

MATH 0680 ELEMENTARY MATHEMATICS FROM AN ADVANCED POINT OF VIEW  3 s.h.
Prerequisite: Completion of an undergraduate mathematics major or permission of instructor
Designed for teachers of middle school and secondary school mathematics. Detailed investigation and synthesis of key topics from different areas of mathematics encourage students to integrate the compartmentalized content of their earlier mathematical studies into a richer, more unified structure. Students develop a deeper appreciation of the underlying unity of mathematics and mathematical ideas. The synthesis of these advanced mathematical ideas creates an understanding of more elementary mathematical ideas that are directly related to the middle school and secondary school mathematics curriculum.
(Required: Secondary Mathematics)

MATH 0689 SEMINAR IN MATHEMATICS FOR THE SECONDARY SCHOOL  3 s.h.
Prerequisite: Certification in secondary school mathematics or permission of instructor
Designed to acquaint the secondary school teacher with recent fundamental changes in the study of secondary school mathematics. Emphasis is placed upon the impact of the "Massachusetts Curriculum Frameworks for Mathematics" (1995) and the "Curriculum and Evaluation Standards for School Mathematics", (National Council of Teachers of Mathematics, 1989) on the secondary school mathematics curriculum. In addition to the traditional curriculum of algebra, geometry, trigonometry and functions, the inclusion of topics in statistics, probability, and discrete mathematics is explored. Other topics may include the concept of core curriculum, the integration of geometry and algebra, the use of graphing technology, and mathematical problem-solving, communications, and reasoning.
(Secondary Mathematics)

MATH 0690 GRADUATE SEMINAR IN MATHEMATICS  3 s.h.
Prerequisite: Matriculation in Clinical Master’s Degree Program in Secondary Education or permission of instructor.
The depth and diversity of the mathematical backgrounds of middle school and secondary school teachers is used to develop a sophisticated overview of the world of mathematics. Guest speakers, class discussion, research projects and student presentations foster a broader perception and deeper understanding of the conceptual foundation of mathematics. A variety of advanced topics promote the continued mathematical growth and independence of students. (Required: Secondary Mathematics)
PHYSICAL SCIENCE COURSES

ASTR 0549 INTEGRATED PHYSICAL SCIENCE: ASTRONOMY 3 s.h.
Prerequisite: CHEM 0111 General Chemistry II; PHSC 0117 General Physics II, Lecture-Lab; and ASTR 0101 Astronomy or their equivalence.
This course examines current topics in astronomy, with an emphasis on the application of basic principles of chemistry and physics to those topics. Both conceptual and quantitative approaches to the subject will be explored. Topics will vary, but might include comparative planetology, meteorites, tidal forces, stellar evolution, nucleosynthesis, extrasolar planets, dark matter, chemistry of the interstellar medium, galactic dynamics, or cosmology. Students will be expected to complete a graduate-level project, involving preparation of a significant research paper and presentation of their work to the class.

CHEM 0505 PHYSICAL CHEMISTRY 3 s.h.
Prerequisites: CHEM 0111 General Chemistry II, MATH 0106 Calculus II, and permission of instructor.
Investigates the structure and properties of matter. The course involves detailed studies of the gas laws, kinetic-molecular theory, thermodynamics, thermochemistry, physical and chemical bonding. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary school science curriculum. Three hours lecture per week.

CHEM 0509 ANALYTICAL CHEMISTRY 3 s.h.
Prerequisites: CHEM 0111 General Chemistry II and permission of instructor.
Consists of lectures, discussions, and laboratory work, covering the fundamentals of analysis. Study includes gravimetric analysis, volumetric analysis and statistical treatment of data. A main aspect of lecture will be the application of equilibrium to acid-base, precipitation, redox, and complex formation reactions. An important objective of the laboratory is the development of good laboratory techniques. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary school science curriculum. Three hour lecture, three hour laboratory per week.

CHEM 0511 INSTRUMENTAL ANALYSIS 4 s.h.
Prerequisites: CHEM 0111 General Chemistry II
Consists of lectures, discussions, and laboratory work, covering the fundamentals of analysis. Emphasis will be on modern techniques of instrumental analysis, including electrochemical, spectroscopic, and chromatographic methods. The laboratory includes an introduction to the use of instrumentation such as ultraviolet/visible spectrometers, atomic absorption spectrometers, gas chromatographs and liquid chromatographs. The instructor and the student shall arrange a field-based pedagogical component whose goal is an exploration of the application of this subject matter to the secondary school science curriculum.

CHEM 0513 BIOCHEMISTRY 3 s.h.
Prerequisite: CHEM 0201 Organic Chemistry I
This course addresses the structure and chemical properties of four types of biomolecules: proteins, carbohydrates, lipids, and nucleic acids. Enzyme kinetics and the mechanistic details of enzyme
catalyzed reactions will be considered. Special consideration will be given to the chemical reactions and energy transfers involved in metabolic pathways such as the tricarboxylic acid cycle and the electron transport chain. Emphasis will be placed on the similarities that exist between the apparently disparate chemical transformations that occur in metabolic pathways. Where appropriate the class will consider the role that organelles play in the chemical transformations being discussed. The instructor and the student shall arrange a filed-based pedagogical component whose goal is an exploration of the application of the subject matter to the secondary school science curriculum.

**GEOL 0547 INTEGRATED PHYSICAL SCIENCE: GEOLOGY**

Prerequisite: GEOL 0101 Physical Geology w/Lab; CHEM 0111 General Chemistry II; and PHSc 0117 General Physics II, Lecture-Lab.

This course examines current topics in geology, with an emphasis on the application of basic principles of chemistry and physics to those topics. Both conceptual and quantitative approaches to the subject will be explored. Topics will vary, but might include seismology, radioactive dating, paleoclimatology, environmental geochemistry, Earth’s magnetic field, energy resources, the Cambrian explosion, mass extinctions, glaciology, or geomorphology. Students will be expected to complete a graduate-level project, involving preparation of a significant research paper and presentation of their work to the class or their equivalent.

**GNCS 0560 METHODS OF SCIENCE EDUCATION PREK-6** (beginning Spring 2009)

Prerequisites: MATH 0150, and science courses required for early childhood, elementary, and special education licensure, or permission of the instructor.

An activity-based format will be used to create a learning environment that fosters an exploration of the processes of science, and ways of integrating elementary instruction in the sciences and mathematics. Emphasis will be placed on the role and use of manipulatives in a laboratory setting that encourages the development of fundamental concepts in both disciplines. Topics may include: scientific inquiry and science process skills, cognitive development theory, the learning cycle, discussion of innovative programs that integrate mathematics and the sciences, state and national frameworks, and techniques for assessment. Students will be required to complete a semester project. Three contact hours per week, including substantial laboratory/activity time.

**GNSC 0571 METHODS OF SCIENCE EDUCATION FOR THE MIDDLE SCHOOL**

Prerequisite: CHEM 0111 General Chemistry II; PHSc 0117 General Physics II, Lecture-Lab; one course in biology; and one course in either astronomy or geology.

This course emphasizes the inquiry approach to teaching science. Students will be introduced to the National Science Education Standards and the current curricula based on these standards. Students will make a series of planned observations in area schools. These observations will be the basis for discussion of topics including: teacher-student interaction; introduction, presentation and summary of a lesson; evaluation; discipline; laboratory procedures and safety. Students will develop lesson plans and a comprehensive unit plan, and they will present lessons to both their classmates and to one of the classes that they have observed. Other areas presented in this course will include professional organizations and journals, science software, audiovisual materials and IEPs/504s. Thirty hours of classroom observation are required.

**GNSC 0573 METHODS OF CHEMISTRY EDUCATION**

Prerequisite: 16 hours of coursework in Chemistry.

This course emphasizes the inquiry approach to teaching chemistry. Students will be introduced to the National Science Education Standards and the current curricula based on these standards. Students will make a series of planned observations in area schools. These observations will be the
basis for discussion of topics including: evaluation; discipline; laboratory procedures and safety. Students will develop lesson plans and a comprehensive unit plan, and they will present lessons to both their classmates and to one of the classes that they have observed. Other areas presented in this course will include professional organizations and journals, chemistry software, audiovisual materials and IEPs/504s. Thirty hours of classroom observation are required.

**GNSC 0610 SEMINAR IN TEACHING GENERAL SCIENCE FOR THE MIDDLE SCHOOL OR SECONDARY SCHOOL** 3 s.h.
A student will select a topic relating to the presentation of his/her subject matter. This topic will be researched using the literature and personal interviews. A plan for implementing this research will be presented.
MASTER OF EDUCATION IN HISTORY

FACULTY

Department Chair: Mark Abate, Ph.D.
Department Secretary: Michelle Pescetta
Department Office: Bates 104
Department Telephone: (413) 572-5344 or (413) 572-5220
Graduate Advisor: Michael Anciello, Ph.D.
Graduate Faculty:
Mark T. Abate, Ph.D.
Nicholas J. Aeita, Ph.D.
Michael S. Anciello, Ph.D.
Michael Konig, Ph.D.
Brooke Orr, Ph.D.

PROGRAM DESCRIPTION

The intention is to provide qualified students with the opportunity to pursue graduate-level training in American history, combined with the requirements for a master's in education. Students may be teachers seeking an advanced degree, or others whose primary interest is in receiving a master's degree with a concentration in history. The academic goal of the program is three-fold:

1. to increase the students' knowledge of the facts of American history,
2. to provide the students with a familiarity with questions of interpretation of major aspects of American history,
3. to help students develop expertise in historical research and evaluation.

ADMISSION REQUIREMENTS

Admission decisions are made by the department's graduate committee, consisting of three specialists in American history, and one other elected member of the department with the approval of the Graduate Dean.

Prerequisites:

A. Bachelor's degree from a regionally accredited college or university
B. at least 24 semester credit hours in history or their equivalent as assessed by graduate advisors
C. an overall cumulative average of 2.6, or 3.0 for the last two years of undergraduate work
D. a cumulative average of 3.0 in history
E. an acceptable score on the Graduate Record Examination or the Miller Analogies Test, as determined by the graduate committee.
PROGRAM REQUIREMENTS

1. Completion of a total of 36 credits, of which 30 must be in history and six in education;

2. Six graduate credits reflecting coursework appropriate to the degree may be transferred from other graduate-level institutions, at the discretion of the department’s graduate committee;

3. Satisfactory completion of a master’s thesis, approved by the thesis director and with a thesis defense before the department’s graduate committee (and other members of the department who may choose to attend). Only members of the graduate committee may participate in the actual vote to determine whether a student has passed the thesis defense.

Specific Requirements

a) Completion of 18 graduate credits in history, which must include the following three-credit courses, or their equivalent in transfer credits:

   HIST 0600  Readings: America, 1600-1815
   HIST 0605  Readings: America, 1815-1914
   HIST 0610  Readings: America, 1914 to the Present
   HIST 0615  Readings: Modern Europe, 1500-1789
   HIST 0620  Readings: Modern Europe, 1789-present
   HIST 0640  Readings: Topics in World History

b) Completion of 6 credits of independent research, selected from the following:
   HIST 0625  Research: U.S. before 1815
   HIST 0630  Research: U.S. 1815-1914
   HIST 0635  Research: U.S. 1914 to the present
   HIST 0645  Research: European History
   HIST 0655  Research: World History

c) Research and evaluation, as evidenced by completion of six graduate credits as follows:
   HIST 0698  Thesis research I
   HIST 0699  Thesis research II

d) Completion of six graduate credits in Education, which must include:
   EDUC 0633  Social and Cultural Theories: Foundations of Education
   and any graduate 600 level course offered by the Department of Education, taken with the approval of the Graduate Program Advisor.

NOTE: With the exception of HIST 0625, HIST 0630, HIST 0635, HIST 0645, HIST 0655, HIST 0698 and HIST 0699, which will be directed study under the supervision of a thesis director, no directed study will be allowed as part of this program, and neither the department chairperson nor the graduate committee shall accept any courses as equivalent to any degree requirements.
HISTORY COURSES

HIST 0532 METHODS OF TEACHING HISTORY: MIDDLE & SECONDARY 3 s.h.
Prerequisite: Completion of all education course work.
A practical experience for students planning a career as a middle or secondary school history teacher. This course will cover a variety of topics, including lesson and unit planning, active learning, critical thinking, assessment techniques, classroom management, and textbook analysis. Content focuses on teaching U.S. History, World History, government/civics, and current events. Should be taken semester prior to student teaching. Requires 30 observation hours.

HIST 0600 READINGS: AMERICA, 1600-1815 3 s.h.
Through readings, student reports, and discussions based on classic as well as new and important historical works, the historiography of early America will be detailed. The focus will remain on the most significant works by historians and others who have increased our knowledge and understanding of colonial America, from exploration through early settlement, from the Puritans to the Great Awakening, from 1763 into the revolutionary era, the "critical period" from 1783 to 1789, and concluding with analysis on how historians have viewed the early national period, including the age of Jefferson and Jackson.

HIST 0605 READINGS: AMERICA, 1815-1914 3 s.h.
This course focuses on American history from the Age of Jackson through 1900. Readings emphasize social history with a special emphasis on transformations in race, class, and gender relations. Topics include: Early Industrialization; the Market Revolution; Ante-Bellum Reform and Abolition; Westward Expansion and the Mexican-American War; Slavery and the African-American Experience; Civil War and Reconstruction; Native American Issues; Women’s History and the Women’s Rights Movement; Changing Attitudes towards Sexuality; Labor Struggles; the Industrial Revolution; and the Spanish-American War. Focuses on major debates in historiography and the development of research and writing skills.

HIST 0610 READINGS: AMERICA, 1914 TO THE PRESENT 3 s.h.
Through readings, student reports, and discussions based on classic as well as new and important historical works, the historiography of the 20th century will be detailed. The focus will remain on the most significant works by historians and others who have increased our knowledge and understanding of the modern era, from World War I into the 1920's, the Great Depression, World War II, and Cold War, social change, including the cultural revolution of the 1960's, and the return of conservatism in the 1970's and 1980's.

HIST 0615 READINGS: MODERN EUROPE 1500-1789 3 s.h.
This course will focus on key issues of modern European history, from 1500-1789. Topics to be included are Europe on the eve of the age of colonization, the scientific revolution, and the Enlightenment. Readings will include both documentary and historical works.

HIST 0620 READINGS: MODERN EUROPE, 1789 TO THE PRESENT 3 s.h.
This course will focus on key issues of modern European history from 1789 to the present. Topics to be included are the age of revolution, romanticism of the 19th century, the industrial revolution and its impact on society, and the development of nationalism in Europe. Readings will include both documentary and historiographical works.
HIST 0625 RESEARCH: UNITED STATES BEFORE 1815
Supervised research on a topic of interest and importance to understanding the history of America, from the colonial period to 1815. The student will begin by utilizing the secondary sources related to his or her research project, then utilize relevant primary sources. Upon completion of the research, the student will evaluate the material, and develop an outline for a research paper appropriate to the student's level of expertise. The grade will be based on the instructor's evaluation of the research paper, as well as on progress reports submitted periodically in accordance with a previously announced timetable.

HIST 0630 RESEARCH: UNITED STATES 1815-1914
Supervised research on a topic of interest and importance to understanding the history of America, from 1815-1914. The student will begin by utilizing the secondary sources related to his or her research project, then utilize relevant primary sources. Upon completion of the research, the student will evaluate the material, and develop an outline for a research paper appropriate to the student's level of expertise. The grade will be based on the instructor's evaluation of the research paper, as well as on progress reports submitted periodically in accordance with a previously announced timetable.

HIST 0635 RESEARCH: UNITED STATES 1914 TO PRESENT
Supervised research on a topic of interest and importance to understanding the history of America, from 1914 to the present. The student will begin by utilizing the secondary sources related to his or her research project, then utilize relevant primary sources. Upon completion of the research, the student will evaluate the material, and develop an outline for a research paper appropriate to the student's level of expertise. The grade will be based on the instructor’s evaluation of the research paper, as well as on progress reports submitted periodically in accordance with a previously announced timetable.

HIST 0640 READINGS: TOPICS IN WORLD HISTORY
This is a variable-content class based on the instructor’s expertise and interests. Topics may include the Ancient World, Islam, History of Religion, the World and the West, Colonization and Decolonization, or the history of selected regions (Africa, Asia, the Middle East, or Latin America). Readings will include both documentary and historiographical works.

HIST 0645 RESEARCH: EUROPEAN HISTORY
Supervised research on a topic of European History in which a professor can offer expertise and guidance. The student will begin by examining the secondary courses related to his or her research project, then analyze selected primary sources. The student will produce a comprehensive paper based on original research. Grade will be based on content, form, depth of analysis, and demonstrated mastery of historiographical issues and debates.

HIST 0655 RESEARCH: WORLD HISTORY
Supervised research on a topic in World History in which a professor can offer expertise and guidance. The student will begin by examining the secondary sources related to his or her research project, then analyze selected primary sources. The student will produce a comprehensive paper based on original research. Grade will be based on content, form, depth of analysis, and demonstrated mastery of historiographical issues and debates.
HIST 0698 THESIS RESEARCH I
Directed research on a topic that has been approved by the thesis director. Credit will be received after the student has completed a substantial portion of the research and completed a first draft that has been deemed acceptable to the thesis director.

HIST 0699 THESIS RESEARCH II
Directed research on a topic which has been approved by the thesis director. Credit will be received after the student has completed all research, submitted a final draft which has been approved by the thesis director, satisfactorily defended the thesis before the departmental graduate committee, and deposited a bound copy of the thesis in the college library.
MASTER OF EDUCATION  
PHYSICAL EDUCATION

FACULTY

Department Chair: Holly Noun, M.S.  
Department Secretary: Susan Chiasson  
Department Office: The Woodward Center – Room 220 
Department Telephone: (413) 572-5679  
Graduate Faculty:  
Heidi Bohler, M.S. 
Teresa Fitts, D.P.E. 
William Miller, D.P.E.  
Holly Noun, M.S.  
Christopher Proulx, D.C.  
Robert Rausch, Ph.D. (Coordinator and advisor, graduate program)  
Diana Schwartz, D.P.E.  
Kathryn Stanne, Ed.D.

PROGRAM DESCRIPTION

The Master of Education degree program in the Department of Movement Science, Sport and Leisure Studies is designed to complement the undergraduate teacher certification program. It will enable the qualified student to satisfy all state competencies for Professional Licensure as a teacher of elementary or secondary physical education.

The Master of Education degree is designed to serve individuals who possess Initial certification and who are required to earn the Professional teacher certification. Additionally, individuals with Professional Licensure required to earn Professional Development Points toward re-certification or wish to pursue a M.Ed. with emphasis on Physical Education may also be served by this program.

PROGRAM REQUIREMENTS

Academic Standing: 
Students must maintain a QPA of 3.00 or higher throughout their studies in order to remain in “Good Academic Standing”. Students who earn a QPA below 3.00 will not be approved for degree candidacy, nor will they be approved for graduation.

Retention in Degree Program:

1. Students must demonstrate progress toward attaining the degree within the six year time limit.
2. All degree requirements must be completed within a six year period commencing from the date of the first course credited toward your degree, including transfer credits from other accredited institutions.
3. Satisfactory completion of a comprehensive examination.
4. Satisfactory completion of a research proposal.
MASTER OF EDUCATION
(Leading to Professional Licensure)
PHYSICAL EDUCATION

This program is designed to serve students who possess Initial Licensure and who are required to earn the Professional teacher license. It will enable the qualified student to satisfy all state competencies for Professional Licensure as a teacher of elementary or secondary physical education. Students who enter the program with Professional Licensure will benefit from the graduate perspective and receive the benefits of the courses without requiring the clinical components.

Students are required to successfully complete a written comprehensive examination to demonstrate mastery of knowledge gained in coursework and to relate concepts across the curriculum. The comprehensive exam may be taken after completing 27 s.h. of required coursework within the Master’s program.

Prerequisites:

1. A bachelor’s degree from a regionally accredited college or university.
2. Overall undergraduate QPA of 2.70 or higher.
3. Initial or Professional Massachusetts certification in elementary or secondary physical education.
4. Communication skills necessary to successful graduate study as demonstrated by achieving a grade of C or higher in English Composition I and II.
5. Introductory level courses in Adaptive Physical Education, Computer Applications and Child or Adolescent Psychology or Motor Development and Behavior.

Required Courses:

Education (4 s.h.)
EDUC 0633  Social Cultural Theories
EDUC 0653 Multicultural Theory & Practice: English Language Learners (added 2012 spring)
EDUC 0654 Multicultural Theory & Practice: Exceptional Learners (added 2012 spring)

Movement Science (12 s.h.)
MOVP0605  Applied Quantitative Methods in Physical Education
MOVP0610  Analyzing Physical Education and Sport Instruction
MOVP0615  Research Methods in Physical Education
MOVP0620  Current Issues in Physical Education

Competency I/Pedagogical Content (18 s.h.)
MOVP0612  Organization and Administration in Physical Education
MOVP0625  Biomechanics
MOVP0630  Curriculum Development in Physical Education
MOVP0635  Technological Application in Physical Education
MOVP0636  Liability and Risk Management in Physical Education
MOVP0640  Advanced Motor Learning

Requirements for Master's Degree: 34 s.h.
Requirements for Professional Licensure: (these courses are required only for those seeking Professional Licensure)
MOVP0649  Clinical Seminar in Physical Education  3 s.h.
MOVP0650  Clinical Experience in Physical Education*  3 s.h.

*Approval is required for placement in Clinical Experience
Deadline to apply:  Fall semester - April 1\textsuperscript{st}
                     Spring semester - November 1\textsuperscript{st}
MOVEMENT SCIENCE COURSES

MOVP 0605 APPLIED QUANTITATIVE METHODS 3 s.h.
This course is designed to provide an overview of descriptive and inferential statistics, both parametric and non-parametric. Students will be expected to demonstrate competency in: 1) Knowledge of statistical techniques and measurement procedures in order to develop and administer valid testing and evaluation programs in physical education and 2) the application of statistical methods to current research problems in physical education.

MOVP 0610 ANALYZING PHYSICAL EDUCATION AND SPORT INSTRUCTION 3 s.h.
The purpose of this course is to provide information with which to critically analyze the instructional process in physical education. The processes of collecting meaningful information on instruction and objectively evaluating teacher behavior and the effect of such on student learning will be examined.

MOVP 0612 ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION 3 s.h.
Principles and procedures involved in the management of physical education programs. The course includes an investigation of the financial, personnel, public relations, political, legal, facility, and philosophical aspects of organization and administration.

MOVP 0615 RESEARCH METHODS IN PHYSICAL EDUCATION 3 s.h.
This course is designed to provide the student with basic knowledge of research techniques, terminology and methodology in order to apply research findings to physical education teaching. Topics include the nature of research, interpretation of data, design of research and formulation and completion of a research project.

MOVP 0620 CURRENT ISSUES IN PHYSICAL EDUCATION 3 s.h.
Prerequisite: Permission of Instructor
Examination and analysis of current issues and trends in physical education.

MOVP 0625 BIOMECHANICS 3 s.h.
Prerequisite: BIOL 0237 Anatomy and Physiology
This class provides an in-depth examination of the anatomical and mechanical principles related to human movement. The primary focus is on the practical application of the knowledge in the analysis and enhancement of performance.

MOVP 0630 CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION 3 s.h.
This course will provide an in-depth examination of curriculum design and planning for K through 12 physical education programs in schools.

MOVP 0635 TECHNOLOGICAL APPLICATIONS IN PHYSICAL EDUCATION 3 s.h.
An exploration of computer and video technology with applications to physical education. This course will encompass the development and production of materials as well as the evaluation of equipment and software.
MOVP 0636  LIABILITY AND RISK MANAGEMENT IN PHYSICAL EDUCATION  3 s.h.
Prerequisite:  Permission of Instructor
Examination of the legal system and the unique legal problems and responsibilities in conducting a physical education program. Identification of potentially liable situations and development of risk management plans.

MOVP 0640  ADVANCED MOTOR LEARNING  3 s.h.
Prerequisite:  MOVP 0202  Introduction to Motor Learning
This course traces the evolution of those theories and models which have made an impact of the field of motor learning and motor control. Topics will include information processing, impulse-timing, mass-spring models, coordinative structures, and dynamical systems, among others. Emphasis will be on the implications of such concepts in a practical setting.

MOVP 0649  CLINICAL SEMINAR IN PHYSICAL EDUCATION  3 s.h.
Prerequisites: Permission of instructor, Co-requisite for Clinical Experience.
Introduces students to the basic concepts and principles of the clinical experience in preparation for Full Physical Education Teacher certification. Problems, issues and concerns confronting the physical education teacher will be identified and clarified. Strategies for communicating and resolving them effectively will be developed.

MOVP 0650  CLINICAL EXPERIENCE IN PHYSICAL EDUCATION  3 s.h.
Prerequisites: Permission of instructor, Co-requisite for Clinical Seminar.
Field experience intended for teachers with provisional certification with advanced standing seeking full/Professional Licensure in K-9 or 5-12. Designed to provide the teacher of physical education the opportunity to integrate theory and practice in teaching physical education guided by a cooperating practitioner and supervised by the College’s movement science faculty. Participation in the clinical experience is by permission, with advance application required.

EDUC 0633  SOCIAL CULTURAL THEORIES: FOUNDATIONS OF EDUCATION  3 s.h.
A comprehensive survey and critical analysis of the philosophical, sociological, historical and economic foundations of current major views regarding the nature and aims of education, curriculum design and validation, school organization and policy, and teaching-learning. The foundations of current proposals for school reform will be examined in depth.

EDUC 0653  MULTICULTURAL THEORY & PRACTICE: ENGLISH LANGUAGE LEARNERS  0.5 s.h.
Prerequisite:  EDUC 0633, except for Moderate Special Needs program.
English Language Learners are a growing population in public schools and they face unique challenges. Thus, the purpose of the seminar will be to have students (a) observe the ways in which categories of difference such as race and gender shape the experiences and opportunities of English Language Learners in the United States; (b) explore the relationships of linguistically diverse groups to social, economic, and institutional power and the role education plays in these relationships; (c) critically examine their own social positions and the ways in which their cultural assumptions and value systems inform their interactions with P – 12 students and families from racial and linguistic backgrounds different from their own; and (d) develop more equitable perspectives and approaches to teaching and working with and across linguistic differences represented in their classrooms. Students will share their field observations and
reflections in the seminar, and the instructor will provide content and facilitate discussions and self-reflections on these observations based on multicultural educational theory and practice. A field experience of 10 hours in a classroom or other educational program that services P – 12 students, such as some community-based programs, after-school or summer-school programs, is required. (Professional Licensure in Early Childhood, Elementary, Moderate Special Needs, Secondary Education, and Physical Education)

EDUC 0654 MULTICULTURAL THEORY & PRACTICE: EXCEPTIONAL LEARNERS

Prerequisite: EDUC 0633, except for Moderate Special Needs program. This course addresses racial disproportionality in Special Education. Thus, the purpose of this field experience and seminar is to provide several opportunities for advanced licensure candidates to explore the relationship between race and exceptionality in their practice. Students will critically examine their own social positions and reflect upon ways in which their cultural assumptions, beliefs, and value systems enhance or hinder their interactions with students and families from racial backgrounds different from their own. Students will share the field observations and reflections in the seminar, and the instructor will provide content and facilitate discussions and self-reflections on these observations based on multicultural educational theory and practice. A field experience of 10 hours in a classroom setting or other educational program that services P – 12 students, such as some community-based programs, after school or summer-school programs, is required. (Professional Licensure in Early Childhood, Elementary, Moderate Special Needs, Secondary Education and Physical Education)
MASTER OF PUBLIC ADMINISTRATION

FACULTY

Program Coordinator: David Smailes, Ph.D.
Department Telephone: (413) 572-5480
Graduate Administrator: David Smailes, Ph.D.
Graduate Advisor: David Smailes, Ph.D.
Graduate Faculty: Marijoan Bull, Ph.D.
Cornelia Daniel, Ph.D.
Tian-Jia Dong, Ph.D.
Tom Gardner, Ph.D.
Stephanie Kelly, Ed.D.
Judith McDonald, Ph.D.
Erika Pilver, Ph.D.
Brian Rizzo, Ph.D.
Thomas Rosco, Ph.D.
David Smailes, Ph.D.
Philip Zampini, Ph.D.

PROGRAM DESCRIPTION

The Master of Public Administration program provides a quality graduate degree that is affordable, responsive to local workforce needs and is accessible to working part-time commuting students who seek to serve the public through employment in governmental and other non-profit institutions.

The Master of Public Administration (MPA) degree is an interdisciplinary program sponsored by the departments of Political Science, Criminal Justice, Geography and Regional Planning, and Economics and Business Management. Academic stewardship of this program will be the responsibility of a graduate committee consisting of one representative from each of these departments, selected by the recommendation from the graduate committee. Faculty teaching courses in the Public Administration program will serve as participating, but non-voting, members of the graduate committee.

PROGRAM OBJECTIVES

The primary purpose of this Master’s Degree program is to transmit to students the knowledge and skills necessary for the effective and efficient administration of public and non-profit agencies. The program goal is to train people for leadership positions in the public sector, with a particular emphasis on the development of core knowledge areas and administrative skills. Specifically, the program is designed to promote:

1. The development of an advanced grasp of the nature of public administration and its function within the American political system; this includes a knowledge of the process by which public policy is created and implemented at the local, state and federal levels of government;

2. Advanced knowledge of the principles, theories and practices related to directing a complex public-sector organization. Specifically:
(a) a grasp of the principles and practices of organizational behavior and leadership;
(b) advanced knowledge of the principles and practices of budgeting and public finance;
(c) an advanced understanding of the legal environment affecting public sector management.

3. The development of organizational and managerial skills necessary to direct a complex public organization, including:

(a) skills critical for successful human resources management;
(b) strategic planning and problem-solving skills;
(c) quantitative and qualitative program evaluation techniques;
(d) interpersonal skills and an understanding of group dynamics.

4. The development of quantitative analytical techniques, statistical methods, and qualitative research competencies relevant for public management.

5. An awareness of ethical issues affecting the public sector.

6. A concentration of study in one of three areas: non-profit management, public management, or criminal justice administration.

**ADMISSION REQUIREMENTS**

The Graduate Committee will evaluate applications for admission. Each application will include:

1. Official transcripts indicating a bachelor’s degree from an accredited college or university, which includes at least 15 credits of coursework in a field appropriate for the program, such as management, political science, regional planning or criminal justice;
2. A minimum 2.8 GPA overall or minimum 3.0 GPA for the last two years of undergraduate studies;
3. A satisfactory GRE or MAT score;
4. A narrative statement (of approximately 350 words) about your professional goals, academic experience, work experience and other factors that support your application.

The graduate committee will also consider, on an individual basis, applicants with significant professional experience or special qualifications who do not meet minimum admission standards.

**Program Requirements:** 36 credits

The M.P.A. program at Westfield State centers on a fixed set of seven required “core” courses and a 15 credit substantive specialization. Our core is informed by the NASPAA curriculum guidelines described in their “Standards for Professional Masters Degree Programs”. As such, our core courses cover the essential areas of knowledge or skill necessary for public sector management. Overall, the M.P.A. curriculum requires students to complete 36 credit hours, comparable to other programs nationally and in the state.

**Core Courses:** 21 Credits

- PADM 0600 Foundations of Public Administration I
- PADM 0630 Foundations of P.A.II: Public Policy Analysis
- PADM 0608 Organizational Behavior
- PADM 0622 Information Management
- PADM 0650 Research Methods
- PADM 0660 Ethics and Accountability
- PADM 0690 Capstone
Specialized Tracks: 15 Credits
Each student will complete a 15 credit specialization in one of the following three areas: (1) Criminal Justice Administration, (2) Public Management, or (3) Non-Profit Management.

Criminal Justice Administration Track: Fifteen credits selected from the following (or from other CRJU graduate offerings as approved by an assigned advisor):
- CRJU 0605 Contemporary Problems in Criminal Justice
- CRJU 0606 Criminological Theory I
- CRJU 0611 Community Based Corrections
- CRJU 0617 Law Enforcement Policy Developments
- CRJU 0618 Corrections Administration
- CRJU 0619 Criminal Justice Planning
- CRJU 0624 Administrative Theory in Criminal Justice
- CRJU 0640 Homeland Security: Organization and Administration
- CRJU 0696 Independent Study for M.P.A.
- GARP 0544 GIS: Mapping Community Data

Public Management Track: Fifteen credits chosen from the following (or from other GARP graduate offerings as approved by an assigned advisor):
- PADM 0620 Public Budgeting: Politics and Practices
- PADM 0625 Administrative Law
- PADM 0610 Human Resource Management Skills
- PADM 0640 The Regional Economy of New England
- PADM 0665 Managing Towns and Cities
- PADM 0680 Special Topics in Public Administration
- PADM 0699 Independent Study in Public Management
- GARP 0515 City Planning Theories and Practical Applications
- GARP 0600 Sustainability and Governance in the 21st Century
- GARP 0535 Community Preparedness
- GARP 0544 GIS: Mapping Community Data

Non-Profit Management Track: Fifteen credits chosen from the following (or from other MGMT graduate offerings as approved by an assigned advisor):
- PADM 0610 Human Resource Management Skills
- PADM 0615 Strategic Management in the Non-Profit Sector
- PADM 0629 Public Relations for Non-Profit Organizations
- MGMT 0599 Independent Study in Non-Profit Management
- MGMT 0539 Seminar in Non-Profit Management
- MGMT 0560 Resource Development for the Non-Profit Sector
- GARP 0544 GIS: Mapping Community Data

Because completion of the Capstone Experience validates and demonstrates mastery of curricular objectives, there will be no comprehensive examination requirement for students in the public administration program.

M.P.A. Program Summary: 36 Total Credits
Core Courses: 21 credits
Specialized Tracks: 15 credits
M.P.A. COURSES

PADM 0600  FOUNDATIONS OF PUBLIC ADMINISTRATION I  3 s.h.
This course is the introduction to the M.P.A. program and examines the political as well as the administrative context of public service. The foundations of modern administrative theory, as well as the latest in leadership theory and methods, are examined, along with discussion of how these theories apply situationally. The similarities and distinctions of public service and for-profit management are emphasized, and the myths associated with each will be explored.

PADM 0608  ORGANIZATIONAL BEHAVIOR FOR NON-PROFIT AND PUBLIC ORGANIZATIONS  3 s.h.
This course looks at human behavior within the context of the formal organization in order to gain a better understanding of the actual human organization and how best to organize, lead, motivate and make decisions in that unique organization. Other topics include effective communication, small group dynamics, and effective human resource management. Students will be asked to observe in a non-profit organization and to write an ethnographic analysis of the human behavior vs. required behavior in that organization.

PADM 0610  HUMAN RESOURCE MANAGEMENT SKILLS  3 s.h.
This course is an advanced examination of skills necessary for managing personnel in the public sector. The course uses theory, case studies, and practical applications to examine the variety of skills needed for successful public administration. The course considers the significance of changes in the workforce, in the structure of the workplace, and in the nature of supervision, and examines changing styles of leadership, including more collaborative, facilitative styles.

PADM 0615  STRATEGIC MANAGEMENT IN NONPROFIT ORGANIZATIONS  3 s.h.
This course will focus on leadership and decision making issues unique to nonprofits and their mission from the perspectives of the volunteer Board of Directors and the chief executive officer of the organization. Nonprofit organizations are growing rapidly, but have only come under serious academic analysis in recent years. This trillion dollar nonprofit sector includes education, research, health care, art, culture, religion, communications, social welfare and services, advocacy, legal services, international assistance, foundation and mutual benefit professional and trade associations. We will explore the unique leadership and decision making skill, organizational attributes, accountability and ethical demands of the nonprofit sector with primary emphasis on 501C nonprofits.

PADM 0620  PUBLIC BUDGETING: POLITICS AND PRACTICES  3 s.h.
This course provides an in-depth examination of federal, state and local budgets, how they are made, who influences the decisions, and the implications of those decisions. Students are expected to complete a project which demonstrates mastery of the disciplinary research, principles and theories related to budget-making. (In some cases, ECON 0515 Public Finance may be substituted for this core requirement.)
PADM 0622  INFORMATION MANAGEMENT  3 s.h.
Prerequisites: Individuals taking this course should have knowledge of computers and use of the Internet.
This course examines information management as it relates to the public sector and its constituents. It aims to enhance the public manager’s ability to meet the challenges posed by emerging technologies in the digital age. The course will look first at the context of people who will be entering the workforces who are accustomed to using technology and how to perceive that individual as a contributor to your agency/organization. This course will also explore the public sector’s ability to cope and adapt to the changing needs of technology. We will examine how the public sector uses the Internet and other digital media in order to deliver timely and appropriate information and serve its constituents. Also, we will explore several technology compliance policies in depth and analyze them in order to understand how one would execute the implementation of such in an organizational setting. Also, we study information systems as they apply to the public sector and how those systems relate to technology compliance policies.

PADM 0625  ADMINISTRATIVE LAW  3 s.h.
Prerequisite: PADM 0600 Foundations of Public Administration I
Examination of the legal environment in which state and federal managers operate, with a focus on court rulings which define the powers and processes of administrative agencies and regulatory commissions. Topics include federal court rulings on the capacity of the political branches to control administrative actions, delegation of legislative power to agencies, agency rule-making, agency collection and use of information, the law of public employment, due process, governmental immunity and the liability of public administrators.

PADM 0629  PUBLIC RELATIONS AND MARKETING FOR NONPROFIT ORGANIZATIONS  3 s.h.
This course aims to help students develop the skills and analytical process essential to planning and implementing public relation strategies for non-profit organizations. Students will be expected to develop a public relations campaign proposal for a non-profit client, engage in case studies, become familiar with the extensive literature in the field of public relations, and write a research paper on a relevant topic.

PADM 0630  FOUNDATIONS OF PUBLIC ADMINISTRATION II: PUBLIC POLICY ANALYSIS  3 s.h.
Fundamental treatment of the policy-making process in the United States with an emphasis on theoretical explanations of why particular policies are proposed, adopted and implemented by federal, state and local governments. Political science theories of the policy process, methodological problems in the study of public policy, and modes of policy and program evaluation are featured.

PADM 0640  THE REGIONAL ECONOMY OF NEW ENGLAND  3 s.h.
This course introduces students to the economy and geography of New England with a focus on the major historical shifts in economic and social structure. Attention is paid to the changing relation of New England’s economy to the national and global economy. The course emphasizes the problems and opportunities presented by current economic trends as they impact public sector management.
PADM 0650 RESEARCH METHODS FOR PUBLIC ADMINISTRATION  
3 s.h.
An examination of the fundamentals of social science research methods, data collection and analysis, and basic statistical techniques relevant to public administration and program evaluation. Attention is paid to the logic of scientific inquiry, the limits of social scientific methods, methodological techniques, survey research, sampling, interview techniques, issues of reliability and validity of measurements, library research, and use of data bases. Basic quantitative methods will be covered, including: Hypothesis testing, chi-square test of independence, measures of association, the logic of statistical significance, and multivariate procedures.

PADM 0660 ETHICS AND ACCOUNTABILITY  
3 s.h.
The focus of this course is on the obligations of the public administrator and on the unique ethical and moral dilemmas posed by public service. These range from the far from uncommon circumstances where there seem to be conflicting, ambiguous claims of good to the frequent need to choose among one’s responsibilities to elected officials, organizational superiors, professional standards, regime values, one’s organization, one’s loved ones and friends, and, not least, individual conscience. These issues will be addressed from a number of philosophical and situational perspectives, including the discussion of various ethical case dilemmas.

PADM 0665 MANAGING TOWNS AND CITIES  
3 s.h.
This course is designed to introduce students to best practices in local government and/or to enhance the performance of those already working in the profession. The course emphasizes such topics as achieving effective community leadership, intra- and inter-governmental relations, promoting the community’s future, and generally enhancing the governing body’s effectiveness. Specific skills include essential management practices: leadership and communication skills, policy implementation, productivity enhancement, program evaluation, strategic planning, and techniques for encouraging economic growth.

PADM 0680 SPECIAL TOPICS IN PUBLIC ADMINISTRATION  
3 s.h.
This course will focus on a specialized topic or area of public administration, designated by course subtitle. Topics will vary according to the area of specialization of the instructor and the interests of the graduate students in the program. The course may be taken up to two times should course content differ. PADM 0680 may be substituted depending on the course content, for a required Core or Track course with the consent of the M.P.A. Program Advisor.

PADM 0690 CAPSTONE  
3 s.h.
This course is required for all students in the master of public administration program and designed as a capstone experience for the program. Under the supervision of a member of the graduate faculty and following approval of the public administration graduate committee, students will undertake a final graduate experience that integrates the principles of the program as exemplified by program standards and specialization with appropriate professional experience. The project consists of an experiential component as well as a research/writing component and is tailored to meet the career goals of the individual student. Students will meet periodically in a seminar to share the work in progress with other students and will present their final project in a public forum arranged by the public administration graduate committee.
PADM 0699 INDEPENDENT STUDY IN PUBLIC MANAGEMENT 3 s.h.
This course is designed for graduate student to explore in depth a topic in the field of public management. A plan of study including content and method of evaluation will be developed in consultation between the student and the supervising graduate faculty member. This plan must be submitted in advance of registration to the MPA graduate advisor for his/her approval and consent. The independent study must be in accordance with the student’s approved program of study and may be used to prepare for the MPA Capstone project requirement.

ECON 0515 PUBLIC FINANCE 3 s.h.
Prerequisite: ECON 0101 Macroeconomics and ECON 0102 Microeconomics.
The role of government in attaining an efficient allocation of resources and an equitable distribution of income. Emphasis is placed on criteria for the evaluation and selection of public expenditure and tax programs including the problem of coordinating federal, state and local finance. Special attention is given to current policy issues.

MGMT 0620 OPERATIONS MANAGEMENT FOR NON-PROFIT AND PUBLIC ORGANIZATIONS 3 s.h.
Provides a basic understanding of operations management for efficient functioning of non-profit and public organizations, mastery of selected theories and concepts of operations management particularly applicable to the management of services operations, and an examination of current issues. Topics will include internet strategies, new services development, service quality, capacity planning, project management, and performance evaluation.

MGMT 0539 SEMINAR IN NON-PROFIT MANAGEMENT 3 s.h.
The course will give students an overview of the non-profit field both from the macro and micro perspectives. From the micro perspective, students will learn about non-profit corporate structures, mission statements, goals and objectives, human resource management, recruitment, training and motivation of staff and volunteers, risk management, and the relationships between the board, staff and volunteers. From the macro perspective, students will gain an understanding of the role of the non-profit in the community, including public relations, market segmentation and needs assessment, and how best to market a program. Guest speakers at each class will include experts from the non-profit community. The final project will involve picking one local non-profit organization and doing a thorough analysis of that organization.

MGMT 0560 RESOURCE DEVELOPMENT FOR THE NON-PROFIT SECTOR 3 s.h.
An experiential course designed to 1) teach the fundamentals of development and fund raising, and 2) teach the fundamentals of grant writing. The course will include guest lecturers from the non-profit sector who have been successful in fundraising, field work with agencies who are in the process of fund raising, as well as hands-on experience writing a grant. The major final project of this course will be either writing a grant for a local non-profit organization or creating a fund-raising activity and following it though to the end.

MGMT 0599 INDEPENDENT STUDY IN NON-PROFIT MANAGEMENT 3 s.h.
Designed to meet the needs of individual students. A plan of study including content and method of evaluation will be developed in consultation between the student and supervision graduate faculty member. This plan must be submitted in advance of registration to the student’s advisor for his/her approval and consent. Topics such as advanced theories and practices of non-profit management, and issues relating to specific non-profit organizations will be addressed.
MGMT 0699 INDEPENDENT STUDY IN ACCOUNTING 3 s.h.
Prerequisite: Permission of MSA Program Administrator
Master of Science in accountancy (MSA) students are allowed to receive up to a maximum of three academic credits for engaging in independent study. The student engaged in the independent study will select and develop a program in cooperation with the program administrator of the MSA program and an accounting professor from the Department of Economics and Management. The independent study in accounting is designed to provide the student with a specialized course in accounting to fit their unique circumstances.

GARP 0515 CITY PLANNING THEORIES AND PRACTICAL APPLICATIONS 3 s.h.
Introduces the principles of city and regional planning, administrative organization, and budget and financing issues in city management. The course covers the formulation and administration of master plans, as well as the political problems and public relations involved in implementing the plans. The student will learn how to collect, analyze and synthesize data for urban revitalization plans, and conservation and preservation plans for rural areas. Map interpretation and graphic display skills are also integral to the course content.

GARP 0535 COMMUNITY PREPAREDNESS: ORGANIZATION AND DEVELOPMENT OF COMMUNITY MASTER PLANS 3 s.h.
This course provides a theoretical framework of the principles of regional planning and administrative organization, and budget and financing issues in city management. The course covers the formulation and administration of master plans, as well as the political problems involved in carrying out the plans. The student learns to identify the role of each key player in the community planning process, and the technical skills needed to develop effective master plans. Topics include methods to locate facility centers for resource allocation, tools to design circulation plan, and techniques to develop network plans to coordinate transportation linkage.

GARP 0544 GIS: MAPPING COMMUNITY DATA 3 s.h.
Geographic Information Systems (GIS) are powerful forms of spatial information processing. Incorporating analytical geographic techniques to capture, maintain, analyze and display data, GIS generate unique spatial information widely used by both the public and private sectors. Specially, this course will introduce the details of analytical and technological skills necessary for business, environmental and social applications. The students will be expected to undertake a project in their particular field of interest for a final project.

GARP 0546 QUANTITATIVE METHODS 3 s.h.
Introduces students to a variety of statistical methods used in public administration research. Coursework includes both lectures and PO-based computer analysis. Topics include measurement levels, frequency distributions, crosstabulations, chi-square, t-tests, regression, and correlation. Recommended: one undergraduate level statistics math course.

GARP 0600 SUSTAINABILITY AND GOVERNANCE IN THE 21ST CENTURY 3 s.h.
Sustainability has emerged as a defining issue of the 21st century, and by necessity all levels of government are reviewing their roles in light of looming environmental challenges and new ways of operating. In this course students will explore sustainability in the areas of energy, waste, transportation, green-jobs, procurement practices, water and waste-water, and more. Tools for managing change, evaluating performance, and involving the public are also discussed.
CRJU 0606  CRIMINOLOGICAL THEORY I  3 s.h.
An overview of sociological, psychological, economic, environmental, and biological theories about the etiology of crime. Theories will be examined in terms of the context in which they were presented and their implications for criminal justice practices. (Required)

CRJU 0611  COMMUNITY BASED CORRECTIONS  3 s.h.
Examines the historical development, current status, and future direction of community-based corrections along with the theory and practice of the community based correctional treatment programs that now exist. Specific topics will include: probation, parole, halfway houses, experimental treatment projects, and drug treatment centers.

CRJU 0617  LAW ENFORCEMENT POLICY DEVELOPMENTS  3 s.h.
An examination of current policies and practices of police organizations. Attention will be given to modern organizational theories, a review of police discretion, and formal and informal channels of communication for the dissemination of policy statements and goals.

CRJU 0618  CORRECTIONS ADMINISTRATION  3 s.h.
A critical review of the administration of correctional facilities in the United States. Problems such as crowding, prisoner rights, funding, drugs, children of inmates, and recidivism will be examined.

CRJU 0619  CRIMINAL JUSTICE PLANNING  3 s.h.
Focuses on the research and design of new programs in criminal justice. In addition, the course will consider such issues as: consulting relevant agencies, enlisting community support, applying for funding, training staff, and evaluating new and existing programs.

CRJU 0624  ADMINISTRATIVE THEORY OF CRIMINAL JUSTICE  3 s.h.
An examination of the management of organizations with a focus on theories of management, the individual in the organization (motivation, change, stress), groups (norms, influence, conflict), and the interaction of individuals and the organization (power, communication, leadership). (Required)

CRJU 0696  INDEPENDENT STUDY FOR M.P.A  3 s.h.
Prerequisite: 24 hours completed in M.P.A. program
The student engaged in independent study will select and develop topics and readings in the field of criminal justice in cooperation with a professor from the Criminal Justice Department, with the approval of the chairperson and M.P.A. Program Advisor. The independent study must be in accordance with the student’s approved program of study and may be used to prepare for the M.P.A. Capstone project requirement. Course syllabus is dependent upon the topic.
MASTER OF SCIENCE IN ACCOUNTANCY

FACULTY

Department Chair: Michelle Maggio, M.S.T., C.P.A.
Administrative Assistant: Carmen Diaz
Department Office: Wilson 414
Department Telephone: (413) 572-5590
Graduate Administrator: Erin, Moore, Ph.D., C.P.A.
Graduate Advisor: Erin, Moore, Ph.D., C.P.A
Graduate Faculty: David Bakuli, Ph.D.
Cornelia Daniel, Ph.D.
Philip Ettman, J.D., M.B.A.
Christine Irujo, M.S.T., C.P.A.
Bradford Knipes, Ph.D.
Michelle Maggio, M.S.T., C.P.A.
Erin Moore, Ph.D., C.P.A.
Mark Naidorf, M.S., M.B.A.
Supriya Sarnikar, Ph.D.
Kathryn Sullivan, Ph.D.

PROGRAM DESCRIPTION

Westfield State University offers a Bachelor of Science in Business Management with a concentration in accounting and a Master of Science in Accountancy. The Master of Science allows the student to complete the additional 30-hours required to fulfill the requirements for the Certified Public Accountancy license in Massachusetts. The two programs may be combined for a five-year, 150-hour program.

PROGRAM OBJECTIVES

The objective of the Master of Science in Accountancy program is to prepare accounting students for management positions in accounting. The program will build on the knowledge and tools from the students’ undergraduate education allowing them to achieve a greater degree of sophistication in accounting and auditing. This will provide them with the knowledge and skills necessary to have successful careers in public and private accounting. The program will:

- strengthen students’ theoretical foundation in multiple areas of accounting and auditing,
- expand the students’ critical thinking and research skills in accounting, auditing, and business,
- develop the students’ oral and written communication skills,
- aid the student in developing interpersonal skills such as leadership and teamwork,
- enhance students’ understanding of ethical and professional issues in accounting and auditing, and their ability to respond to ethical dilemmas in the profession, and
- fulfill the 150-hour requirement for professional certification as a public accountant in Massachusetts and several other states.

Students will be better prepared for examinations required for the Certified Management Accountant, the Certified Internal Auditor, or the Certified Fraud Examiner designations.
ADMISSIONS REQUIREMENTS

Minimum entrance requirements for the M.S. in Accountancy program include:

- A Bachelor of Science degree with either a major or concentration in Accounting from an accredited institution. Other degrees may be acceptable; however students would likely need to take additional courses to meet the requirements for the CPA examination and subsequent licensing.
- An undergraduate cumulative grade point average of 3.0.
- Three letters of recommendation, including a minimum of one academic reference.
- Submission of GMAT scores or successful completion of the Uniform Certified Public Accounting Examination. Submission of GMAT scores is waived for Westfield State University alumni with a cumulative grade point average of 3.50 or higher.
- A written statement of purpose and intent to complete the Master of Science in Accountancy.

Specific Degree Requirements

Program Summary (30 credits)
Requirements include completion of the Core Curriculum (15 credits) and elective courses (15 credits). Students may choose an internship experience as one elective. All students must complete a comprehensive examination near the end of their program of study. The curriculum is designed to substantially advance students in their knowledge and skill level beyond the existing baccalaureate program. Class/team participation is included in each course and the curriculum demands group work and fosters leadership skills. Particularly, one elective area (Social Sciences) has been designed to provide awareness and professional development in interpersonal skills, management skills, and understanding organizational culture. This aspect of training is highly coveted by employers.

Core Curriculum (15 credits)
- MGMT 0630: Foundations in Ethics: Applications to Business and the CPA Profession 3 s.h.
- MGMT 0633: Advanced Auditing (3 credits), or MGMT 0628: Fraud Examination 3 s.h.
- MGMT 0632: Business Law for Accountants 3 s.h.
- MGMT 0635: Contemporary Professional Accounting Problems 3 s.h.
- MGMT 0636: Federal Income Taxation II 3 s.h.

Elective Courses (15 credits)
- 3-6 credits in Social Sciences from one or two of the following:
  - PADM 0610: Human Resource Management Skills 3 s.h.
  - MGMT 0608: Organizational Behavior for Non-Profit and Public Organizations 3 s.h.
  - MGMT 0620: Operations Management for Non-Profit and Public Organizations 3 s.h.
  - MGMT 0642: Managing Professionals in Client Service Organizations 3 s.h.
  - PSYC 0554: Psychology – Special Topics (Current relevant issues in the discipline) 3 s.h.

- 3 credits in area of Research and Analysis in Business:
  - MGMT 0624: Advanced Cost Accounting 3 s.h.

- 3 credits in area of Communications in Accounting:
  - MGMT 0625: Financial Statement Disclosure and Analysis 3 s.h.

- 3-6 credits in Accounting/Business from one or two of the following:
Comprehensive Examination

The candidate for the Master of Science in accountancy will have to successfully complete a comprehensive examination in his/her last semester. The comprehensive examination in the Master of Science in Accountancy Program is designed to help prepare students for the Certified Public Accountancy (“CPA”) Examination. Accordingly, the comprehensive examination will test the candidate’s knowledge of the four subject areas of the CPA Examination including Financial Accounting and Reporting, Auditing and Attestation, Business Environment and Concepts, and Regulation. Given the nature of the comprehensive examination, students who have already successfully passed the CPA Examination will not be required to take the comprehensive examination.
ACCOUNTANCY COURSES

MGMT 0608 ORGANIZATIONAL BEHAVIOR FOR NON-PROFIT AND PUBLIC ORGANIZATIONS 3 s.h.
This course looks at human behavior within the context of the formal organization in order to gain a better understanding of the actual human organization and how best to organize, lead, motivate, and make decisions in the unique organization. Other topics include effective communication, small group dynamics, and effective human resource management. Students will be asked to observe in a non-profit organization and to write an ethnographic analysis of the human behavior vs. required behavior in that organization.

MGMT 0620 OPERATIONS MANAGEMENT FOR NON-PROFIT AND PUBLIC ORGANIZATIONS 3 s.h.
Provides a basic understanding of operations management for efficient functioning of non-profit and public organizations, mastery of selected theories and concepts of operations management particularly applicable to the management of services operations, and an examination of current issues. Topics will include Internet strategies, new services development, service quality, capacity planning, project management, and performance evaluation.

MGMT 0624 ADVANCED COST ACCOUNTING 3 s.h.
Course covers advanced treatment of cost accounting topics. Topics may include activity-based costing and management, statistical estimation of cost and revenue behavior, capital budgeting, linear programming, inventory control methods, transfer pricing, performance measurement in decentralized operations, and the impact of technology changes on the managerial structure.

MGMT 0625 FINANCIAL STATEMENT DISCLOSURE AND ANALYSIS 3 s.h.
This course exposes students to the financial reporting and disclosure practices of U.S. companies in the contemporary operating environment. Topics may include current issues in asset valuation, and measurement of liabilities and stockholders’ equity including the measurement of comprehensive income. Student’s skills in analyzing accounting information to make investment, credit, solvency, and other management decisions will be developed through the use of actual companies’ financial information.

MGMT 0627 ISSUES IN ACCOUNTING FOR PUBLIC COMPANIES 3 s.h.
This course explores the recent developments in U.S. and international accounting for public companies. Topics may include issues associated with the globalization of business, consolidations and business combinations, pension plans, financial regulation and financial reporting standards for selected foreign operations, and recent standards set forth by the Securities and Exchange Commission’s Public Companies’ Accounting Oversight Board.

MGMT 0628 FRAUD EXAMINATION 3 s.h.
A basic course introducing the concepts of asset misappropriation, fraudulent financial statements, corruption schemes, and tax fraud. Topics include the motivations behind fraud, methods for detecting and preventing fraud, the CPA’s responsibilities regarding the detection of fraud, and ways accountants and managers can prevent, detect, and report fraudulent schemes. Examines the forensic accountant’s role in the investigation and resolution of various types of fraud. Guest speakers and videos with commentary by those who have perpetrated frauds will be included.
MGMT 0630 FOUNDATIONS IN ETHICS: APPLICATIONS TO BUSINESS AND THE CPA PROFESSION 3 s.h.
This course covers the basic tenets of ethical and professional conduct including an introduction to the psychology of moral development, judgment and values, and the role of rules of ethics. Focus is on the AICPA Code of Professional Conduct, AICPA and SEC independence rules, as well as current developments in the ethics environment for CPAs. Course provides a basis for aiding business professionals in effectively managing situations involving ethical behavior and in developing corporate policies regarding business ethics. An examination of the ethical dilemmas and conflicts involved in recent corporate scandals will be included.

MGMT 0631 MUNICIPAL AND FUND ACCOUNTING 3 s.h.
An overview of generally accepted accounting principles (GAAP) for non-for-profit and government agencies including FASB statements numbers 116 and 117, which have a significant impact on financial reporting for non-profit organizations. The goal is to come to a clear understanding of the accounting and financial principles required by GAAP, the limitations of GAAP financial statements, and what the implications are for the non-profit organization.

MGMT 0632 BUSINESS LAW FOR ACCOUNTANTS 3 s.h.
Focuses on the law surrounding commercial transactions, particularly those relevant to accountants and auditors. Topics include contract law, the Uniform Commercial Code, agency law, the major forms of doing business including partnerships, corporations, and limited liability companies, securities regulations, bankruptcy, property laws, and accountant/auditor liability. Recent developments in law and relevant cases are discussed.

MGMT 0633 ADVANCED AUDITING 3 s.h.
This advanced course in auditing will further develop the student’s skills and research abilities in assurance services. Numerous case studies will be used to further develop the student’s audit and assurance skills. Emphasis will be on risk analysis, development of research skills in accounting and auditing, audit documentation, and development of leadership, teamwork and communication skills including effective report writing. An introduction to fraud examination and the impact of information technology on the audit process will be included.

MGMT 0635 CONTEMPORARY PROFESSIONAL ACCOUNTING PROBLEM 3 s.h.
Examines current professional accountancy problems and current accounting theory with primary topics changing from semester to semester. The course may include review of recent professional standards, ethics, auditor independence, the Sarbanes-Oxley Act, legal liability of the accountant, tax compliance, C.P.A. and C.M.A. examination problems, and the information technology environment of the accountant.

MGMT 0636 FEDERAL INCOME TAX II 3 s.h.
Course emphasizes the federal income taxation of corporations and partnerships with an introduction to the income taxation of estates and trusts. Topics include the implications of tax policy, income determination, deductions and credits, acquisition and disposition of property and resulting implications for gains and losses. Tax planning and tax research will be included. The skills to prepare reasonably complex tax returns are developed.
MGMT 0640  INTERNSHIP IN ACCOUNTING  3 s.h.
The internship will provide the student with a valuable learning experience enabling them to apply prior classroom study to an experience in professional employment in either public, corporate, or government accounting. Each student is required to develop a term project related to the work experience under the supervision of an internship coordinator.

MGMT 0642  MANAGING PROFESSIONALS IN CLIENT SERVICE ORGANIZATION  3 s.h.
This course develops the skills necessary for employee success in a client service organization. Topics covered include human resource management, personnel training and development, performance evaluations, managing an audit team, meeting client expectations, and client relations. An emphasis will be placed on maintaining a successful auditor-client relationship while meeting the auditor’s professional responsibilities to the public.

PADM 0610  HUMAN RESOURCE MANAGEMENT SKILL  3 s.h.
This course is an advanced examination of skills necessary for managing personnel in the public sector. The course uses theory, case studies, and practical applications to examine the variety of skills needed for successful public administration. The course considers the significance of changes in the workforce, in the structure of the workplace, and in the nature of supervision, and examines changing styles of leadership, including more collaborative, facilitative styles.

PSYC 0554  PSYCHOLOGY-SPECIAL TOPICS  3 s.h.
Current relevant issues in the discipline offered at a graduate level. Appropriate topics relevant to those in the Masters of Science in Accountancy program might include social psychology in the work environment, leadership styles, interpersonal relationships, communication in the work environment, among others.
MASTER OF SCIENCE IN CRIMINAL JUSTICE

FACULTY

Department Chair: Christopher Kudlac, Ph.D.
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Graduate Advisor: Christopher Kudlac, Ph.D.
Graduate Faculty: Victor Ascolillo, Ph.D., J.D.
William Cook, Ph.D.
Audrelee Dallam-Murphy, Ph.D.
Christopher Kudlac, Ph.D.
Judith McDonald, Ph.D.
Daniel Price, Ph.D.
Thomas Roscoe, Ph.D.
Byung Cho, Ph.D.

PROGRAM DESCRIPTION

The graduate program in Criminal Justice focuses on theoretical and applied issues in law enforcement, corrections, administration, and public law. Its goal is to further critical thinking about significant issues in crime and criminal justice. Offered at Framingham as well as Westfield, the program seeks to examine how the criminal justice system works. Judges, lawyers, managers, and criminal justice researchers supplement the faculty, bringing many practical considerations to the study of the discipline.

PROGRAM OBJECTIVES

The primary purpose of this Master’s Degree program is to further develop the following:

- Theoretical thinking- the ability to interpret problems and solutions using comprehensive theoretical knowledge
- Productive thinking-analysis and application of management and administrative techniques related to criminal justice
- Analytical thinking-the ability to critically thing in terms of research and evaluation.
- Practical thinking- to consider what should be done and to synthesize ideas to generate different solutions to criminal justice issues.
- Comprehension- the ability to understand and evaluate the interrelationship of research, ideas, and theories presented in throughout their coursework and to apply their knowledge to unique situations and settings.

Graduate students are required to complete 33 graduate credit hours and a comprehensive examination, or 30 credits and a capstone, or 27 graduate credit hours and a six-hour thesis. Some students may choose to satisfy the requirement for a culminating experience by completing the Addiction Studies Concentration, described below. For all three tracks, there are four required courses: Criminological Theory I, Research Methods, Administrative Theory of Criminal Justice, and Statistics. Each student is assigned an advisor who will assist in
selecting courses and, if undertaking a thesis, a thesis advisor. Thesis advisors are members of the graduate faculty.

ADMISSIONS REQUIREMENTS

In order to be considered for admission to the program, a complete application must be presented for review, including:

1. Bachelor’s degree with a major or minor in any of the social sciences with a 2.7 GPA or a 3.0 for the last two years of undergraduate studies, class ranking will also be considered;
2. Three professional or academic letters of reference;
3. An official GRE with a combined score of 950 on two sections or a MAT score of 45 or better;
4. A narrative statement about your professional goals, academic experience, factors which support your future endeavors.

BS/MS option for high achieving students

Students must meet all three criteria listed below:

1. Westfield State University students with a GPA of 3.3 entering into their final semester or after completing their undergraduate degree would be considered for the program.
2. Students who are entering into their final semester at Westfield State University may be eligible to take two courses from graduate credit, assuming the 120 credits needed to complete their BS will be fulfilled independently of the MS coursework.
3. All students will be required to complete the entire graduate application packet, WITH THE EXCEPTION of the standardized test requirement.

PROGRAM REQUIREMENTS

Matriculation Requirements:
Matriculated students are those who have been admitted to a graduate program at Westfield State University. If you intend to work toward a degree, you must apply as soon as possible. A maximum of six (6) Westfield State University credits taken prior to acceptance may be applied toward your degree program. Advising is recommended.

Once matriculated, students must see the graduate advisor and work out a Program of Study in accordance with the requirements for a degree in their major program. The Program of Study will include the following:

1. prerequisites in the area of concentration;
2. a planned program of courses necessary for competency in the field of concentration;
3. elective courses.

The Program of Study form must be signed by the student and approved by the graduate advisor, the chair of the department, and the Dean. A copy of this form will be sent to the student and to the graduate advisor. The original will be kept in the student’s file.

Specific Degree Requirements:

Required Courses: (12 s.h.)

CRJU 0606  Criminological Theory I
CRJU 0603 Research Methods
CRJU 0613 Statistics
CRJU 0624 Administrative Theory of Criminal Justice

Elective Courses: (21 s.h.)

Completion of 21 recommended graduate semester hours in Criminal Justice

Requirements for Master’s Degree: 33 s.h.

Please see the following for a description of program completion options.
Program Completion Options: MS in Criminal Justice

A. Comprehensive Examination Option:
This option is intended for individuals seeking a terminal degree or wishing to continue their education beyond the master’s degree. In this option, candidates must complete a total of 33 credit hours of coursework. Students are also required to successfully complete a comprehensive exam to demonstrate knowledge gained in coursework and to relate concepts across the curriculum. The exam may be taken only after completing all required courses and a minimum of 27 credits within the Master’s program.

B. Capstone Experience Option
The capstone experience option is intended for individuals seeking a terminal degree. After completed 30 credit hours, the student will enroll in a three credit capstone experience. The capstone experience is a focused study and applied research under the direction of a faculty advisor. The student must submit an abstract for approval to the faculty advisor before undertaking the project. The Capstone must demonstrate a student’s ability to apply the knowledge and skills acquired in their academic program to real world issues and problems. The work will include an abstract of approximately 150 words and an annotated bibliography. It is expected that the paper will be approximately twenty-five pages in length. The final work is evaluated by the faculty advisor and the graduate coordinator or department chairperson. Students are required to present their Capstone in a public forum. Students completing the Homeland Security Certificate concurrently with their Masters of Criminal Justice must complete a Homeland Security related capstone.

C. Master’s Thesis Option
This option is intended for students who wish to continue their education beyond the master’s degree. The student is required to complete 27 hours in addition to the six credit hour thesis. However, the student may register for the thesis after completing 24 credits of graduate program coursework with a B or better GPA. With the approval of a thesis advisor, the student develops a significant problem for research and study. The work is to be of publishable quality and is evaluated by a thesis committee. After the work is complete, it is to be defended in a public forum. The student is also required to provide bound copies of the thesis to the Department of Criminal Justice, Westfield State University Library, and the Dean of Graduate and Continuing Education.
Addiction Studies Concentration

The course concentration will offer graduate students studying for the Master’s Degree in Criminal Justice the opportunity to become familiar with the symptoms of substance abuse, the functions of substance abuse counselors and the diverse populations served by an extensive network of treatment modalities. It will help to enable those employed in various positions in the criminal justice system to identify individuals suffering from substance abuse and to arrange the most appropriate handling of their cases in the criminal justice environment. The concentration will combine coursework in the Criminal Justice Master’s Degree Program with course offered in the College’s Addiction Counselor Education Programs. Please see the description for CRJU 0651 in the Criminal Justice course listings for more information about this 6-credit capstone option.

As such, the concentration will require students to study the following topics:

1. Substance Abuse and Criminal Justice,
2. The Delivery of Alcoholism/Chemical Dependency Treatment Services,
3. Counseling the Alcoholic and Other Chemically Dependent Persons,
4. Psychopharmacology,
5. Family Alcoholism and Chemical Dependency Treatment, and
6. Co-occurring Disorders (Dual Diagnosis). The concentration will also include an Addiction Studies treatment facility.

The concentration itself will not be sufficient to meet the substance abuse counselor certification requirements of the Commonwealth of Massachusetts. It is intended only to help students who have or who aspire to professional responsibilities within the criminal justice system for making decisions about the handling or arrestees, defendants, probationers, inmates and parolees. The concentration is intended to assist those criminal justice agents in becoming more proficient at recognizing the problems of alcoholism and chemical dependency and in formulating more effective recommendations regarding the diversion of arrestees to pre-trial resources, or the disposition of defendants’ cases, or referrals to appropriate agencies, or classification within the most effective correctional programs. It will also benefit those students who choose to continue beyond the Master’s Degree requirements to complete the requirements for certification as Addictions Counselor by the Commonwealth of Massachusetts.

At the conclusion of the course students will be required to write a capstone paper demonstrating their mastery of the required course work and its application to individuals and to treatment service modalities as observed during the internship phase of their studies. In the capstone paper students will be expected to demonstrate an understanding of the methods for identifying alcoholic and chemically dependent individuals as well as a familiarity with the techniques and modalities for treating such persons individually and on a family basis within the framework of the criminal justice process. Additionally, the student should demonstrate an ability to recognize the existence of co-occurring disorders and an understanding of the psychopharmacological dimensions of the problem. In sum, the capstone paper will demonstrate the extent to which the student has mastered the essential concepts of the files.

Upon completion of the required courses, students will work with the Addiction Counselor Education Program and the Criminal Justice department to prepare a scholarly capstone paper. The paper will include an abstract of some 150 words and an annotated bibliography. The paper will be
evaluated by three Westfield State University faculty who have expertise related to the focus of the student’s work.

Please consult with the Criminal Justice graduate advisor and with Dr. L. Michael McCartney, advisor for the concentration, for specific information about applying to and completing the Addiction Studies Concentration.
CRIMINAL JUSTICE COURSES

CRJU 0600  CRIMINAL JUSTICE IN AMERICA  3 s.h.
Focuses on each of the subsystems of the criminal justice system and their relationship to each other. An overview of the administration of justice in America, the system's attempt to cope with crime, the relevant U. S. Supreme Court cases, the index crimes, and the use of discretion by various criminal justice professionals. Those without a background in criminal justice are encouraged to complete this course.

CRJU 0601  JUVENILE JUSTICE  3 s.h.
Juvenile justice nationally is in the midst of a broad conceptual shift challenging 19th century assumptions. The legal, social, and programmatic aspects of the juvenile justice system will be explored with particular emphasis on how the system has changed over time.

CRJU 0602  PROBLEMS IN CRIMINAL PROCEDURE  3 s.h.
Focuses on contemporary problems in the administration of criminal due process, with actual topics selected by the students. Suggested areas of inquiry include: pretrial liberty; the role of counsel in the adversary system; the right to a trial by jury; the process of proof; sentencing procedure; and the plea bargaining system.

CRJU 0603  RESEARCH METHODS  3 s.h.
Examines the logic of scientific inquiry and the nature and process of social research as applied to criminal justice. Concentrates on theory, concepts, methodological techniques, and demonstration of their reliability and validity. Attention will also be given to methods of sampling design, techniques of data collection, and methodological problems. (Required)

CRJU 0605  CONTEMPORARY PROBLEMS IN CRIMINAL LAW  3 s.h.
An investigation of the operation of substantive criminal law in its procedural context. Topics to be investigated through the case method include mens rea; the role of mental illness in determining culpability; preparatory crimes; group liability; and justification and excuse.

CRJU 0606  CRIMINOLOGICAL THEORY I  3 s.h.
An overview of sociological, psychological, economic, environmental, and biological theories about the etiology of crime. Theories will be examined in terms of the context in which they were presented and their implications for criminal justice practices. (Required)

CRJU 0607  CRIMINOLOGICAL THEORY II  3 s.h.
An examination of theories that are currently influencing policy and research. Emphasis will be on the evaluation of these theories and their application within the criminal justice system as well as their implications for society at large.

CRJU 0608  METHODS OF OFFENDER REHABILITATION  3 s.h.
An examination of a variety of techniques for altering behavior that have been, or might be, applied in criminal corrections. Examples include psychoanalysis, behavior modification, relaxation techniques, reality therapy, work release, vocational training, etc. Techniques of implementing, administering, and evaluating these programs will be considered.
CRJU 0611 COMMUNITY BASED CORRECTIONS 3 s.h.
Examines the historical development, current status, and future direction of community-based corrections along with the theory and practice of the community based correctional treatment programs that now exist. Specific topics will include: probation, parole, halfway houses, experimental treatment projects, and drug treatment centers.

CRJU 0612 CORRECTIONAL CASEWORK MANAGEMENT 3 s.h.
Examines traditional casework techniques utilized in dealing with juvenile and adult correctional clients in the United States. Casework management from an individual and organizational perspective will be analyzed. Students will be required to research and evaluate current casework techniques.

CRJU 0613 STATISTICS 3 s.h.
Basic statistical principles and techniques and their applications in criminal justice. Brief review of descriptive statistics, sampling distributions, hypothesis testing, t-tests, chi-square, analysis of variance, and correlational techniques. Analysis of statistics appropriate for various forms of the general linear model to include multiple regression and path analysis. (Required)

CRJU 0615 WORKPLACE VIOLENCE 3 s.h.
This course will take an in-depth look at a serious problem affecting the U.S. workplace—violence. Current research in this area will be critically examined. Various crimes will be examined including assault, robbery, rape and sexual assault, sexual harassment, domestic violence, and homicide. Four main types of violence will be discussed (criminal intent/stranger; client, patient, & customer; employee; intimate). The cycle of violence will be examined including how and why violence occurs across types of violence and occupation/industry. In addition, preventing workplace violence will also be addressed. This course will also look at what is currently being done by various employers in terms of policies and procedures addressing violence. Case studies video scenarios and internet-based resources will be utilized to illustrate real-world situations and facilitate the learning process.

CRJU 0616 VICTIMOLOGY 3 s.h.
An analysis of the characteristics of crime victims to their victimization; the treatment of victims by the criminal justice system and possibilities of reform in this regard; and the attitudes of criminals towards victims.

CRJU 0617 LAW ENFORCEMENT POLICY DEVELOPMENTS 3 s.h.
An examination of current policies and practices of police organizations. Attention will be given to modern organizational theories, a review of police discretion, and formal and informal channels of communication for the dissemination of policy statements and goals.

CRJU 0618 CORRECTIONS ADMINISTRATION 3 s.h.
A critical review of the administration of correctional facilities in the United States. Problems such as crowding, prisoner rights, funding, drugs, children of inmates, and recidivism will be examined.

CRJU 0619 CRIMINAL JUSTICE PLANNING 3 s.h.
Focuses on the research and design of new programs in criminal justice. In addition, the course will consider such issues as: consulting relevant agencies, enlisting community support, applying for funding, training staff, and evaluating new and existing programs.
CRJU 0620  WOMEN IN THE CRIMINAL JUSTICE SYSTEM  3 s.h.
Examines the historical and contemporary involvement of women as professionals, offenders, and victims in the American criminal justice system. Special areas of study will include violence by and toward women, female criminology, victimless crimes, and women in the various criminal justice professions.

CRJU 0622  SEX OFFENDERS AND PUBLIC POLICY  3 s.h.
This is a Corrections-based course that will provide a historical and behavioral science context for evaluating the effectiveness of policies and practices regarding sexual offenders. This course will examine the difficulties in clearly defining what constitutes a sexual offense, and how notions of what is aberrant of criminal change over time and place. It will review the major types of sex offenses coming to the attention of the sentencing courts, and the distinctions made concerning risk of future harm and blameworthiness. Given what they have learned about the psychological, social, and political dynamics surrounding this contentious issue, students will critically examine how well sex offender policies meet all of our sentencing goals, including retribution, deterrence, and incapacitation, but also rehabilitation and reintegration.

CRJU 0623 RELIGION AND THE CRIMINAL JUSTICE SYSTEM  3 s.h.
This course will analyze issues related to religion and the criminal justice system. The religious origins of the criminal justice system, religion and the law, religion in prison, prison chaplains and religion within corrections will be studied. In addition, the class will examine the effects, both positive and negative, of religion on criminal behavior, including hate crimes and terrorism.

CRJU 0624  ADMINISTRATIVE THEORY OF CRIMINAL JUSTICE  3 s.h.
An examination of the management of organizations with a focus on theories of management, the individual in the organization (motivation, change, stress), groups (norms, influence, conflict), and the interaction of individuals and the organization (power, communication, leadership). (Required)

CRJU 0625  HUMAN RESOURCES MANAGEMENT  3 s.h.
Using case studies from the public sector, issues such as recruitment, training, compensation, promotion policy, appraising, disciplinary procedures, labor-management relations, equal employment opportunity and affirmative action, and productivity will be examined.

CRJU 0626  MASSACHUSETTS CRIMINAL PROCEDURE  3 s.h.
An examination of the Massachusetts Rules of Criminal Procedure and Article 12 and Article 14 of the Massachusetts Declaration of Rights relating to the suppression of evidence under Massachusetts law. The course will focus on the origin and purpose of the exclusionary rule; the law of arrest, search and seizure; stop and frisk; probable cause; the admissibility of statements and identifications; and the scope of the exclusionary rule under Massachusetts law. The course will emphasize the differences between the Fourth and Fourteenth Amendments to the United States Constitution and the more restrictive requirements of Article Twelve and Article Fourteen of the Massachusetts Declaration of Rights.

CRJU 0627  FEDERAL CRIMINAL LAW: THE PROSECUTION OF ORGANIZED AND WHITE COLLAR CRIME  3 s.h.
This course will emphasize the legal aspects involved in an investigation and prosecution of organized and white collar crime. The course will focus on the role of the grand jury and other investigative techniques, and on the substantive federal criminal law that typically provides the basis for the prosecution of organized and white collar crime. Topics to be considered include the
evolution of federal criminal law; the role of the grad jury; mail and wire fraud; RICO; the Hobbs Act; the Travel Act; the role of federal agency investigations including both the I.R.S. and the S.E.C.; and federal wiretapping and electronic surveillance legislation.

CRJU 0628 CONTEMPORARY PROBLEMS IN EVIDENCE 3 s.h.
An investigation of contemporary problems related to the admissibility of evidence. The course will focus on selected issues pertaining to the admissibility of evidence in both the federal and state courts systems, with a particular emphasis on the rules of admissibility in the criminal courts in Massachusetts. Although the actual topics to be selected will vary depending on the interest of the students, topics generally to be considered will include relevancy, hearsay and exceptions to the hearsay rule; confidentiality and confidential communications; writings and authentication; opinions and experts; scientific and demonstrative evidence; admissions, and confessions; the problems involved with the use of illegally seized evidence; the rape shield rule; fresh complaint evidence; and the admissibility of evidence based on the physical sciences (forensic evidence).

CRJU 0631 MULTINATIONAL CRIME 3 s.h.
This course will explore the newly designated area of multinational crime. Terrorism, espionage, arms and drug area of multinational crime. Terrorism, espionage, arms and drug trafficking—offenses that are organized and systematic, cutting across international borders—present new quandaries for the criminologist. Multinational crime will be described and explained with reference to current criminological theories.

CRJU 0632 CRIME AND BEHAVIOR 3 s.h.
This course focuses on the behavioral explanations for criminal and aggressive behavior. In addition, other related topics such as psychiatric commitments, competency to stand trial, the insanity defense, and the psychology of the courtroom will be explored.

CRJU 0640 HOMELAND SECURITY: ORGANIZATION AND ADMINISTRATION 3 s.h.
This graduate course will introduce students to the various aspects of homeland security. It will examine the evolution of Homeland Security as a concept, a legal framework, a redirection of national policies and priorities and also the actual implementation and creation of the Department of Homeland Security. The course provides an overview of the history of terrorist threats and U.S. responses and an introduction to the fundamental policy legislation and documents, such as national security strategies, homeland security directives, the National Response Plan (NRP), and National Incident Management System (NIMS).

CRJU 0641 ANTI-TERRORISM LAW AND CRIMINAL ENFORCEMENT 3 s.h.
This course will examine criminal law – related legislation dealing with terrorism problems; detention and adjudication – related issues; and issues raised by the techniques of investigation and information gathering used in anti-terrorism criminal enforcement. Issues involving the religious, social and/or economic causes of terrorism will not be covered in this course. The approach will be strictly legal examining anti-terrorism legislation and judicial decisions that have impacted on both the interpretation of the law, and the criminal enforcement and prosecution of those individuals suspected of being terrorists.

CRJU 0642 TERRORISM 3 s.h.
This course is a study of terrorism and counterterrorism. Students will learn about the history of terrorism, difficulties in defining and understanding terrorism, different types of terrorism, and the causes of terrorism. This course will also analyze various methods and strategies for reducing terrorism including law enforcement, diplomacy, and military.
CRJU 0643  COUNTER-TERRORISM AND INFRASTRUCTURE PROTECTION 3 s.h.
The nature of terrorism and the response to it has changed dramatically since the end of the Cold War. There have been a variety of factors which have driven this change, including the erosion of national borders, the increase of ease of travel, the revolution in technology and the proliferation of weapons of mass destruction. How to counter this new threat to the United States and its allies is a question of paramount importance. This graduate course involves the examination of counter-terrorism and infrastructure protection. Students will review definitions and typologies of terrorism and counter—terrorism, analyze specific concepts in context, and transportation and infrastructure; energy production and distribution; technology and communications. Finally students will examine the institutions, methods, and motivations that underlie counter-terrorism strategies of states, and international origination.

CRJU 0644  HOMELAND SECURITY CAPSTONE 3 s.h.
At the conclusion of the four core courses required for the Graduate Certificate in Homeland Security students will be required to write a capstone paper demonstrating their knowledge and understanding of the field of homeland security.

The Capstone provides students with the opportunity to explore a homeland security issues and to address that issue through a focused study and applied research under the direction of a faculty member. The Capstone must demonstrate a student’s ability to apply the knowledge and skills acquired in their academic program to real world issues and problems. This final academic activity must represent graduate level work and must demonstrate competency in areas such as research, written communication, integrative and analytical thinking skills, and problem solving and decision-making ability. Capstones must contribute to the current body of knowledge in the field of homeland security.

CRJU 0647  CAPSTONE PROJECT IN CRIMINAL JUSTICE 3 s.h.
The capstone experience is a focused study and applied research under the direction of a faculty advisor. The student must submit an abstract for approval to the faculty advisor before undertaking the project. The Capstone must demonstrate a student’s ability to apply the knowledge and skills acquired in the academic program to real world issues and problems. The work will include an abstract of approximately 150 words and an annotated bibliography. It is expected that the paper will be approximately twenty-five pages in length. The final academic activity must represent graduate level work and demonstrate competency in areas such as research, written communication, integrative and analytical thinking skills, and problem solving and decision-making ability. Capstones must contribute to the current body of knowledge in the field of criminal justice.

CRJU 0651  ADDICTION STUDIES CONCENTRATION 6 s.h.
This capstone experience is offered to graduate students who wish to enhance their criminal justice education through work in the field of alcohol studies. Separately, and at an additional expense, students will enroll in an intensive one-year series of courses including: Substance Abuse and Criminal Justice, Delivery of Alcoholism/Chemical Dependency Treatment Services, Counseling the Alcoholic and other Chemically Dependent Persons, Psychopharmacology, Family Alcoholism and Chemical Dependency Treatment and Co-occurring Disorders. A practicum, in which students work under professional supervision in a licensed alcoholism/chemical dependency treatment facility, is required. Students will write a scholarly paper that is based in these experiences and that integrates this new body of knowledge with prior graduate coursework. Prerequisite: Permission of a faculty advisor and capstone committee.
CRJU 0696  INDEPENDENT STUDY FOR M.P.A  

Prerequisite: 24 hours completed in M.P.A. program  
The student engaged in independent study will select and develop topics and readings in the field of criminal justice in cooperation with a professor from the Criminal Justice Department, with the approval of the chairperson and M.P.A. Program Advisor. The independent study must be in accordance with the student’s approved program of study and may be used to prepare for the M.P.A. Capstone project requirement. Course syllabus is dependent upon the topic.

CRJU 0697  INDEPENDENT/DIRECTED STUDY  

The student engage in independent study will select and develop topics in the field of criminal justice in cooperation with a professor from the Criminal Justice Department, with the approval of the chairperson and advisor. Independent study work should be developed in accordance with the student’s approved program of study. Course syllabus is dependent upon the topic. This course allows students to more fully develop their knowledge based in specialized areas of criminal justice. Students often take this course, but if not in the current catalog.

CRJU 0698  SPECIAL TOPICS  

This course offers an in-depth study of a limited or specialized area within the criminal justice discipline. Course content will vary according to the area of specialization of the instructor and the interest of the students. This course may be repeated if course content differs.

CRJU 0699  THESIS  

A capstone option for the graduate program, a thesis is undertaken with the department’s permission and the supervision of a thesis advisor, a member of the graduate faculty approved by the department Chair and the Graduate Dean. The thesis experience allows students to select a topic relevant to the field, perform a literature review, choose a research methodology and determine a process for data evaluation. Thesis completion should occur within an academic year.
GRADUATE CERTIFICATE IN HOMELAND SECURITY STUDIES

FACULTY

Contact Person: Christopher Kudlac, Ph.D.
Program Office: 333 Western Avenue
Program Telephone: (413) 572-5728
Graduate Faculty: Victor Ascolillo, Ph.D., J.D.
Joseph J. Hanrahan, Ph.D.
Dan Price Ph.D.
Chris Kudlac Ph.D.

DESCRIPTION OF PROGRAM

The Graduate Certificate in Homeland Security is developed in partnership with the Institute of Homeland Security; the Center for the Study of Criminal Justice and the Division of Graduate and Continuing Education.

The graduate certificate is designed for students to gain a broad understanding of homeland security issues from a criminological framework. By completing the certificate, students will understand the complexities of today’s security environment and be prepared to use their knowledge in a number of security related fields. Following a broad overview, content includes the legalities of terrorism, the collection of and use of intelligence, weapons used by terrorists, organizations involved in terrorism/homeland security at every level of government, and counter-intelligence & counter-terrorism. The graduate certificate student gains an intensive knowledge of homeland security principles and applications for different fields including: law, criminal enforcement, terrorism and counter-terrorism analysis and infrastructure protection.

ADMISSION REQUIREMENTS

Students applying for the graduate certificate program must meet the grade point average entrance requirements of the Center for the Study of Criminal Justice. A bachelor’s degree with a minimum grade point average of B (3.0 on a 4.0 scale) in the last two years of undergraduate study from an accredited institution is required. Other graduate admissions test such as the GRE or Miller will not be required for the certificate program, however should a student wish to transfer from the graduate certificate program into the criminal justice graduate program (Master of Science in Criminal Justice), tests such as those aforementioned may be a pre-requisite prior to enrollment.

Applicants who want to be considered for the Graduate Certificate in Homeland Security Studies must submit to the Division of Graduate and Continuing Education:

1. An application for admission;
2. Undergraduate transcripts;
3. Two letters of recommendation describing the individual's potential to complete the program.
Students may transfer the following credits into the certificate program:

CRJU 0698  Special Topic: Counter-Terrorism
CRJU 0698  Special Topic: Homeland Security

Students may **not** transfer any credits (other than those aforementioned) to the Graduate Certificate from other existing programs.

**Graduate Certificate Program Curriculum:**
The graduate certificate program in homeland security requires 15 credit hours at the graduate level, some of which may be applicable to other graduate programs at Westfield State University.

**Required Courses:** Students need to take any 4 of the following courses (or from other applicable CRJU graduate offerings as approved by an assigned advisor) and complete CRJU 644 Homeland Security Capstone Project

CRJU 0623  Religion and the Criminal Justice System
CRJU 0627  Federal Criminal Law: The Prosecution of Organized and White Collar Crime
CRJU 0631  Multinational Crime
CRJU 0640  Homeland Security: Organization and Administration
CRJU 0641  Anti-Terrorism Law and Criminal Enforcement
CRJU 0642  Terrorism
CRJU 0643  Counter-Terrorism and Infrastructure Protection
CRJU 0644  Homeland Security Capstone Project

The Graduate Certificate in Homeland Security Studies is open to all graduate students, and can be taken concurrently with the Master of Science in Criminal Justice program.

**Certificate Completion Requirements:**
Students must complete the five courses (15 credit hours) with a minimum grade point average of 3.0 to earn the certificate. A student who receives a grade of F or two grades below B- maybe barred from further enrollment in graduate courses.

Students must complete the Graduate Certificate Program within six years; certificate students may move toward completion at their own pace within this time period. In order to remain a certificate student, the student must have a minimum cumulative GPA of 3.00.

It is strongly recommended that students consult with the advisor for the Graduate Certificate in Homeland Security Studies.

**Admission to the Master of Science in Criminal Justice:**
Students who complete the certificate program or who may wish to continue on for the master's degree in Criminal Justice must apply to the Center for the Study of Criminal Justice and meet the admission requirements of both the Center for the Study of Criminal Justice and the Division of Graduate and Continuing Education (DGCE).

It is imperative for certificate students to note the following:
Acceptance to and completion of the graduate certificate program does not imply acceptance into the Criminal Justice master's degree program. Students who are accepted as degree candidates may have 12 of the 15 credit hours [not CRJU 0644] earned in the graduate certificate program applied to the degree, if a grade of B or better is achieved in each course.
MASTER OF SOCIAL WORK

As of September 2010, Westfield State University is working with the Council on Social Work Education (SCWE) for accreditation of the MSW program. Further details on CSWE accreditation of the program can be requested from the MSW Program Director.

FACULTY

Department Chair: Dr. Robert Kersting, ACSW, Ph.D., DCSW, MSW
Office: Mod Hall
Phone: 572-5536
Program Coordinator: Dr. Robert Kersting, ACSW, Ph.D., DCSW, MSW
Field Coordinator: Dr. Jane Mildred, ACSW, Ph.D.
Faculty:
- Dr. Ziblim Abukari, Ph.D., MSW
- Dr. Sunday Fakunmoju, Ph.D, MSW, LICSW(D.C.), LCSW(CMD)
- Dr. Mark Horwitz, Ph.D., J.D., MSW, LICSW(MA), LCSW(CT)
- Dr. Hannah Karpman, ABD, MSW
- Dr. Robert Kersting, ACSW, Ph.D., DCSW, MSW
- Dr. Jane Mildred, ACSW, Ph.D.
- Dr. Nora Padykula, LICSW(MA), Ph.D., MSW
- Dr. Jennifer Propp, Ph.D., MSW
- Dr. Rosemary Sullivan, LICSW(MA), Ph.D., MSW
- Dr. Katherine Walsh, Ph.D., MSW, LICSW(MA)

PROGRAM OBJECTIVES

The mission of the MSW program at Westfield State University is to prepare advanced level social work practitioners who have specialized knowledge for clinical practice with a focus on practice with children and families that is based on a firm generalist foundation.

The program places emphasis and value on the development of students who will practice in their areas of competence, maintain ethical standards, and demonstrate leadership within their community as collaborative practitioners who are committed to addressing social, racial, and economic injustice.

The program is built on a strong generalist foundation and is grounded in biological, psychological, and social theoretical paradigms that will promote a spirit of inquiry and critical analysis of developing theories for social work practice with children and families. Students will gain competencies in developing and applying practice modalities that are rooted in various forms of evidence.

As graduates complete their advanced training, they will develop a commitment to life-long learning through self reflection, meeting changing social needs, critically evaluating and integrating emerging practice proficiencies, increasing their levels of cultural competence, and engaging in ongoing skill development to meet the demands of advanced roles and responsibilities.

The program at Westfield is committed to providing leadership throughout the practice community in evaluating and analyzing existing and emerging areas of knowledge to advance social service delivery, social policies, and direct practice with the vulnerable, disenfranchised and marginalized populations that are served by social workers.

Goals

Goal # 1: The program prepares graduates who will have mastered the knowledge, values, and skills of the social work professional generalist practice core.
Goal #2: The program prepares graduates who will have advanced knowledge, values, and skills for clinical social work practice with a focus on practice with children and families.

The accomplishment of these goals will be demonstrated by the following competencies:

Competency #1: Graduates will identify as professional social workers and as advanced social work practitioners and conduct themselves accordingly.

Competency #2: Graduates will conduct their professional practice according to the values and ethical principles of professional social work.

Competency #3: Graduates will apply critical thinking and communication skills to evaluate and inform professional judgments in practice.

Competency #4: Graduates will engage in informed, sensitive and competent practice with diverse and oppressed groups.

Competency #5: Graduates will promote human rights and social and economic justice.

Competency #6: Graduates will engage in research-informed practice and practice-informed research.

Competency #7: Graduates will apply knowledge of human behavior and the social environment to professional practice.

Competency #8: Graduates will engage in policy analysis and practice to promote social and economic well-being and to deliver effective services.

Competency #9: Graduates will recognize and respond to the dynamic contexts that shape practice.

Competency #10: Graduates will have the knowledge and skills required for engaging, assessing, intervening and evaluating with individuals, families, groups, organizations, and communities.

Competency #10(a) Graduates will have the knowledge and skills required to engage client systems of all sizes and specialized clinical skills that include engaging children and families.

Competency #10(b) Graduates will have the knowledge and skills required for assessment of client systems of all sizes and specialized clinical skills and knowledge that included assessing children and families.

Competency #10(c) Graduates will have the knowledge and skills required to intervene with client systems of all sizes and specialized clinical skills and knowledge that include intervening with children and families.

Competency #10(d) Graduates will have the knowledge and skills required for evaluating client systems of all sizes and specialized clinical skills and knowledge for evaluating practice that include children and families.
ADMISSION REQUIREMENTS

All applicants should follow the following process and meet the described requirements (Specific additional requirements for Advanced Standing applicants are identified)

1. Applicants should obtain an application packet from the MSW Program or the Division of Graduate and Continuing Education.
2. Applicants must have a Bachelor’s Degree from an accredited college or university. To apply for Advanced Standing the candidate must have a BSW from a CSWE accredited program.
3. Applicants must have an undergraduate degree that included a clear liberal arts base and a firm foundation in the social sciences, government, and human biology. (Applicants should identify their social science, government and human biology courses on the application. Students who do not meet this requirement may be accepted into the program but will be required to take courses to meet these requirements prior to starting the program.)
4. Applicants need a 2.8 overall undergraduate GPA. For Advanced Standing candidates, the applicant should also have a 3.0 social work GPA. In extraordinary circumstances both requirements can be waived by the Admission Committee.
5. Applicants need to complete the Graduate Admission form, specifying Traditional MSW program or Advanced Standing MSW Program and whether they would like to be full-time or part-time.
6. Applicants need to have three letters of reference completed, including one academic reference. Advanced Standing applicants need to have one of their letters of reference from their BSW Program Director (or his/her designee). A letter from their Field Placement Supervisor is highly recommended.
7. Applicants need to submit a current resume.
8. Applicants need to complete a professional statement that describes:

   - reason(s) for interest in entering the field of social work;
   - assessment of personal strengths and limitations related to the profession;
   - examination of life experiences and relationship of these experiences to career choice. Discuss here evidence of your commitment to aiding people who are oppressed and/or members of vulnerable populations (good examples are prior work, civic or volunteer experiences); and
   - assessment of personal values and congruence of these beliefs with the social work profession’s value system. (We suggest that you review the NASW Code of Ethics prior to writing the professional statement.)

The professional statement will be evaluated regarding the above material and also will be considered a writing sample to evaluate your ability to express yourself in written form. Applicants who believe that they have extraordinary circumstances regarding the GPA requirements must include their rationale for their request to have the GPA requirement waived.

Though human services experience is not required, applicants are strongly encouraged to describe any prior volunteer or work experience in their professional statement. Professional experience is viewed positively and considered when making decisions regarding waiving GPA requirements.

The MSW Program does not require standardized testing (GRE or MAT) for admission to the program.

Application Deadlines
The closing date for receipt of all admission materials is February 1. Applicants whose admission files are not completed by February 1 may not be considered for the academic year which begins the following September. Normally, four to six weeks are required for the School of Social Work to receive transcripts; applicants should therefore make every effort to ensure that all relevant documents are requested well before the
deadline date. The Department of Social Work reserves the right to change the closing date for the receipt of application materials. Notice of any deadline extension will be posted.

**Notification of Acceptance**

Notice of acceptance will occur on or about April 15 for study beginning the following September (there are no midyear admissions). Within ten days of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be mailed or emailed to the DGCE Director of Admissions.

Due to the competitive nature of this program, we require a nonrefundable “competitive program deposit” of $150.00 within 10 days of acceptance. This deposit is used to ensure your space in the program. The deposit is applied to your first registration as a matriculated student in the Fall semester immediately following your acceptance. If we do not hear from you within 10 days, we will assume you have selected an alternative direction, and we will close your matriculation.

**PROGRAM REQUIREMENTS**

The program curriculum is divided into two parts. The first part is designed to give students the generalist practice foundation that is common to all social work programs. The foundation curriculum includes classroom work and a 400 hour hands-on practicum. The following courses make up the foundation curriculum (number of credits in parenthesis):

- SOCW 0511 Research I (3)
- SOCW 0512 Research II (3)
- SOCW 0521 Human Behavior & the Social Environment (HBSE) I (3)
- SOCW 0522 Human Behavior & the Social Environment (HBSE) II (3)
- SOCW 0523 Diversity & Social Justice (3)
- SOCW 0531 Social Welfare Policy Analysis (3)
- SOCW 0541 Generalist Practice I (3)
- SOCW 0542 Generalist Practice II (3)
- SOCW 0561 Foundation Practicum I (4)
- SOCW 0562 Foundation Practicum II (4)

Total Credits for Foundation Curriculum=32

The second part of the curriculum is designed to give students advanced knowledge, values, and skills for practice with families and children. The advanced curriculum includes required classroom work, two electives, and a 500 hour hands-on practicum. Students who have completed a BSW from a CSWE accredited program can apply for advanced standing and start the program in the second year after completing a summer bridge course. The following courses make up the advanced curriculum:

- SOCW 0621 Mental Health & Children (3)
- SOCW 0622 Mental Health & Adulthood (3)
- SOCW 0631 Child Welfare Policy (3)
- SOCW 0641 Advanced Practice I: Child &Youth (3)
- SOCW 0642 Advanced Practice II: Adults (3)
- SOCW 0643 Advanced Practice III: Family (3)
- SOCW 0661 Advanced Practicum I (5)
- SOCW 0662 Advanced Practicum II (5)
- Two Electives (3 credits each) (6)

Total credits for Advanced Curriculum=34

Total Credits for MSW=66

Electives Include:

- SOCW 0543 Advanced Standing Bridge Course (3)
- SOCW 0651 School Social Work (3)
- SOCW 0652 Substance Abuse Treatment (3)
- SOCW 0699 Special Topics in Social Work (3)
SOCIAL WORK COURSE DESCRIPTIONS

SOCW 0511  RESEARCH I  3 s.h.
The course will introduce students to the basics of social science research by examining the research process, purposes of research, and the philosophy of research. Students will learn about the basics of measurement, sampling, and causation. Students will review the basic approaches to research, including qualitative research, experiments, surveys, and historical and comparative research.

SOCW 0512  RESEARCH II  3 s.h.
This course builds on Research I. In this course students will develop knowledge and skills to complete quantitative and qualitative research. Students will learn how to apply research to social work practice. Specifically, Students will learn how to design and implement Single Subject Design research, design and implement program evaluation research and learn how to evaluate exiting research for its usefulness to social work practice.

SOCW 0521  HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT (HBSE) I  3 s.h.
This is the first course of a two-course sequence that will focus on how aspects of the social environment affect human behavior and on individual development across the life cycle. This course examines human behavior in families, groups, communities, organizations, and cultures, and the biological, psychological, social, and spiritual aspects of human development. The course emphasizes the diversity of human experience, the negative impact of oppression on individuals, families, and groups, and the importance of resilience and empowerment.

SOCW 0522  HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT (HBSE) II  3 s.h.
This is the second course of a two course sequence that will focus on how aspects of the social environment affect human behavior and on individual development across the life cycle. The major goal of the course is to help students understand the complex interactions between people and their environments and the importance of knowledge and theories about human behavior to social work practice.

SOCW 0523  DIVERSITY & SOCIAL JUSTICE  3s.h.
This course examines the histories of diverse social identity groups in the United States and the differential impacts of past and present attitudes, beliefs, practices, and policies on the lives of individuals, families, groups, and communities. The existence of multiple, intersecting, and interlocking systems of advantage and disadvantage and the centrality of diversity competent practice to the field of social work are emphasized.

SOCW 0531  SOCIAL WELFARE POLICY ANALYSIS  3 s.h.
Social science, historical, and ideological models, theories, and perspectives are used as a foundation to examine and analyze present social policies and social programs at the organizational, state, national, and international levels.
SOCW 0541  GENERALIST PRACTICE I  3 s.h.
This is the first of a two-part course sequence that introduces student to the knowledge, values, and skills that form the core of generalist social work practice. In this course, students examine the roles social workers take with client systems, critical thinking, evidence-based practice, and basic theories of social work, and explore the values and ethics of social work, including managing ethical dilemmas. The course continues with an examination of engaging and assessing systems of different sizes.

SOCW 0542  GENERALIST PRACTICE II  3 s.h.
This is the second of a two-part course that introduces student to the knowledge, values, and skills that form the core of generalist social work practice. In this course, the development of service plans with systems of different sizes is examined in-depth. The course continues with an examination of the application of theory, use of self, use of professional values, and development of skills for interventions with individuals, families, groups, and communities. The course concludes with an exploration of the values, knowledge, and skills needed to evaluation social work with clients systems of various sizes and of termination/transition with the client system.

SOCW 0543  GENERALIST PRACTICE BRIDGE COURSE (required for Advanced Standing students)  3 s.h.
This course is required for Advanced Standing students as a bridge that allows students to be fully ready to enter the advanced level of MSW education. This course focuses on the core knowledge, values and skills that form the foundation of generalist practice.

SOCW 0561 & 0562  FOUNDATION PRACTICUM I & II  4 s.h. (each)
First year MSW students are required to complete a 400 hour, hands-on social work internship in an approved agency under the supervision of a professional social worker. This internship may be scheduled as a one-semester block placement or a two-semester part-time placement. Included is a seminar that provides further integration of practice experience with the skills, knowledge, and values and ethics of the field.

SOCW 0621  MENTAL HEALTH & CHILDREN  3 s.h.
This course examines mental health problems in childhood and adolescence from a biopsychosocial developmental perspective. A range of relevant theories will be studied as they shed light on the development of child and adolescent disorders. Specific clinical entities such as pervasive developmental delays, physiological disorders, and personality, cognitive, affective, and behavior disorders are considered in terms of their etiologies and features and in relation to the practice challenges they raise. Theories are critically examined with particular attention given to the influences of gender, race, ethnicity, and other forms of diversity on the development of deviations.

SOCW 0622  MENTAL HEALTH & ADULTHOOD  3 s.h.
This course will provide the student with advanced exposure to several issues in the area of adult psychopathology and diagnostics. It is intended to provide students with the tools necessary to comfortably utilize the DSM system of classification while maintaining a coherent case conceptualization that is not bounded by this system. Course material will be organized by diagnostic categories.

SOCW 0631  CHILD WELFARE POLICY  3 s.h.
This course examines the history and current status of child welfare policy in the United States. The theories, assumptions, politics, and economics underlying child welfare policies and practices are explored and evaluated in relationship to major theories and empirical knowledge about child
development, children’s rights, human needs, and social work values and ethics.

**SOCW 0641 ADVANCED PRACTICE I: CHILDREN & YOUTH** 3 s.h.
This course examines the knowledge, values, and skills needed to conduct effective interventions with children, adolescents, and significant adults within the context of their specific social environments. Special attention is given to issues of diversity and empowerment as they relate to assessment, building relationships with children and adolescents and their families, treatment planning, intervention, and practice evaluation.

**SOCW 0642 ADVANCED PRACTICE II: ADULTS** 3 s.h.
This course examines theory, knowledge, and skills for advanced practice with adults. The therapeutic process and treatment strategies are examined, incorporating content from multiple theoretical orientations. Theories are compared and contrasted in terms of theoretical assumptions, intervention methods and techniques, and empirical evidence regarding practice outcomes.

**SOCW 0643 ADVANCED PRACTICE III: FAMILY** 3 s.h.
This course focuses on the knowledge, skills, and values needed for advanced social work practice with families. The course includes an in-depth look at clinical social work with families through the process of engagement, assessment, planning, intervention, evaluation, and termination. Further, the course examines multiple theories for clinical social work with families and the integration of current evidence into family practice.

**SOCW 0651 SCHOOL SOCIAL WORK** 3 s.h.
This course explores the role of social workers in school settings including the changing nature of this role, the various roles school social workers play, and the interventions school social workers employ. Building on the social work foundation knowledge, the ecological model and the strengths perspective, this course examines the role of the social worker in helping students, families, and schools including adjusting to and coping with students with special needs and at-risk populations.

**SOCW 0652 SUBSTANCE ABUSE TREATMENT** 3 s.h.
This course will provide an overview of the various types of addictive substances, the acute and chronic effects, and the relational impact to human behavior and the social environment. Using a trans-theoretical framework, students will increase their practice knowledge about prevention, assessment, treatment models and techniques, and the importance of aftercare when working with clients who are addicted and/or dually diagnosed.

**SOCW 0661 ADVANCED PRACTICUM I** 5 s.h.
This is the first of a two-part final year MSW practicum experience. Second year MSW students are required to complete a 500 hour, hands-on social work internship in an approved agency under the supervision of a professional social worker. Each semester the student is expected to complete 250 hours of practicum. Included is a weekly seminar that provides further integration of practice with the skills, knowledge, and values and ethics of the field. In this first semester skills around engagement, assessment and service planning will be the focus.

**SOCW 0662 ADVANCED PRACTICUM II** 5 s.h.
This is the second of a two-part final year MSW practicum experience. Second year MSW students are required to complete a 500 hour, hands-on social work internship in an approved agency under the supervision of a professional social worker. Each semester the student is expected to complete 250 hours of practicum. Included is a weekly seminar that provides further integration of practice
with the skills, knowledge, and values and ethics of the field. In this second semester skills around intervention, evaluation and termination will be the focus.
CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS
(C.A.G.S.)

* Applications for all licensure-track programs in Educational Administration are suspended at this time due to recent changes in Massachusetts Department of Elementary and Secondary Education regulations for school principals.

ADMINISTRATION

Dean of Education: Cheryl Stanley, Ed.D. (acting)
Education Coordinator: James Martin-Rehrmann, Ph.D.
Department Office: DGCE, 333 Western Avenue
Department Telephone: (413) 572-8020
Graduate Advisor: Robert Gazda, M.Ed.

PROGRAM DESCRIPTION

Programs leading to the Certificate of Advance Graduate Study (C.A.G.S.) are available to educators seeking an opportunity to qualify for leadership positions in Special Education, Curriculum, and Administrative career fields. The program is designed for both full-time and part-time study. It is structured to meet the needs of working professionals, as well as to prepare the qualified full-time student for a leadership position.

ADMISSION REQUIREMENT

Admission procedures for the Certificate of Advance Graduate Study are the same as those of the Master's Degree with the exception of the standardized examination requirement. The Miller Analogies Test or the Graduate Records Examination is not required for application into a C.A.G.S. program.

PROGRAM REQUIREMENTS

The C.A.G.S. program consists of a program of thirty-three (33) semester hours of approved graduate study beyond the completion of the Master's degree. All courses in the C.A.G.S. must be at the "600" level. Courses previously completed for a master's degree may not be repeated for C.A.G.S. credit. Transfer of credit-courses taken beyond the Master's degree at accredited colleges and universities (maximum of six (6) semester hours) may be included in the C.A.G.S. program of study, if approved by the advisor. Advanced Standing Graduate courses (600 level) taken beyond the Master's Degree at Westfield State University may be submitted for evaluation.

The Research Based Field Experience which carries six (6) semester hours of credit is intended as the culminating activity which provides an opportunity to demonstrate expertise in analyzing and solving a significant project in the student's field. The Research Based Field Experience (description follows) is the culminating experience of a student's Certificate of Advanced Study program and replaces the Comprehensive Examination.

Academic Advising

Upon admission into a C.A.G.S. program, each student is required to prepare a program of study with his/her advisor. The study program will include:

1. Prerequisites which the area of concentration may require;
2. Required core courses;

173
3. A planned program of courses necessary for competency in the field of concentration;
4. Elective courses.

The program of study must have student and advisor signatures. The Coordinator of Graduate Records will circulate the program of study for the signature of the department chair and graduate Dean. The original will then be placed in your file, a copy sent to your advisor and the third copy sent to you.

The signed Program of Study form must be on file within your first semester of study after acceptance. Advance approval from your advisor is required for any and all changes to the Program of Study and must be in writing. These approved changes must then be filed with the Graduate Office. Advisors are not responsible for their advisees meeting Graduate School regulations and deadlines. You are personally responsible for knowing all college rules and regulations, as well as your program requirements.

**Research Based Field Experience/Research Based Internship**

This culminating experience is intended for experienced educators who have completed at least 18 semester hours of the C.A.G.S. Program. With the approval of the advisor, the student develops a significant problem for research and study. The student makes a careful study of the problem and prepares a two-part paper on the problem. Part one of the paper is a discussion of the problem with emphasis on probable causes and effective approaches for control or solution. Part two is a proposal for applying the recommended methods in an actual school setting.

Thus, the field experience is chosen to provide a testing ground for the research on the problem. The field experience takes place in a real school situation where the problem exists. Of course, the full cooperation of the school administration and faculty is essential. To be successful, the field experience must be perceived as beneficial to all concerned -- the school, the faculty, the administration as well as the C.A.G.S. student.

The student is expected to consult the advisor while engaged in the field experience. The student will prepare a written report and is required to provide bound copies of the preliminary study and field experience for each of the following: Westfield State University Department of Education, Office of the Graduate Dean, Westfield State University Library, and the school where the field experience took place.

**Requirements for Field Experience**

1. Completion of at least 18 s.h. of coursework for the concentration prior to beginning the study;
2. Submission and approval of the proposed experience on the “Application and Approval” form available in the Graduate Studies Office;
3. Completion of the experience is not more than two semesters.
C.A.G.S.
SCHOOL PRINCIPAL
INITIAL AND PROFESSIONAL LICENSURE

This program is designed to assist professional educators in the acquisition of Massachusetts Administrator Competencies in the leadership, school management, professional development and equity standards required by the Regulations for the Licensure of Educational Personnel.

Prerequisites:
1. Master's degree from a regionally accredited college or university;
2. Possession of at least an initial license in another educational role;
3. Completion of three years of school-based employment in a role in which the candidate holds a certificate OR three years of equivalent employment in an alternative instructional setting;
4. An introductory course in Special Education;
5. An introductory course in Educational Measurement or Computer Applications;
6. Passing score on the MTEL Communication and Literacy skills test is required for those seeking Licensure as a School Principal at any level.

Core Requirements: (21 s.h.)
EDUC 0604 The School Principal (10 hrs. of field based experience)
EDUC 0608 Educational Finance
EDUC 0621 Supervision in the Schools (20 hrs. of field based experience)
EDUC 0630 School-Community Relations (15 hrs. of field based experience)
EDUC 0633 Social Cultural Theories: Foundations of Education
EDUC 0635 Laboratory in Program Assessment and Design
EDUC 0636 School Legal Theories and Practices

Specific Requirements: (6 s.h.) F.B.E. is Field Based Experience
A. Option: Elementary School Principal (PreK-6)
   1. EDUC 0612 Organization & Administration of Elementary Schools (15 hrs. of F.B.E.)
   2. EDUC 0629 Experiential Curriculum Development Workshop: Elementary (15 hrs. of F.B.E.)
B. Option: Middle School Principal (5-8)
   1. EDUC 0611 Organization & Administration of Middle Schools (15 hrs. of F.B.E.)
   2. EDUC 0681 Experiential Curriculum Development Workshop: Middle School (15 hrs. of F.B.E.)
C. Option: Secondary School Principal (9-12)
   1. EDUC 0613 Organization & Administration of Secondary Schools (15 hrs. of F.B.E.)
   2. EDUC 0682 Experiential Curriculum Development Workshop: Secondary (15 hrs. of F.B.E.)

Internship at the appropriate level for the licensure sought: (6 s.h.)
EDUC 0616 Internship: Elementary School Principal (PreK-6)
EDUC 0617 Internship: Middle School Principal (5-8)
EDUC 0609 Internship: Secondary School Principal (9-12)
*Approval required for placement in Internship
   Deadline to apply: Fall semester - April 1
   Spring semester - November 1

Requirements for C.A.G.S. and Initial Certification: 33 s.h.
The demands of the typical public school system and its administration require competencies in management of personnel, fiscal affairs, and other resources as well as leadership and interpersonal relations skills in a variety of areas. Knowledge to support the manager's competence must be current in the rapidly changing school world. This program is designed to offer the administrator courses and other experiences that will equip her/him with the skills and competencies necessary for an effective educational administrator. This certificate does not lead to licensure and is only appropriate for those holding a certification in Educational Administration under the Massachusetts Regulations for Professional Licensure which became effective October 1, 1994, or a full certification from another state. A program of study must be designed with an advisor upon matriculation.

Prerequisites:

1. Master's degree from a regionally accredited college or university;
2. A certification in Educational Administration.

Requirements:

1. Core requirement: EDUC 0663 Introduction to Educational Administration
2. At least 18 semester hours in Educational Administration
3. Six (6) semester hours in an area to support the major (all courses must be at the 600-level)
4. EDUC 0695 Research Based Field Experience (6 s.h.)

Requirements for the Certificate of Advanced Graduate Study: 33 s.h.
C.A.G.S.
VOCATIONAL EDUCATION

Offered only in Administration
The Certificate of Advanced Graduate Studies in Vocational Technical Education provides a selection of courses and experiences for students who are interested in advanced knowledge and skills, and other competencies needed to function effectively in educational leadership positions. The courses focus on the needs, backgrounds, and interests of participants with an opportunity for specialization in educational administration.

Requirements:

1. Twenty-one hours in Educational Administration
   All courses must be at the 600-level
   Plus
2. Six semester hours in support of the major (Vocational Technical concentration)
   Plus
3. EDUC 0695 Research Based Field Experience (6 semester hours)

Requirements for C.A.G.S. Degree: 33 s.h.

This program does not necessarily lead to certification.
Westfield State University

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