



# GRADUATE COURSE CATALOG

2019 | 2020





Simmons University  
300 The Fenway  
Boston, MA 02115





# **Simmons University**

## **Graduate Catalog**

### **2019-2020**

*July 31, 2019*

Simmons University is a private, non-sectarian university providing an undergraduate program for women and graduate programs for men and women. Statements in the Simmons University catalogs should be taken as the University's determination of courses, programs, tuition, and fees as presently established. Admission to specific courses and programs will be dependent upon qualifications of students and the availability of instruction. Simmons University reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

### **Notice of Non-Discrimination**

Chartered in 1899 and opened in 1902, Simmons is first and foremost an academic community whose goals include preparing students and other members of the Simmons community to be well informed, open-minded, and respectful of the values and diversity of others.

Simmons is, therefore, committed to the following principles:

We support equal educational and employment opportunities for all persons, based on each individual's qualifications and fitness, and we seek to administer our university policies without regard to race, color, sex, sexual orientation, gender identity, marital or parental status, religion, age, national or ethnic origin, socio-economic status, ancestry, disability, veterans' status or genetic predisposition.

We strive to administer our educational programs and activities, as well as the employment opportunities we provide, in accordance with all relevant state and federal requirements and implementing regulations. This includes, but is not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Titles I and III of the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, the Massachusetts Equal Rights Law (M.G.L. 93, Section 102 et seq.), and Equal Pay Act, and Chapter 151B of the General Laws of Massachusetts, as amended.

We are committed to making our programs and activities accessible to individuals with disabilities, including our online/digital services and offerings. We recognize that in the virtual/online learning environment, technology-dependent teaching and learning processes may create unique and unanticipated access barriers. We encourage individuals to contact us if an obstacle to access is found to exist. (See below for how to do so.)

We seek to build and maintain a Simmons where the diversity of our community members is met with understanding, respect, and encouragement, and where unlawful discrimination, harassment and retaliation by any member of the administration, faculty, staff, or student body against any other individual will be investigated, evaluated and redressed. The College does not tolerate unlawful discrimination or harassment of its employees or students or retaliation against those who report incidents of unlawful behavior or those who cooperate in the investigation of such complaints.

### **Veterans Benefits and Transition Act Compliance**

The university will adhere to the requirements of and comply with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103.

The university permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 of this title.

The university ensures that the educational institution will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of a payment to be provided by the Secretary under chapter 31 or 33 of this title.

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## Introduction

The Simmons University Graduate Catalog contains useful information about the University, Simmons graduate programs, resources available to students, and the policies and procedures that govern academic life at the University. The Catalog is intended to provide students with information and guidance regarding their graduate experience at Simmons and should be used in conjunction with a program's Student Handbook.

The University expects graduate students to be familiar with the University's and their program's policies, procedures, and requirements. The College and program offices work with faculty and students to interpret and apply these policies, procedures, and requirements, and to resolve graduate student issues and concerns.



# About Simmons

*Core Purpose:* Transformative learning that links passion with lifelong purpose.

*Values:*

- We are at our best when students are first.
- We cross boundaries to create opportunities.
- We prepare students for life's work.
- We make a collective investment in community.

Simmons University is a nationally recognized private non-sectarian institution of higher education located in the heart of Boston. It includes a women's undergraduate college and distinguished graduate programs for women and men in health sciences, social work, library and information science, business, education, and the liberal arts.

Simmons consistently ranks among the nation's top schools in its category in the U.S. News & World Report annual survey. A comprehensive university, Simmons is nationally recognized for its experiential learning programs, its blend of graduate and undergraduate offerings, and its commitment to liberal and professional education.

Student success is a priority at Simmons and is founded on these core characteristics:

- A close-knit, accessible community that encourages collaboration and challenges students to do their best work;
- Faculty and scholars who focus on students' educational and career objectives;
- Extraordinary professional preparation with an emphasis on intellectual exploration and rigor, the integration of theory and practice, leadership, and informed citizenship; and
- An outstanding location in the heart of Boston, a world-class center for education, medicine, and technology, with unlimited educational, career, and social opportunities.

In this spirit, the College fosters open exchange of ideas among students, faculty, and the general Simmons community.

Simmons faculty and leadership have reimagined the organization of the school's academic disciplines. With its new status as a university, in the fall of 2018 Simmons will formally launch four new colleges structured differently from the traditional discipline silos of higher education. The new structure enhances students' exposure to interdisciplinary research and teaching; provides new pathways between undergraduate and graduate programs; and develops even stronger experiential learning opportunities. The organization reflects the school's history of integrating academic study with experience for lifelong professional development.

Over more than a century, Simmons has developed a distinct expertise in educating undergraduate women for their own empowerment. A commitment to student success is a hallmark of the University's culture. Self-directed inquiry coupled with mentoring builds confidence and leadership skills. Graduates are leaders in professions-- such as Social Work, Nursing, Library Science, Communications and Business, among others -- that have significant impact on families, communities, workplaces and professions.

The approximately 7.31-acre Academic Campus is comprised of five separate buildings forming the Academic Quadrangle, a main gathering place on campus. Together, these five buildings provide academic classrooms and labs, Beatley Library, the Trustman Art Gallery, faculty and staff offices, and dining and student life spaces. Athletic activity on the Simmons campus centers on the William J. Holmes Sports and Fitness Center, a 60,000 square foot facility located just steps from Simmons nine residence halls and Bartol Dining Hall. Opened in 1989, the Center houses athletic training equipment, locker rooms, hardwood courts, an indoor running area, a swimming pool, and athletics staff offices for competition, academics, and recreation.

Housed in Lefavour Hall on Simmons' main campus, the Library offers a comfortable and productive environment for learning, including an array of group study rooms, meeting rooms, event spaces, and quiet study areas. The Library's collections of print and electronic books, journals, and other media, have been developed to enhance the curriculum, and library staff are available to assist users with accessing and using these resources. The Simmons University Archives is located in the Library and houses a collection of University records, publications, manuscripts, photographs, and rare books that document the history of Simmons University.

## Administration

**Simmons College** was chartered in 1899 in accordance with the will of John Simmons. The overall governing body of the College is the Board of Trustees. The Board is entrusted with the management of the business, property, and affairs of the College, including setting overall policy for the College, appointing the president and officers of the College, approving the granting of degrees and other academic functions, and ensuring the responsible use of its assets for the long-term health of the institution.

In 2017, in recognition of the comprehensive nature of its programs – bachelors, masters, and doctoral - Simmons applied to and received approval from the Commonwealth of Massachusetts to become Simmons University.

### Board of Trustees

Simmons Trustees are the ultimate fiduciaries of Simmons University. They oversee all of Simmons's institutional affairs in accordance with the University's charter, bylaws, evolving statements of mission and purpose, and strategic plan.

The Board of Trustees is responsible for governance of the University and for monitoring the implementation of its policies, as distinguished from its day-to-day management or administration, which is the responsibility of the President and other administrative officers of the University.

### President

Helen G. Drinan has served as President of Simmons University in Boston since 2008. Under her leadership, Simmons has achieved university status, simplified its academic structure to enhance interdisciplinary study by creating four colleges, completed the largest fundraising campaign in its history (\$100 million), welcomed the two largest freshman classes in its history, reconfigured its undergraduate curriculum around leadership development, developed world-class coed online graduate degree programs, and cemented its status as a premier institution for women scholars.

Ms. Drinan is Simmons' eighth president. The twin hallmarks of Ms. Drinan's tenure are fiscal stability and growth, and the unwavering institutional focus on its mission to develop career skills of Simmons students. Prior to being named President, Ms. Drinan served as the Chair of the University's Board of Trustees.

In leading the institution forward, Ms. Drinan has established herself as a national expert on women's education as a pathway to developing successful leaders, with her comments and writings appearing in numerous media outlets including National Public Radio, The Huffington Post, The New York Times, The Boston Globe, and Boston Business Journal. The most recent recognitions for her work on behalf of women's and girls' education and leadership include the Abigail Adams Award from the Massachusetts Women's Political Caucus (2018); Silent Spring Rachel Carson Advocacy Award (2016); the MissionSAFE "Be the Change" Award (2015); Women's Lunch Place Honoree (2014); Strong Women Strong Girls "Phenomenal Woman" (2014); Girl Scouts of Eastern Massachusetts Leading Woman (2013); Woman LEAD "Woman Who Leads in Academia and Inspires Others" (2013); and the Greater Boston Chamber of Commerce Pinnacle Award for Excellence in Arts & Education (2012). Simmons was also named a top 100 women-led business by The Boston Globe in 2016 and 2017.

Ms. Drinan is a member of several organizations dedicated to empowering women including the Advisory Council of the Women in Public Service Project; 2020 Women on Boards, and the Massachusetts Women's Forum.

Previously, Ms. Drinan served as Senior Vice President of Human Resources at Caritas Christi Health Care and also served as President and CEO of the Society of Human Resources Management, the largest human resource professional organization in the world. Prior to that role, Ms. Drinan served as Executive Vice President of Human Resources for BankBoston, where she developed nationally recognized programs on executive compensation, work-life strategy, and diversity. In 2007, Ms. Drinan received the John D. Erdlen Five Star Award, the highest award given annually by the Northeast Human Resource Association; in 2001, she was named a Fellow of the National Academy of Human Resources.

Ms. Drinan is Chair of the Board of the Association of Independent Colleges and Universities in Massachusetts (AICUM). She is an appointed member of the President's Trust of the Association of American Colleges and Universities (AAC&U), a leadership group of institution presidents committed to advancing liberal education and inclusive excellence for all college students. She was a Founding Member of the Boston College Club, served as a member of the Commonwealth's Court Management Advisory Board, is a past Vice Chair of the Board of Directors of Blue Cross Blue Shield of Massachusetts, and has also served as a member of the Mount Holyoke College Board of Trustees.

An undergraduate alumna of Mount Holyoke College, Ms. Drinan also holds degrees from the Simmons School of Management and School of Library and Information Science. She resides in Boston with her husband, David H. Drinan. They have three grown children and six grandchildren.

## **Provost and Senior Vice President**

Dr. Katie Conboy was appointed Provost and Senior Vice President of Simmons University in July 2013. She is the chief academic officer (CAO) of the University and has over thirty years of experience in higher education. She serves on the President's Strategy Team, leads the Deans Council, and executes overall responsibility for Academic Affairs—including the curriculum, the deans and faculty of the four colleges, and all academic support services, such as Registrar, Library, Advising, Tutoring, Global Education, the Center for Excellence in Teaching, and the Career Education Center.

Since arriving at Simmons, Provost Conboy has been responsible for completely revising the undergraduate core curriculum, launching six online graduate programs, and redesigning the institution—moving Simmons from "College" to "University" status, creating four new interdisciplinary Colleges, and hiring their deans. She also led the institution-wide strategic planning process that produced Redesigning Simmons: The Plan for 2022, the current strategic plan for the university.

Dr. Conboy holds a B.A. (Honors) in English from the University of Kansas and a Ph.D. in English literature from the University of Notre Dame. She has published widely on British fiction, feminist theory, and Irish literature. In her role as Provost, she regularly presents at the annual meetings of several higher education organizations on topics such as the future of the liberal arts and liberal education; strategic planning; academic visioning; change management, and faculty work.

Dr. Conboy has served on (and chaired) the Chief Academic Officer Task Force of the Council of Independent Colleges (CIC), as well as on the Board of Directors of the American Conference of Academic Deans (ACAD), the Advisory Board for the National Institute for Technology in Liberal Education (NITLE), and the Boards of Trustees for Boston College High School in Boston, MA, and Trinity Catholic Academy in Brockton, MA

### **Vice President for Strategic Initiatives and Simmons Online**

Suzanne Murphy is Vice President, Strategic Initiatives, Simmons Online, appointed in 2010 to ensure success of Strategy 2015 initiatives. Prior to coming to Simmons, she was special assistant to the president at Emmanuel College and was an adjunct faculty member in their Graduate and Professional Programs. Murphy's experience spans multiple industries from financial services, to management consulting, to higher education. Previous companies and positions include Monitor, a Cambridge-based strategy consulting firm specializing in top management issues most critical to long-term competitiveness. At Monitor, Murphy was a member of the Global Human Assets Team, focused on talent management and leadership development. At Arthur Andersen, a former big 5 consulting firm, she was a Manager in their Change Management practice, focused primarily on the financial services industry. Murphy sits on the board of directors for a nonprofit, Delta Projects. She has done both volunteer work and fund raising for the American Red Cross and Best Buddies. Murphy holds a B.A. from the College of the Holy Cross and an MBA from the Carroll Graduate School of Management at Boston College.

### **Senior Vice President, Organizational Culture, Inclusion & Equity**

Debra J. Pérez is the Senior Vice President of Organizational Culture, Inclusion & Equity. Pérez is responsible for expanding Simmons' significant programs and practices underlying the university's commitment to diversity, equity and inclusion. She serves as a strategic partner to the President and to her colleagues in building bridges and identifying and pursuing meaningful engagement with faculty, staff, students, alumnae/i and the Boston community. In collaboration with the Office of the Provost and the Deans, Pérez works to integrate inclusive excellence into the university curriculum and pedagogy, preparing faculty to teach diverse learners and preparing students to navigate diverse communities. Learn more about Debra Pérez.

### **Simmons Chief of Staff**

Laura Brink Pisinski is the Chief of Staff in the Office of the President. She is responsible for projects managed at the level of the President; she is a key advisor and representative of the President on high-priority internal and external matters. During nearly 13 years of service to Simmons, Pisinski has held positions of increasing responsibility and scope within the Advancement Department. She started as a front-line fundraiser for leadership annual gifts; she was promoted to Major Gifts Officer, to Director of Major Gifts and Campaigns, to Assistant Vice President and most recently to Associate Vice President. Before coming to Simmons, Pisinski worked in enrollment management, where she chaired the annual meeting for the New England Association of College Admission Counselors as well as a presidential task force on retention. She holds a B.A. from St. Lawrence University and a master's degree in communications management from Simmons University.

### **Senior Vice President and General Counsel**

Kathy Rogers is Senior Vice President and General Counsel at Simmons. She joined Simmons in 2002 as General Counsel and was promoted to Vice President and Secretary to the Board of Trustees in 2007. Previously, she was a partner at the Boston law firm of Yurko & Perry, and served as a business litigator at Hutchins, Wheeler & Dittmar, and at Widett, Slater & Goldman. Before joining Simmons, Rogers advised and represented numerous Boston-area colleges and universities in litigation and risk management, particularly in cases involving disability and employment law issues. She writes and speaks on disability and higher education issues and was named an In-House Leader in the Law in 2010 by Lawyers Weekly. She has a B.A. from Regis College and a J.D. from Northeastern University.

### **Senior Vice President of Institutional Advancement**

Amy White joined Simmons as Senior Vice President of Institutional Advancement in 2017 and provides oversight for the Human Resources, Advancement, Government Relations, and Marketing and Communications teams. She brings to Simmons over 30 years of career experience in corporate communications, change management, community relations and human resources and has worked for several employers including Cabot Corporation, Blue Cross and Blue Shield of Massachusetts, Cardinal Health, CSX and Nortek. Amy is a 1981 graduate of Simmons and holds a B.A. in Communications. In addition to serving several terms on the Alumnae Association Executive Board in the 1980s and 1990s, Amy was a trustee of the University from 2003 to 2017, where she was Marketing Committee Chair, Advancement Committee Chair and Vice Chair during her tenure.

### **Dean of the College of Social Sciences, Policy, and Practice**

Dr. Stephanie Berzin. Prior to her arrival at Simmons, she served as Assistant Dean for the Doctoral Program at the Boston College School of Social Work, where she co-led the curriculum redesign and the development of a strategic vision around social innovation, social entrepreneurship, leadership, and resource development. She also served as co-director of the BC Center for Social Innovation, which works to build the evidence-base for social innovation, prepare tomorrow's social sector leaders, and promote the capacity of existing agencies to respond to social issues. Dr. Berzin also works with social sector leaders to develop their innovation skills both locally and abroad. Her most recent book was published by Oxford University Press, *Innovation From Within: Redefining How Nonprofits Solve Problems* (2018). Dr. Berzin graduated cum laude from Cornell University with a Bachelor of Arts in psychology, earned her MSW from Columbia University, and a PhD from the School of Social Welfare at the University of California, Berkeley.

### **Dean of the College of Organizational, Computational, and Information Sciences**

Dr. Marie desJardins leads collaboration among faculty and other stakeholders in pursuing the growth and development of College programs and initiatives, align an interdisciplinary collaboration that increases pathways from undergraduate to graduate study in growing fields, and promote a culture of research and scholarly productivity through innovative teaching and engaged learning. Prior to joining Simmons, Dr. desJardins served as Professor and Associate Dean for Academic Affairs at the University of Maryland, Baltimore County's College of Engineering and Information Technology, where she oversaw multiple assessment activities, including leading a successful re-accreditation of four undergraduate engineering and computing undergraduate curriculum. A career educator, Dr. desJardin has published over 100 scientific papers in journals, conferences, and workshops. Her research is in artificial intelligence, focusing on the areas of machine learning, multi-agent systems, planning, interactive AI techniques, information management, reasoning with uncertainty, and decision theory. Dr. desJardins graduated magna cum laude from Harvard University with a Bachelor of Arts in engineering and computer science, and earned her PhD in computer science from the University of California, Berkeley.

### **Dean of the Gwen Ifill College of Media, Arts, and Humanities**

Dr. Brian Norman is a scholar of American and African American literature, professor of English, and academic administrator who most recently served as Associate Vice President of Faculty Affairs and Diversity at Loyola University in Baltimore, MD. He has taught a wide range of courses in literature and culture, and he founded Loyola's program in African and African American Studies. His research projects engage with questions of identity, belonging, justice, and the relationship between literature and social change. Dr. Norman is a distinguished scholar who has written or edited several books; his most recent are *Neo-Segregation Narratives: Jim Crow in Post-Civil Rights American Literature* (University of Georgia Press 2010) and *Dead Women Talking: Figures of Injustice in American Literature* (Johns Hopkins University 2013). He recently spent his sabbatical as a research fellow at the Drescher Center for the Humanities at University of Maryland, Baltimore County. Dr. Norman earned a Bachelor of Arts degree in environments studies, women's studies, and French from Pacific Lutheran University, and an MA and PhD in English from Rutgers University.

### **Associate Provost and Dean of the Undergraduate Program Catherine Paden**

Dr. Catherine Paden is an accomplished scholar and educator. In her role, she works closely with faculty to review and revise policies around the undergraduate academic experience. Dean Paden's research and teaching interests focus on racial politics, social movements, interest groups, and how underrepresented groups gain political representation. She is the author of *Civil Rights Advocacy on Behalf of the Poor* (2011, pb 2013), which assesses whether, and how, low-income African Americans gain representation in anti-poverty legislative battles. Her current research examines the impact of local civil rights and economic justice organizing on national policy and interest group priorities. She has published her research in the *DuBois Review* and has contributed research on the Nation of Islam to a volume on religion and American politics (University of Virginia, 2012). At Simmons, Dr. Paden has previously served as the Faculty Assistant to the Dean on Diversity Initiatives, on the Dean's Diversity Task Force, and on the President's Diversity and Inclusion Advisory Council (PDIAC). Dean Paden holds a Bachelor of Arts degree in political science and government from Vassar College and a PhD in political science and government from Northwestern University.

### **Dean of the College of Natural, Behavioral, and Health Sciences**

Dr. Lepaine Sharp-McHenry joins Simmons in August 2019 leading the largest of Simmons' four Colleges, promoting and strengthening innovative teaching and engaged learning, continuing to build a culture of research and scholarly productivity and to enhance programs within and across disciplines both inside CNBHS and across the University. From 2013, Dr. Sharp-McHenry served as Dean of the College of Nursing at Oklahoma Baptist University in Shawnee, OK. Prior to that, she was at the University of Arkansas for 15 years, first as a faculty member and later as the Assistant Director of the Eleanor Mann School of Nursing. Nationally, she has served on the Board of Directors of the American Association of Colleges of Nursing (AACN) and as a site visitor on accreditation teams for the Commission on Collegiate Nursing Education (CCNE). She has also received official recognitions of her expertise at a state level, including several appointments by the Governor of the State of Arkansas. Dr. Sharp-McHenry holds an Associate of Science in Nursing, a Bachelor of Science in Nursing, a Master's of Science in Nursing (clinical nurse specialist in psychiatric mental health), and a Doctor of Nursing Practice in Executive Leadership.

# Simmons University's Colleges and Degree Programs

## *Gwen Ifill College of Media, Arts, and Humanities*

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- Department of Africana Studies: Bachelor of Arts
- Department of Art and Music: Bachelor of Arts
- Department of Children's Literature
  - Master of Arts
  - Master of Fine Arts in Writing for Children
  - Dual Degree: Master of Arts in Children's Literature / Master of Fine Arts in Writing for Children
- Department of Communications: Bachelor of Arts
- Department of English
- Department of History
  - Bachelor of Arts
  - Master of Arts
- Department of Modern Languages and Literatures: Bachelor of Arts
- Department of Philosophy: Bachelor of Arts
- Department of Women's and Gender Studies: Master of Arts

## *College of Natural, Behavioral, and Health Sciences*

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- School of Nursing
  - Bachelor of Science
  - Master of Science
  - Doctor of Nursing Practice
- Department of Behavior Analysis
  - Master of Science / Education Specialist
  - Doctor of Philosophy
- Department of Biology
  - Bachelor of Science
- Department of Chemistry and Physics
  - Bachelor of Science
- Department of Health Professions Education
  - Certificate of Advanced Graduate Study in Health Professions Education
  - Doctor of Health Professions Education
- Department of Nutrition
  - Bachelor of Science
  - Master of Science
  - Certificate in the Didactic Program in Dietetics
  - Dietetic Internship Program
- Department of Physical Therapy
  - Doctor of Physical Therapy
- Department of Psychology
  - Bachelor of Science

*College of Organizational, Computational, and Information Sciences*

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- School of Library and Information Science
  - Master of Science
  - Doctor of Philosophy
- School of Business
  - Bachelor of Science in Business Administration
- Division of Mathematics and Computer Science
  - Bachelor of Science

*College of Social Sciences, Policy, and Practice*

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- School of Social Work
  - Bachelor of Social Work
  - Master of Social Work
  - Doctor of Philosophy
- Department of Economics
  - Bachelor of Arts
- Department of Education
  - Master of Arts
  - Master of Science / Education Specialist
- Department of Political Science and International Relations
  - Bachelor of Arts
  - Master of Public Policy
- Department of Public Health
  - Bachelor of Arts
  - Bachelor of Science
  - Master of Public Health
- Department of Sociology
  - Bachelor of Arts

*Cross-College Dual Degrees*

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*Gwen Ifill College of Media, Arts, and Humanities and The College of Organizational, Computational, and Information Sciences*

- Master of Arts in Children's Literature / Master of Science in Library and Information Science
- Master of Arts in History / Master of Science in Library and Information Science: Archives Concentration

*Gwen Ifill College of Media, Arts, and Humanities and The College of Social Sciences, Policy, and Practice*

- Master of Arts in Gender and Cultural Studies / Master of Public Policy
- Master of Arts in Children's Literature, Gender and Cultural Studies, or History / Master of Arts in Teaching



### **Additional Instructional Locations**

Simmons' Graduate programs in Children's Literature are also offered at the Eric Carle Museum of Picturebook Art (125 West Bay Road, Amherst, MA 01002)

Simmons Graduate programs in Library and Information Science are also offered at the Mount Holyoke College Satellite Campus (50 College Street, South Hadley, MA 01075 USA)

Simmons University has agreements with the following organizations for degree offerings for their employees:

- New England Center for Children (33 Turnpike Road, Southborough, MA 01772 and Abu Dhabi PO Box 112923 - 51st St, Abu Dhabi, United Arab Emirates)
- Beth Israel Deaconess Medical Center (330 Brookline Ave, Boston, MA 02215)
- VA Hospital (1400 VFW Pkwy, Boston, MA 02132)
- RCS Learning Center (6 Strathmore Rd., Natick, MA 01760)
- South Shore Hospital (55 Fogg Road, South Weymouth, MA 02190)

## 2019-2020 University Calendars

(On Campus and Off-Site Programs)

<b>Sep-19</b>	
2-Sep	University closed for Labor Day
3-Sep	Classes begin
4-Sep	Convocation 2:30 p.m. to 5:00 p.m. Academic Quad
27-Sep	Final day to add a course with instructor signature
	Final day to drop a course without instructor signature
	Final day for undergraduate students to change a Pass/Fail grading option
	Final day for undergraduate to choose the Formal Audit grading option
	Final day to drop a course with no "W" grade
<b>Oct-19</b>	
14-Oct	University closed for Indigenous Peoples' Day
15-Oct	Administrative Monday: Tuesday classes do not meet; Monday classes meet instead.
25-Oct	Final day to drop a course with instructor signature. Grades earned to date will be assigned for courses dropped after 25 October.
31-Oct	October degree conferral date
<b>Nov-19</b>	
11-Oct	Veteran's Day; Classes will be held
11/27/29	University closed for Thanksgiving Break
<b>Dec-19</b>	
13-Dec	Final day of undergraduate classes
14-Dec	Reading and Review
12/16/20	Final examinations
20-Dec	Residence Halls close for Winter Break at noon
23-Dec	University closed for Winter Break
<b>Jan-20</b>	
6-Jan	University opens after Winter Break
	Grades posted to AARC by 10:00 a.m.
11-Jan	Residence Halls open for returning students at 8:30 a.m.
13-Jan	Classes begin
21-Jan	University Closed for Martin Luther King, Jr. Day
24-Jan	Final day to add a course without instructor's signature
<b>Feb-20</b>	
7-Feb	Final day to add a course with instructor signature
	Final day to drop a course without instructor signature
	Final day for undergraduate students to change a Pass/Fail grading option
	Final day for undergraduate students to choose the Formal audit grading option
	Final day to drop a course with no "W" grade
17-Feb	Presidents' Day; Classes will be held

<b>Mar-20</b>	
6-Mar	Final day to drop a course with the instructor's signature. Grades earned to date will be assigned for courses dropped after 25 October.
12-Mar	Spring Break. Classes will not be held. Administrative office will be open
16-Mar	Classes resume after Spring Break
<b>Apr-20</b>	
20-Apr	University closed for Patriot's Day
<b>May-20</b>	
4-May	Final day of undergraduate classes
5-May	Reading and Review
9-May	Final examinations
10-May	Grades for students graduating in May posted to AARC by 10:00 a.m.
	Final signed departmental graduation lists due to Registrar's Office by 2:30 p.m.
15-May	Commencement
516	Summer classes begin
	Residence Halls close for graduating seniors at 12:00 p.m.
18-May	Grades posted by AARC by 10:00 a.m.
25-May	University closed for Memorial Day

### **Nursing@Simmons, Social Work@Simmons, Behavior Analysis@Simmons**

<b>Term Name</b>	<b>19/FA1</b>	<b>19/FA3</b>
Classes Begin	9/9/19	11/4/19
Final Deadline to Add Course or Drop Course with no Grade: 4:30 PM EST	9/22/19	11/17/19
Course Withdrawal Period Begins; "W" Grade Required	9/23/19	11/18/19
Course Withdrawal (with "W" Grade) Final Deadline: 4:30 PM EST	11/3/19	1/12/20
Term Ends	12/15/19	2/23/20
<b>Term Name</b>	<b>19/SP1</b>	<b>19/SP3</b>
Classes Begin	1/13/20	3/16/20
Final Deadline to Add Course or Drop Course with no Grade: 4:30 PM EST	1/26/20	3/29/20
Course Withdrawal Period Begins; "W" Grade Required	1/27/20	3/30/20
Course Withdrawal (with "W" Grade) Final Deadline: 4:30 PM EST	3/8/20	5/10/20
Term Ends	4/19/20	6/21/20
<b>Term Name</b>	<b>19/SU1</b>	<b>19/SU3</b>
Classes Begin	5/18/20	7/13/20
Final Deadline to Add Course or Drop Course with no Grade: 4:30 PM EST	5/31/20	7/26/20
Course Withdrawal Period Begins; "W" Grade Required	6/1/20	7/27/20
Course Withdrawal (with "W" Grade) Final Deadline: 4:30 PM EST	7/12/20	9/6/20
Term Ends	8/23/20	10/18/20

**Nursing@Simmons, Social Work@Simmons, Behavior Analysis@Simmons**  
**Bridge Terms**

Term Name	19/BF3	19/BP1	19/BP3	19/BU1	19/BF1
Classes Begin	9/2/19	10/28/19	1/13/20	3/9/20	5/18/20
Final Deadline to Add Course or Drop Course with no Grade: 4:30 PM EST	9/8/19	11/3/19	1/19/20	3/15/20	5/24/20
Course Withdrawal Period Begins; "W" Grade Required	9/9/19	11/4/19	1/20/20	3/16/20	5/25/20
Course Withdrawal (with "W" Grade) Final Deadline: 4:30 PM EST	9/15/19	11/10/19	1/26/20	3/22/20	5/31/20
Term Ends	10/27/19	12/22/19	3/8/20	5/3/20	7/12/20

**MBA@Simmons, HCMBA@Simmons, and MPH@Simmons**

19/MF2	
Classes Begin	10/7/19
Final Deadline to Add Course or Drop Course with no Grade: 4:30 PM EST	10/20/19
Course Withdrawal Period Begins; "W" Grade Required	10/21/19
Course Withdrawal (with "W" Grade) Final Deadline: 4:30 PM EST	12/1/19
Term Ends	12/22/19
19/MP1	
Classes Begin	1/13/20
Final Deadline to Add Course or Drop Course with no Grade: 4:30 PM EST	1/26/20
Course Withdrawal Period Begins; "W" Grade Required	1/27/20
Course Withdrawal (with "W" Grade) Final Deadline: 4:30 PM EST	3/8/20
Term Ends	3/29/20
19/MP4	
Classes Begin	4/13/20
Final Deadline to Add Course or Drop Course with no Grade: 4:30 PM EST	4/26/20
Course Withdrawal Period Begins; "W" Grade Required	4/27/20
Course Withdrawal (with "W" Grade) Final Deadline: 4:30 PM EST	6/7/20
Term Ends	6/28/20
19/MU3	
Classes Begin	7/13/20
Final Deadline to Add Course or Drop Course with no Grade: 4:30 PM EST	7/26/20
Course Withdrawal Period Begins; "W" Grade Required	7/27/20
Course Withdrawal (with "W" Grade) Final Deadline: 4:30 PM EST	9/6/20
Term Ends	9/27/20

# Principles and Policies

Simmons has committed itself to the following principles and policies:

## Student Principles

Individual responsibility is the foundation of the Simmons community. The student's enrollment at Simmons University carries with it the expectation that one will abide by the Honor Code of Responsibility:

- Each member of the Simmons community is responsible for maintaining a high level of integrity, honesty, and trust within the community.
- Each student is responsible for work of the student's own creation and for not representing as their own work that which is not theirs.
- Conduct in keeping with the policies outlined in the Student Handbook and all other official publications is expected of each member of the Simmons community.

The Honor Code of Responsibility is shared by the entire Simmons community. It implies that each segment has obligations based upon its specific function within the College.

Simmons University reserves the right to require the withdrawal of any student who does not maintain acceptable academic standing or modes of behavior as outlined in the Undergraduate Catalog, Graduate Catalog, Student Handbooks, and other official publications.

Enrollment in a course implies an agreement between instructor and student. The instructor is obliged to teach, to evaluate student work, and to be available for conferences during designated office hours; the student is obliged to complete all work by the assigned deadlines, to attend all classes, and to devote sufficient out-of-class time to course material. Three hours spent out of class in preparation for every hour in class is a reasonable expectation. Attendance and punctuality are expected at all classes. While there are no established University-wide penalties for absences, the instructor may take attendance into account when evaluating the student's performance in the course. In accordance with Massachusetts state law, no student will be penalized for absence due to religious observances.

## Educational Record Privacy Policy

The University's practice in regard to student record-keeping is based on the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974, and is intended to be a safeguard against the unauthorized release of information. This act applies to all enrolled students, former students, and alumni. It does not apply to applicants seeking admission into an institution.

Under the provisions of the act, it is the right of the student to view her/his official educational records. Educational records are defined as records regarding a student that are maintained by an educational institution. Such records are kept in the Office of the Dean for Student Affairs, the Office of the Registrar, faculty advisors' offices, and the Center for Student Support. Not included in this category of records are the following:

- records containing confidential information written before January 1, 1975
- financial records submitted to the University by the parents of a student
- medical and counseling records
- records containing information on more than one student
- private records intended for use of an individual
- law enforcement records
- student employment records

- records to which a student has waived her right of access as required by a judicial order or a lawful subpoena

In order to view her/his record, a student must make a request in writing to the appropriate office. The office has 45 days in which to fulfill the request. If requested, copies of a student's record are available to the student for a slight charge to cover the cost of duplicating. Any information in a student's record found to be "inaccurate, misleading, or [that] violates the privacy or other rights of the student" may be challenged by the student. Only the accuracy of the information may be challenged. For example, a grade received may not be questioned, only the accuracy of its recording. In order to contest the information in her/his record, the student must submit a written statement to the person responsible for the content of the record and request that she/he receive a written response. If no written response is forthcoming or if an unsatisfactory response is received by a student, she/he may appeal to the chairperson or appropriate supervisory person. In the event that no resolution is made, it is the student's right to request a hearing, to be presided over by the Dean for Student Affairs or a designee.

The University has the right to publish a directory listing all enrolled students and containing the following information:

- student's name
- address
- telephone number
- place and date of birth
- concentration
- digital photo
- year of graduation and dates of attendance
- awards and degrees received
- membership in organizations
- educational institution most recently attended

A student who wishes to be omitted from the directory must so indicate by writing to the Office of the Registrar.

A student's record is not accessible to anyone outside the University without the written authorization from the student. Exceptions to this regulation are as follows:

- officials at an institution where the student is applying for admission
- officials disbursing financial aid
- parents of a dependent student (for tax purposes)
- accrediting and educational testing organizations
- federal officials
- officials complying with a judicial order
- appropriate officials in the event of an emergency (only if necessary to safeguard the health or well-being of the student or other individuals)
- the alleged victim of a crime of violence may receive results of any disciplinary proceedings conducted by the University against the alleged perpetrator of that crime in reference to that crime. Student records are available to the above with the stipulation that this information is only for the use of the above unless written consent is secured from the student.

Student records may not be distributed to other parties. It is the responsibility of each office maintaining records to keep a log that verifies the name and date of each person who has viewed the record and for what reason. Students have the right to see this log.

Further questions about FERPA should be directed to the Offices of the Dean for Student Affairs or Registrar.

## **Student Legal Name and Name Changes**

A student's name of record is defined as the legal name under which the student was admitted to Simmons University. Legal name is that name, verified by a birth certificate, marriage certificate, social security card, passport, or court order.

Your legal name appears on all Simmons records, including transcripts, verifications, and diplomas. Current Simmons students who have legally changed their names since the time of admission may request that this change be made on their official records.

Students who wish to change their name from the name of record at the time of admission must provide the Office of the Registrar with legal documentation reflecting their new legal name, such as a marriage license or government-issued ID, as well as a Name Change Form. Forms may be faxed along with a scanned copy of legal documentation to the Registrar's Office at 617-521-3144 or brought to the Office with legal documentation in person, Room C-115 in the Main College Building.

Consult the Registrar's page on the University web site for additional information about updating your first name for class rosters or your diploma and for indicating preferred pronouns.

## **Equal Access Policy**

All students are given equal access to the University's programs and resources. As permitted by state and federal law, admission to the University's undergraduate baccalaureate program is reserved for individuals who identify as women. Simmons is committed to admitting qualified students of any race, color, age, religion, sexual orientation, gender identity, and national and ethnic origin, regardless of disability, to all the programs and activities generally made available to students, including scholarship and loan programs, athletic programs, and other University-administered social, educational, and recreational programs, and student services. All graduate schools and programs are open to both men and women.

## **The Simmons Commitment to Diversity, Equity and Inclusion**

The Simmons Commitment to Diversity, Equity and Inclusion was developed with input from the Diversity, Equity and Inclusion Action Council, supported by the College leadership, and unanimously affirmed by our Board of Trustees.

Simmons is committed to inclusive excellence in all aspects of an individual's community experience. Our values, vision and mission mandate that we strive to create an environment that is free from bias, prejudice, discrimination and hurtful/hateful acts that can prevent each member from thriving in the Simmons community.

## **Our Diversity & Inclusion Mission**

We seek to extend to the entire Simmons College community opportunities for learning, growth, success, and meaningful participation and to build a welcoming, diverse, and inclusive culture for our community. To that end, we will engage in ongoing work to combat racism, bias, and all forms of individual and institutional oppression.

We believe diversity is necessary in all aspects of an educational and residential environment to ensure inclusive excellence. As an academic community, rich with varied life experiences, perspectives, and values, we are uniquely positioned to facilitate the ongoing engagement and intellectual dialogue that honors the inherent and unique characteristics of each member of our community. This includes, but is not limited to, interrogating socially constructed concepts and addressing issues of power, phobia, isms, or any other detractors to building and sustaining an equitable community.

Simmons will affirm diversity and inclusion by moving beyond tolerance and civility to a respect and appreciation that recognizes the social positioning of underrepresented and marginalized segments of the population.

Simmons values academic excellence, intellectual freedom, critical thinking, leadership, innovation, respect for the dignity of all individuals, and continuous improvement. We adhere to policies and practices that promote and support diversity and inclusion.

We prepare students to be well informed, open-minded, and sensitive to the values and diversity of others. We strive to foster an atmosphere where students can become actively engaged leader in a changing, diverse society. We promote this goal through proactive and continual exchange of ideas among students, faculty and the general college community.

To ensure that these goals are attained, Simmons College commits to the following principles.

- We recognize, respect and honor the inherent individuality of all. We strive to ensure that all decisions concerning the educational progress of students are based on considerations appropriate to an academic institution and not on factors such as race, color, gender, gender identity and expression, sexual orientation, religion, age, national origin, ancestry, disability, or veteran status.
- All students are given equal access to the College's programs and resources. Admission to the College's undergraduate baccalaureate program considers people who self-identify as women. The College is committed to admitting qualified students of any race, color, gender, gender identity and expression, sexual orientation, religion, age, national origin, ancestry, disability, or veteran status to all programs and activities made generally available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered student services, and social, educational and recreational programs.
- We subscribe to the policies set forth in Section 504 of the Federal Rehabilitation Act of 1973, which mandates equal opportunity for qualified persons with disabilities in educational programs and activities.
- We are committed to creating an atmosphere where diversity is supported with understanding, respect, and encouragement. The College does not tolerate unlawful or other harassment of employees or students. Any discrimination or harassment by any member of the faculty, staff, or student body against any other member of the community will be handled according to the process articulated in the [Bias Response Protocol](#), [Title IX Policy](#), Faculty Policy Manual, Employee Handbook, and other relevant Simmons policies.

### **Notice of Non-Discrimination**

Chartered in 1899 and opened in 1902, Simmons is first and foremost an academic community whose goals include preparing students and other members of the Simmons community to be well informed, open-minded, and respectful of the values and diversity of others.

Simmons is, therefore, committed to the following principles:

We support equal educational and employment opportunities for all persons, based on each individual's qualifications and fitness, and we seek to administer our university policies without regard to race, color, sex, sexual orientation, gender identity, marital or parental status, religion, age, national or ethnic origin, socio-economic status, ancestry, disability, veterans' status or genetic predisposition.



We strive to administer our educational programs and activities, as well as the employment opportunities we provide, in accordance with all relevant state and federal requirements and implementing regulations. This includes, but is not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Titles I and III of the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008, the Massachusetts Equal Rights Law (M.G.L. 93, Section 102 et seq.), and Equal Pay Act, and Chapter 151B of the General Laws of Massachusetts, as amended.

We are committed to making our programs and activities accessible to individuals with disabilities, including our online/digital services and offerings. We recognize that in the virtual/online learning environment, technology-dependent teaching and learning processes may create unique and unanticipated access barriers. We encourage individuals to contact us if an obstacle to access is found to exist. (See below for how to do so.)

We seek to build and maintain a Simmons where the diversity of our community members is met with understanding, respect, and encouragement, and where unlawful discrimination, harassment and retaliation by any member of the administration, faculty, staff, or student body against any other individual will be investigated, evaluated and redressed. The College does not tolerate unlawful discrimination or harassment of its employees or students or retaliation against those who report incidents of unlawful behavior or those who cooperate in the investigation of such complaints.

#### Reporting Sexual Misconduct

If you believe you have been subjected to gender-based misconduct (sexual harassment, sexual violence, gender discrimination, stalking, exploitation), please contact our Title IX Coordinator, at (617) 521-2768. She is located in the Room E-200 in the Main Campus Building.

#### Students Reporting Discrimination or Retaliation

If you are a student and you believe you have been subjected to unlawful discrimination or retaliation, please contact the Dean of your College, the Director of your Program or the Dean for Student Life. The Dean for Student Life can be found in C-115 of the Main Campus Building.

Reporting a web/online accessibility barrier: Please use this form: <http://www.simmons.edu/report-barrier>. We are committed to making our programs and activities accessible to all individuals.

#### For Advice on Whom to Contact about a Concern or Incident

If you are unsure of where to bring complaints or concerns about unlawful discrimination, harassment or retaliation, please contact the Office of the General Counsel in E-200 in the Main Campus Building or call 617-521-2276.

### **Grievance Procedure**

A written complaint alleging violation of the federal sex and disability discrimination laws and/or regulations (34 C.F.R. Part 106 and 45 C.F.R. Part 86, implementing Title IX; 34 C.F.R. Part 104 and 45 C.F.R. Part 84, implementing Section 504 of the Rehabilitation Act; and 45 C.F.R. Part 83, implementing Section 855 of the Public Health Service Act) may be filed with the College by any student, employee, or other aggrieved person. Complaints under this procedure will not be processed from applicants for employment or admission. A University employee's allegation that they have been subjected to discrimination prohibited by the regulations will be processed under the relevant employee grievance procedure.

Inquiries concerning the application of non-discrimination policies may also be directed to the Assistant Secretary for Civil Rights at the U. S. Department of Education, Office for Civil Rights, 330 C Street, Washington, DC 20202.

## **Information for Students with Disabilities**

Simmons University is committed to the full participation of all students in its programs and activities. Simmons is committed to providing support services and reasonable accommodations when requested by students who qualify for them. Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Amendment Act of 2008 (the ADAA) protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. Both Section 504 and the ADAA protect the following persons: those who have a physical or mental impairment that substantially limits a major life activity, those who have a record of impairment, or anyone who is regarded as having impairment.

The process for obtaining a reasonable accommodation for a documented disability is an interactive one that begins with the student's disclosure of her/his disability to the Office of Accessibility Services, along with the request for a reasonable accommodation. Every Simmons student who is seeking an accommodation for a disability must provide Simmons with sufficient current medical documentation from a qualified clinician or health care provider supports the request for an accommodation and sets forth suggestions for accommodations.

Requests for accommodations and supporting documentation should be directed to the Office of Accessibility Services, located in the Center for Student Success. The Office of Accessibility Services is responsible for assisting Simmons students who have identified themselves as having a disability and who are seeking an accommodation as a result of their disabilities. Timeliness is an integral part of the accommodation process. Students should initiate the process for obtaining accommodations as soon as possible, preferably no later than the start of the course in which they are seeking the accommodation. Academic accommodations for a disability are not granted retroactively. Concerns or grievances with the Office of Accessibility Services and/or its determinations regarding accommodations should be brought to the Director of Accessibility Services.

## **Campus Security**

Simmons University subscribes, without exception, to the Campus Security Act of 1990. It is University policy to provide members of the Simmons community with information, reports, and statistics as required by P.L. 101- 502, to maintain working relationships with other law enforcement agencies to ensure co- operation between different law enforcement jurisdictions, and to provide educational programs designed to increase crime and safety awareness among students, faculty, and staff. For information regarding the Campus Security Act, contact the Director of Public Safety at 617-521-2289.

## **Human Subjects**

The University has established policies on the use of human subjects in all Simmons-initiated research and training projects. The Institutional Review Board (IRB) is charged with overseeing all research involving human subjects at Simmons University. Students undertaking research projects that propose to use humans must do the following prior to beginning their projects: 1) prepare and submit an application to the IRB for review and approval and 2) complete the Collaborative Institutional Training Initiative (CITI) Program, a web-based human subjects research investigator education program. A copy of the Simmons University human subjects research policy, IRB forms, and link to the CITI training program may be found on the Office of Sponsored Programs site. The contact for the IRB is the Office of Sponsored Programs, MCB, Room E-206, 617-521-2415. It is expected that all members of the Simmons community will fulfill their legal and ethical responsibilities to ensure that the rights and safety of human subjects are protected.

# Academic Policies

## Transfer and Waiver of Credits

### Transferring credits earned prior to entering the program:

Students may petition their program to transfer credits earned at another institution in accordance with their program Student Handbook and the requirements below. Students must provide required documents (transcript, syllabi, course descriptions, or other documents), obtain the required signatures, and follow the process outlined in each program's Student Handbook.

- Courses must be graduate level and from an accredited, degree granting institution.
- Simmons credit may be granted for no more than the face-value credit granted by the host institution.
- The course grade must be a B (3.0) or higher.
- The course was completed within 5 years of matriculation. (The Nutrition Department may grant credit for courses completed within 10 years; see the Student Handbook).
- The request to transfer is made during or prior to the end of the first semester in the program. Check Student handbook any exceptions. (At the School of Library and Information Science, transfer credit requests can be made any time after a student has earned 9 Simmons credits).
- Only credits transfer; grades do not. Transferred courses do not affect student GPA.

### Transferring credits earned during the program

Some programs allow students to *petition in advance* to take an elective course at another institution. Students should consult their program Student Handbook for timeline, requirements, and process.

### Waiver of course requirements and assessment of prior learning

Some Simmons programs allow students to petition to waive course requirements for general knowledge and experience or for coursework completed at another institution. A waiver, if awarded, waives a requirement and does not waive any credits. Students must take course(s) in place of the waived course. Proof of knowledge is required for a waiver. Students should consult their program Student Handbook for information on waivers and if applicable, timelines, requirements, and process.

## Class Attendance

Students are responsible for the entirety of the work in each of their registered courses. Instructors may consider individual class attendance when determining a student's final grade for a course. In addition to lowering a grade, absences may justify a failing grade for the entire course. Students should consult their program handbook and course instructors for specific consequences, policies, and procedures for absences and for makeup work.

### Absence from Clinical/ Field Placement/Practicum

Students should consult their program handbook and clinical or field manual for specific consequences, policies, and procedures for absences and makeup work regarding absences from placements and practica.

#### Absence due to Military Obligations

Students who are required to participate in weekly or monthly meetings, weekend drills, annual trainings, military schooling or any other training or official military event as a member of the ROTC, National Guard, Reserves, or the Inactive Ready Reserve, will be excused from class. The student is required to contact their faculty regarding making up work prior to missing class. Students should consult their program handbook for specific procedures and documentation requirements.

#### Absence due to Military Obligations: Called to Active Duty

Students should consult the Leave of Absence Policy.

#### Absence due to Religious Observance

Students who are unable, because of their religious beliefs, to attend classes or to participate in an examination, class, or work requirement on a particular day shall be excused from the class, study, or work requirement and shall be provided with an opportunity to make up the examination, study, or work they may have missed consistent with Massachusetts General Law Chapter 151C, Section 2B. That law states:

*Any student in an educational or vocation- al training institution, other than a religious or a denominational educational or vocation- al 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 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 himself of the provisions of the sections.*

Questions about absences for religious observance should be directed to the Office of Student Affairs or the Registrar's Office.

#### Absence due to Jury Duty

During the course of the academic year, students may receive notification that they have been summoned for jury duty. Students who attend college in Massachusetts are required by law to fulfill their civic duty if summoned, even though their permanent or "official" residence may be in another state. If the date for which students have been summoned is inconvenient, they may request a postponement for up to one year.

Students who are required to miss classes because of jury duty may notify the Office of Student Affairs by calling 617-521-2124. Staff members in the Office of Student Affairs will notify the appropriate faculty members, who will work with the students to make up any missed assignments or exams. Upon completion of jury duty, students are expected to bring a copy of the documentation of their service to the Office of Student Affairs.

## **Registration**

Registration for graduate courses takes place on AARC, accessible through Simmons Connection. Every student is assigned an individual registration start time for each semester based on program location and number of credits earned. Registration for each semester begins according to the Simmons University Academic Calendar and continues through the end of the first week of classes.

Graduate students should consult with their programs for advising, consultation and guidelines, and with their Financial Aid counselor to ensure there are no holds on their accounts prior to registration.

## **Policy on Adding Courses**

Students may add a course *prior* to the third course meeting as long as they have not exceeded the maximum credits allowed for their program, have met the prerequisites for the course, capacity is available, and consent has been granted where required. (Consult program Student Handbooks for maximum credit loads. See below for procedures. Consult the Registration page for the specific add/drop calendar for your program, including for courses running outside of standard semesters.)

Students are responsible for informing the instructor and for all course work in an added class.

Students must meet program policies and requirements and if necessary, have the Add/Drop form signed by their program's designated official(s). See Program Handbook and the Registration Guidelines (<https://www.simmons.edu/academics/registrar/registration>) for detailed instructions. Students should consult an advisor, Program Director, or Department Chair whenever adding or withdrawing a course.

### Adding Courses

During the Registration Priority Period (Add/Drop Period), students can add a course in AARC, based on the end date listed in AARC under "My Registration Priority."

After the Registration Priority Period:

- Online Nursing, Social Work, MBA/HCMBBA and Public Health students: Before 9:00 a.m. on the Monday before the third course meeting, email the Registrar and your Academic Advisor. Specific dates for each semester are posted on the [Registration](#) web page
- All other Students: Either: Before the published deadline (see Registration web page), submit a completed Add/Drop Form (including Instructor or other signature required by our program) at the Registrar's Office OR Email the Registrar and have your Instructor (or other required signature) email [Consent@simmons.edu](mailto:Consent@simmons.edu)

If Instructor Consent is Required by your program: submit a completed Add/Drop Form (including Instructor or other signature required by our program) at the Registrar's Office OR Email the Registrar and have your Instructor (or other required signature) email [Consent@simmons.edu](mailto:Consent@simmons.edu)

### Adding Courses and Satisfactory Academic Progress

Students who change their schedule by adding a course (or withdrawing from a course) should consult with their Academic Advisor or Program Director to ensure that they will continue to meet degree and graduation requirements. (See below for additional information on Satisfactory Academic Progress.)

### Adding Courses and Tuition and Financial Aid Awards

Students should also consult with the Student Financial Services to be fully apprised of the impact of course changes on their tuition bill and on any financial aid. (See below.)

## Policy on Withdrawal from a Course

Once enrolled in a course, a student is considered to be in that course until such time as they change their registration through the Office of the Registrar.

Each semester for each program, the Office of the Registrar posts the:

- Deadline to withdraw from a course with no notation on the student transcript.
- Deadline to withdraw from a course with a "W" (Withdrawn) noted on the student transcript. *After that date, the student transcript will note the earned grade.*
- A student who fails to attend a course or ceases attending a course and has not formally withdrawn by the deadline will receive a grade of "F" in the course and on the student transcript.

Students should consult an advisor, Program Director, or Department Chair whenever withdrawing from a course. Doctor of Physical Therapy students should consult the DPT Student Handbook for the withdrawal policy for their cohort-based program. All students enrolled in field placements or practica (including Physical Therapy, Nursing, Social Work, Education, and Nutrition) should consult their Student Handbook for specific withdrawal policies and procedures. Financial Aid and Immigration Status policies also apply to withdrawal from for-credit field experiences.

Please refer to the University Registrar's web page for detailed course withdrawal procedures and schedules and for the specific deadlines for each program each semester.

<https://www.simmons.edu/academics/registrar/registration>.

A student may not withdraw from the same course more than once (with the exception of NURP 422).

### Course Withdrawal and Satisfactory Academic Progress

A course withdrawal does not constitute successful completion of a course and may affect a student's academic standing. Students who fail to successfully complete at least 50% of attempted coursework have not made satisfactory academic progress. See Satisfactory Academic Progress under Financial Information, below.

### Course Withdrawal and Tuition

Registration reserves a student's place in a course. This registration is binding, both financially and academically. Should a student decide not to attend class, written notification to the Registrar's Office is required. Courses dropped after the beginning of the semester are subject to partial charges. Please visit the Student Financial Services website to review the tuition refund schedule for the current academic year.

### Course Withdrawal and Financial Aid Awards

A course withdrawal may affect a student's financial aid (loans) and merit funds (scholarships and assistantships). U.S. students must be enrolled at least half time to receive federal loans and usually full time for scholarships and assistantships. Be sure to consult Student Financial Services (<http://www.simmons.edu/admission-and-financial-aid/student-financial-services/student-accounts/course-refunds>) to understand the financial implications of course withdrawal.

## Auditing a Course

Students who wish to attend a class without working for or expecting to receive formal credit may register to audit the class in those programs where an audit is permitted (see program Student Handbook). Permission of the instructor is required to audit the class and students cannot register for an audit until the first day of the course.

Students may not attend any course without registering for either credit or audit. Students may not change an audit class to credit after the priority registration period.

## Marks and Evaluations

The University uses a system of letter grades and numerical points to evaluate student performance in courses. The following grades, with corresponding grade points, are used to evaluate academic achievement.

Letter Grade	Grade Point
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00

P – PASS: Indicates performance in a course for which specific grades are not given.

MP – MARGINAL PASS: used in the School of Social Work and indicates performance in a course for which specific grades are not given.

F – FAIL: Indicates performance in a course for which specific grades are not given. No credits are granted

S – INTERMEDIATE GRADE: used in the School of Social work upon completion of one semester of a full year course.

AU – Indicates that the student is or has audited the course. No credit is awarded for an audit.

W – WITHDRAWAL: indicates an approved withdrawal.

## **Grade Appeal**

Grade appeals can occur for the following three reasons: computational error; arbitrariness or capriciousness; unlawful discrimination. If a student believes that they have the basis to appeal a final grade, they should follow the grade appeal procedures and deadlines outlined below.

A grade appeal must be initiated within ten instructional days of the semester following the term of the grade under appeal. A student cannot appeal a grade after they have graduated.

### A. Explanation of Grounds for Appeal

#### 1. Computational error.

The faculty member is alleged to have made a mistake in the mathematical computation of the course grade. If the faculty member discovers a computational error in calculating a student's grade, they should submit a "Change of Grade" form to the Dean's Office. The faculty member should notify the student of the error and resulting change; the student has the right to question or appeal this grade following the procedures outlined below. If a student believes that a mistake has been made in the computation of their grade, they should first speak with the faculty member. If the faculty member agrees, the faculty member should complete a "Change of Grade" form, have it signed by the Program Director and by the Dean's Office. If the faculty member does not agree, the student may then follow the procedures and deadlines outlined below

Deadline: "Change of Grade" forms must be received by the Dean's Office no later than one semester following the semester in which the computational error was made.

#### 2. Arbitrariness or capriciousness.

The student alleges that the grade was based on something other than performance in a course (i.e. non-academic criteria); or the grade reflects standards different from those applied to other students in the course; or the grade departs from the standards of evaluation set forth in the syllabi or other written document in a substantial, unreasonable, and unannounced way. In this case, the student should follow the procedures and deadlines outlined below.

#### 3. Discrimination.

The student alleges that the grade reflects a violation of the College's non-discrimination policy as stated in the College catalogs and student handbooks. In this case, the student should follow the "grievance procedures" for bringing a claim of unlawful discrimination as outlined in the College catalogs and student handbooks.

### B. Grade Appeal Procedures and Deadlines

#### 1. First Step: Informal Resolution with Course Faculty Member.

If the student believes they have received an unfair course grade, they shall attempt to resolve the matter informally with the faculty member who assigned the grade. The faculty member shall meet with the student to consider their reasons for believing the final grade to be unfair. If the faculty member does not believe there is merit for a grade change, they notify the student. The student may then proceed to the second step below. If the faculty member believes there is reason to change the grade, they complete the "Change of Grade" form, including a clear explanation of the reason for the change that is consistent with the terms of this grade appeal policy. The faculty member submits the "Change of Grade" form to the Department Chair/Program Director for approval; the Department Chair/ Program Director submits it to the Dean's Office for approval. After Dean's Office approval is received, the faculty member notifies the student of the change.



Deadline: The student must make their appeal to the faculty member no later than the tenth day of instruction of the semester following the assignment of the grade under appeal. If the grade is not to be changed, the faculty member will notify the student of their decision within five days of instruction of their meeting. If the grade is to be changed, the faculty member submits the "Change of Grade" form to the Department Chair/Program Director within five days of instruction. The Dean's Office will notify the faculty member when the change has been processed so that the faculty member can notify the student.

## 2. Second Step: Informal Resolution with Department Chair/ Program Director.

If, after the faculty member's notification of their consideration of the initial grade appeal, the student continues to believe that the grade is unfairly assigned, the student shall meet with the Director of the Program in which the course was taken and explain the grounds for the student's grade appeal. The student will provide all supporting course materials. The Program Director shall meet with the faculty member. If the faculty member, after discussion with the Program Director, agrees that the grade should be changed, they completes a "Change of Grade" form, including a clear explanation of the reason for the change that is consistent with the terms of this grade appeal policy. The faculty member submits the "Change of Grade" form to the Program Director for approval; the Program Director submits it to the Dean's Office for approval. If the faculty member does not agree, the student may proceed to the third step below.

Deadlines: The student must submit an appeal with the Department Program Director within ten instructional days after notice of the decision in "first step" above. The Program Director informs the student of their decision within five instructional days of their meeting.

## 3. Third Step: Dean's Review.

If, after seeking informal resolution with the Program Director, the student continues to believe that the assigned grade is unfair and wishes to pursue the appeal, the student may submit a formal written appeal and "Grade Appeal" form to the Dean's Office. The written statement includes the student's reasons for appealing the grade and any supporting materials. The Dean or their designate shall meet, separately and/or together, with the student and the faculty member and may ask for a written statement from the faculty member. Additionally, the Dean or their designate shall meet with the Program Director. If the Dean's Review determines that there is no merit to the grade appeal, the Dean informs the student that the final grade stands. The grade appeal process ends here.

Deadlines: The student must submit a written statement and "Grade Appeal" form to the Dean within ten instructional days of the notice of the decision in the "second step" above. The Dean informs the student of their decision within ten instructional days of their final meeting.

## 4. Fourth Step: Faculty Grade Appeal Committee.

If the Dean's Review determines that there is merit to the grade appeal, the Dean will refer the appeal to the Faculty Grade Appeal Committee.

Deadlines: The Faculty Grade Appeal Committee has twenty instructional days to convene and deliberate. The Committee notifies the student, faculty member, and Dean's Office of its decision within five instructional days of its decision.

Please note that although individual assignments become part of a course grade appeal, only the final grade in a course is open to appeal under this process. As a result of the grade appeal process, the final grade may be raised, lowered, or stay the same. The grade appeal process will not attempt to grade or re-grade individual assignments or aspects of course work other than the final grade. Similarly, no new or revised course work can be requested by the student or accepted by the faculty member as part of a grade appeal process. Records of all graded material, including examinations, papers, homework, etc. shall be maintained by individual faculty members until the end of the grade appeal procedure period. Students are strongly encouraged to maintain copies of all work submitted to the faculty member as well as graded work returned to the student by the faculty member.

# Leaves of Absence, Withdrawal from the University

## Withdrawal from the University

Students who wish to withdraw from the university must complete the University Withdrawal Form, available online or in the Office of the Registrar. Students should consult with their program advisors and with Student Financial Services for information on the implications of withdrawal for tuition and student loans. A request for withdrawal is effective on the day it is received in the Registrar's office. Students who withdraw during the semester are assigned grades based on the Course Withdrawal policy. Withdrawal from the university will impact an international student's immigration status; international students should consult with the Center for Global Education before withdrawal.

If a student withdraws from all of their courses, fails to return from leave of absence after the date approved by the registrar, or fails to register for any courses by the end of the fourth week of classes, they are considered to have withdrawn from the University. No student will be permitted to register after the fourth week of the semester.

All University expenses incurred by a student before their withdrawal must be paid in full prior to the release of their official records.

## Voluntary Leave of Absence

Students wishing to leave the University for a temporary period, with the intention of returning to complete their degree, may apply to take a leave of absence (LOA). Student considering a leave of absence should consult their advisor, program director, or the Dean of Student Affairs and Student Financial Services. International students should consult the Center for Global Education for the implications of withdrawal on their visa status.

If the student chooses to take a voluntary leave of absence in order to receive intensive clinical health care treatment, the staff in the Office of Student Affairs will assist with processing this request. In some instances the student maybe asked to complete the Process for Returning from an Involuntary Leave of Absence as a requirement of returning to the University. (See below.)

In order to take an official leave of absence, students must complete a Leave of Absence form, available online or in the Office of the Registrar. A student requesting a LOA must state the reason for the leave, and the semester in which they intend to return. Students who take a leave of absence during the semester are assigned grades based on the Course Withdrawal policy.

Leaves will not be ordinarily granted for periods longer than one academic year. The request for the extension of a leave (for a maximum of one year) is approved only in unusual circumstances. Extension requests must be made before the expiration of the original leave of absence. Leaves of absence for graduate students may not exceed a cumulative total of two years. Students who do not return at the end of an authorized Leave of Absence will be withdrawn from their academic program and must submit a subsequent readmission to the program.

Students on a leave of absence are considered active students and are able to register for classes in an upcoming term while on leave. Students are expected to register for classes upon returning from a leave of absence.

## **Involuntary Leave of Absence**

Simmons University is committed to the safety and well-being of its community members and to the integrity of the living and learning environment. Our goals, therefore, are to maintain the health and safety of each individual in our community and to enable all enrolled students to participate fully in the life of the University.

In instances in which a student's mental, emotional, or medical health pose a threat to themselves and/or others, becomes a barrier to appropriate or prescribed levels of self care, or causes significant disruption to the activities of the University community, such students may be required to take an involuntary leave of absence from the University.

In instances when a student's mental, physical or emotional health may pose a direct, imminent, threat to the safety and well-being of the Simmons community, or the student has been admitted to a health care setting to undergo intensive medical or psychological treatment (hospitalization, intensive outpatient or inpatient program), the Dean of Students or designee, as an interim measure, can place the student on an involuntary leave of absence from the University. When applicable the student will be informed in writing of the actions that lead to her/him being placed on leave and direct the student to the process for return. The student's parent/guardian/emergency contact person may be notified that the student is in a potentially dangerous situation.

Any student placed on an involuntary leave of absence will not be allowed to remain on campus. This includes living in residence, attending classes, and participating in Simmons sponsored events.

In circumstances when the student has not met direct threat/inpatient criteria, the Dean for Student Affairs or designee may, based off of observable/recorded behavior, still require a student to undergo an individualized psychological and/or medical assessment in order to make an informed decision regarding the student's ability to meet the academic, social and emotional requirements of being a Simmons student. This evaluation can be conducted by a member of the University's clinical staff, or by a student's external health care provider who is treating the student. The student will be required to sign a release that gives permission to the University's designated clinical personnel to speak with her/his external evaluating health care provider and to allow for the release of any relevant medical reports as part of the assessment. If the student chooses not to engage in the process listed above, then she/he will be required to take an involuntary leave of absence and if applicable, immediate removal from the residence halls.

If following the evaluation, a leave is deemed unnecessary, the Dean for Student Affairs or designee may impose other conditions and/or requirements which the student would be required to comply with as a condition of continued enrollment at the University.

In any instance in which a leave is required, the Dean for Student Affairs or designee will provide written notice to the student, including the specific requirements that must be met as a condition of eligibility for re-enrollment, the timeline for initiating and completing the return process, as well as the procedure for appealing the decision. In most instances, the parent(s) or guardian(s) of the student will be included in this notice. Students are strongly encouraged to discuss the need for a voluntary or involuntary leave with their parent(s) or guardian(s) prior to and during the leave process.

The duration of the leave is typically no fewer than six full months, although the specific length of the leave will be based on the student's individualized assessment and determined by the Dean or designee on a case-by-case basis. When a student takes leave before the end of a semester, whether voluntary or involuntary, Simmons' usual tuition and residence hall refund schedule apply.

## **Process for Returning to Simmons after an Involuntary Leave**

Simmons University students who have been placed on an Involuntary Leave of Absence will be required to undergo an individualized assessment to be cleared to return to Simmons, prior to their return to the University. They are also required to sign an authorization form that enables the hospital, treatment facility, and/or all pertinent external health care providers to release information necessary for the review process. The review process will involve an interview with the appropriately licensed Simmons clinical staff member as well as the Dean of Student Affairs or designee. Following the interview with an individual of the clinical staff, a recommendation that is based off the student's report, his/ her treatment history, information gathered from the external treatment facility, and/or a student's personal health care provider, will be shared with the Dean for Student Affairs or designee regarding the student's readiness to return. Then, on a case by case basis, the Dean of Student Affairs or designee will make a determination if the students are permitted to return to the Simmons community. If it is determined that the student can return, the student will meet with the Associate Dean for Student Affairs or designee to establish a plan to return to the University and identify community resources. As a condition of continued enrollment and, if applicable, as a condition of re-admittance to the residence halls, the following criteria must be met:

1. The consulting health care provider must find that the student has maintained a significant level of physical, mental, or emotional stability along with the skill set necessary to successfully engage in the student's academic program as well as the activities associated in being a Simmons student.
2. The student and the consulting Simmons clinical staff member in conjunction with all relevant external health care providers must establish and agree upon a plan for continued managed care after returning to the University.
3. The student must commit to following the recommended and established treatment plan.

If, after reviewing all pertinent information, the Dean of Student Affairs or designee denies a student's request to return from an involuntary leave of absence, or the student disagrees with the conditions established as part of the return process, the student can appeal the decision in writing to the Vice President of Student Affairs.

# Financial Information: Tuition and Fees, Student Loans, Satisfactory Academic Progress

## Payment Methods and Policies

Charges for tuition, fees, residence, and any prior balance must be paid in full each semester before a student may attend classes. A student's registration is complete and official when the student has completed registration and has settled all charges with Student Financial Services.

## Billing and Payment

Billing statements are mailed monthly to each student's home address if there has been any account activity or if there is a balance due.

Statements will also be posted online on a monthly basis via the online Student Account Center which can be accessed by logging into AARC.

Students are required to maintain an accurate address with the College. If you will be moving please update your address via AARC or contact the Registrar.

Failure to receive a student account statement in the mail is not an adequate reason for nonpayment.

## Checks and Money Orders

Make all checks and money orders payable to Simmons University. You must include the student's account number on the check. Post-dated checks will not be accepted. Send payments using the enclosed remittance envelope, with the billing stub, to the following address:

**Simmons University**  
P.O. Box 414104  
Boston, MA 02241-4104

Payments without the billing stub must be brought or mailed directly to the Cashier Window at the University:

**Simmons University, Cashier Window**  
300 The Fenway  
Boston, MA 02115-5898

A fee of \$20 will be charged for any dishonored check. Student Financial Services will wait 5 business days for an electronic check to clear and 10 business for a paper check to clear before lifting any financial obligation holds.

## Credit Cards

You may choose to pay your bill by credit card (American Express, Discover, Visa or MasterCard) or by electronic check. Log into Simmons Connection and click on AARC and then Student Account Center to access your online statement and submit an electronic payment.

A service fee of 2.75% will be charged by the provider for the credit card payment option. Simmons University does not charge nor collect the service fee.

**Please note:** The service fee will increase to 2.85% effective May 1, 2018

## **Employer Tuition Reimbursement Agreement**

The Employer Tuition Reimbursement Agreement does not permit students to defer the current semester balance until the end of the semester. In order to qualify for the Employer Tuition Reimbursement Agreement, students must pay their first semester balance in full by the stated due date for the semester. Students who are eligible for tuition reimbursement from their employer may be able to register for future semesters only after they have paid for their current semester at Simmons University. A payment for tuition reimbursement is generally remitted to the student upon the completion of the course(s) as well as submission of the grade(s) and a receipt of payment for the course(s). Therefore, the current semester must be paid completely to be eligible for tuition reimbursement from the employer.

NOTE: You are only eligible for this benefit when you enroll in semesters that run back-to-back (i.e., fall to spring or spring to summer). The intention is to use the reimbursement from the current semester to pay the subsequent semester's balance. Spring to fall does not qualify since your reimbursement from spring should be received by the time the payment for the fall semester is due.

Please contact Student Financial Services to determine if you are eligible for the Employer Tuition Reimbursement Agreement. In the event that you are eligible, Student Financial Services will provide you with an application form.

## **Monthly Payment Plan**

Many students and families take advantage of the monthly payment plan through Nelnet (formerly TMS) to cover the cost of tuition or to supplement any remaining balance not covered by financial aid or loans. The monthly payment plan is an interest-free alternative to lump sum payments at bill time. Such arrangements must be made well in advance of the bill due date to avoid late fees.

For all on campus students (including LIS Online and Nutrition Online), please apply at <https://simmons.afford.com/>. The application fee for the academic year (Fall and Spring) is \$55.00, and the application fee per term (Fall or Spring) is \$35.00. The monthly payment plan is not a payment option during the summer semester for on campus students.

Please apply at <https://simmonsonline.afford.com/> if you are an online student enrolled in one of the following programs: [Nursing@Simmons](mailto:Nursing@Simmons), [SocialWork@Simmons](mailto:SocialWork@Simmons), [BehaviorAnalysis@Simmons](mailto:BehaviorAnalysis@Simmons), [MPH@Simmons](mailto:MPH@Simmons), [MBA@Simmons](mailto:MBA@Simmons), or [HealthCareMBA@Simmons](mailto:HealthCareMBA@Simmons). Payment plans are generally available for enrollment one week prior to registration for the term. The application fee is \$35.00 per term.

Nelnet Customer Service can be reached at 800-722-4867.

## **Online Payment**

Simmons provides the convenience of making a quick and easy online payment towards your student account. If you are a student, this is available to you through the Student Account Center which you can access through [AARC](#). If you would like to make a payment on behalf of a student, please see the information below on becoming an "Authorized User." Please note that a convenience fee of 2.75% will be charged to the provider for the credit card payment option. Simmons University does not charge nor collect the convenience fee. There is no fee for the electronic check payment.

### **Authorized users**

Authorized users are individuals such as parents, an employer, a spouse, etc. who can make payments on behalf of a Simmons student. In order to become an Authorized User, the student **MUST** first grant the access. After the access has been granted, the authorized user will automatically receive an email with instructions on how to log in and make payments. Authorized Users will only have access to the financial information the student has made available to them through the Student Account Center. They will **NOT** have access to anything on AARC, such as grades and registration information.

If you have already been granted access as an Authorized User, you may [login using your username and password](#).

### **Wire Transfers**

Instructions for payments via wire transfers will be mailed with the first billing statement sent each semester. You may also request instructions by calling the Office of Student Financial Services at (617) 521-2001 or (617) 521-2009.

### **College Savings Plans (529 Plans) and Pre-paid Tuition Plans (UPlan)**

Simmons University welcomes all college and university savings plans. Student Financial Services recommends that parents contact their individual plan provider for specific information regarding how to initiate payment. Most 529 plans send payment directly to the University based on an invoice supplied by the 529 holder. Some plans request that the University provide the invoice on behalf of the student. Please let Student Financial Services know if your plan provider requires documentation from University directly.

If you are using a pre-paid tuition plan to pay for tuition, such as the UPlan, please provide Student Financial Services with the provider name and the amount you will be using for the upcoming academic year. Once we receive this information, we will credit your account and ensure the timely receipt of payment from the plan provider.

#### Please Note:

Credit card payments and direct debits are not accepted at the Cashier's Window. These payment sites are for Tuition and Fees **ONLY**.

If you would like to make a deposit, please call the Admissions Office for instructions on how to make an online deposit payment. If you make your deposit here, your Admissions Office will **NOT** be notified of this payment.

### **Payment Deadlines**

On-Campus Graduate Programs:

- Summer: May 5th
- Fall: August 1st
- Spring: December 15th

Online Graduate Programs (Nursing@Simmons, SW@Simmons, MBA@Simmons, HCMBA@Simmons, MPH@Simmons & BehaviorAnalysis@Simmons)

- All Terms: Tuition payment is due 7 days prior to the start of each term



## **Late fees & penalties**

Payments received at the University after the due date on the billing statement are subject to late payment fees. A \$100 late fee will be assessed if the balance is not paid in full by the tuition payment deadline. Another \$100 late fee will be assessed if the balance has not been paid in full by the first day of classes for that semester.

Student accounts must be paid in full before a student may attend class. Students who do not settle their accounts prior to the first day of classes may have their schedules canceled and will have to select courses on a space-available basis.

Any account that is severely delinquent may be referred to a collection agency or lawyer for collection. Any expenses incurred by the University in doing so will be added to the due balance.

Simmons University reserves the right to suspend any or all of its privileges and services to students who have not met their financial obligations to the University. Such services include the release of academic transcripts, diplomas, references, and placement materials, as well as access to various campus offices and facilities. Please note that Simmons has no deferred-payment plans. All University charges are payable by the applicable due dates or the late payment fees will be applied.

## **Enrollment Requirements related to Loans, Financial Aid, and Scholarships/Fellowships**

For federal loans, students must meet particular enrollment requirements. All students need to be enrolled at half-time status or more to receive financial aid. For graduate students, half-time status is registered in at least 5 credits.

For merit scholarships awarded at time of acceptance, the credit requirements vary and are dependent on your level of award. Please refer to your scholarship offer letter to ensure you are consistently registered for the minimum number of credits required to maintain the scholarship.

## **Tuition Refund Policy**

The tuition refund policy applies to all Simmons University students. Students are responsible for abiding by the published tuition refund deadlines. Tuition is not refundable when students drop or withdraw from courses after published deadlines. Should a student completely withdraw from all coursework after classes have begun, he/she may still be accountable for a portion of tuition, room & board as well as other fees.

The percentage of tuition to be refunded is calculated using the official drop date of the course as determined by the Registrar. Non-attendance does not constitute a drop or withdrawal from a course.

In all cases, students should be aware that any reduction in the number of registered credit hours and subsequent charges may affect their financial aid. Students considering a withdrawal or reduction in credit hours are strongly encouraged to contact their Financial Aid Officer, prior to course withdrawal, to determine the impact on financial aid eligibility. Simmons University is responsible for adhering to rules established by the federal government that determine the amount of federal financial aid a student is allowed to keep toward university charges. Please refer to the "Return of Title IV Aid" section of this webpage for more detailed information.

**Tuition Refund Schedule – Fall & Spring: All Graduate Students**

Course Dropped on or Before	% of Tuition Charges Canceled
7 days after first class	100%
8-14 days after first class	80%
15-21 days after first class	60%
22-28 days after first class	40%
29-35 days after first class	20%
36 days after first class	0%

\*This refund schedule applies to ALL on-campus and online graduate students

**Tuition Refund Schedule – Summer: All Graduate Students**

This summer refund schedule applies to the following programs:

- BehaviorAnalysis@Simmons
- HCMBA@Simmons
- MBA@Simmons
- Nursing@Simmons
- Social Work@Simmons
- Public Health@Simmons

Course Dropped on or Before	% of Tuition Charges Canceled
7 days after first class	100%
8-14 days after first class	80%
15-21 days after first class	60%
22-28 days after first class	40%
29-35 days after first class	20%
36 days after first class	0%

This summer refund schedule applies to the following programs:

- ALL On-Campus Graduate Students
- SLIS Online Programs
- Health Professions Education (PhD)
- Nursing Practice (DNP)
- Off-Site Programs

Course Dropped on or Before	% of Tuition Charges Canceled
On or before the first day of class	100%
On or before the second day of class	80%
After the second day of class	0%

## **Appeal for Exception to Tuition Refund Policy**

Students are responsible for abiding by the published deadlines on the Academic Calendar and the Tuition Refund Schedule. Tuition is not refundable when students drop or withdraw from courses after the published deadlines. If circumstances beyond the student's control have made the late drop or withdrawal necessary, the student may appeal the tuition charge. Before a student can appeal the tuition charges, they must be officially withdrawn or dropped from the courses for which they are appealing the tuition. In all cases, students should be aware that any reduction in the number of registered credit hours and subsequent charges may affect their financial aid. It is highly recommended that all students discuss their individual situation with Student Financial Services.

### Petition Refund Exceptions:

- Death of an immediate family member
- Medical condition requiring extended medical care where continuing school is impractical or impossible
- Military deployment or military commitments
- Other documented extraordinary extenuating circumstances may be considered

### These circumstances are NOT sufficient to support a Tuition Refund Appeal:

- Not being aware of the Registration Deadline (add/drop deadline) or forgetting you were registered
- Insufficient financial aid or financial hardship
- Dropping courses to avoid bad grades
- Deciding that school/life/schedule is overwhelming
- Academic or disciplinary dismissal
- Dissatisfaction with an instructor or course content or determining that courses you took do not your academic or personal goals

### Please be aware that:

- You must have OFFICIALLY dropped your course(s) during the semester for which you are petitioning. Simmons does not drop courses for non-payment or non-attendance
- Refunds cannot be given for courses in which students have recorded grades
- Petitions must be submitted within six months of the start of the term
- Please submit the petition form with all supporting documentation. Incomplete petitions and petitions lacking supporting documentation will not be considered

### Supporting Documentation

The burden of proof rests with the students to submit documentation of the circumstances that prevent the student from adhering to the Simmons policies. All statements in the petition MUST be documented. Documentation may include, but is not limited to:

Death of an immediate family member:

1. Certificate of death or obituaries listing relationship to deceased individual
2. Immediate family is defined as spouse, sibling, children, and/or parents

Medical condition requiring extended medical care where continuing school is impractical or impossible. (This provision specifically excludes conditions or chronic illnesses that remain static and are known to the student at the time of enrollment. Please do not submit medical bills or insurance claims. Statement from the physician or hospital on official letterhead that provides:

1. Date the medical condition was diagnosed
2. Dates of treatment
3. Dates of hospitalization or confinement, recuperation period, release from treatment
4. How this condition affected your university attendance

Military deployment or military commitments:

1. Military orders if the student’s military unit was activated and deployed during the semester
2. Other official legal documents that substantiate the inability to participate in courses during the semester due to the deployment or military commitments

Submit the Appeal for Exception to Tuition Refund Policy Form and all supporting documentation to Student Financial Services, Bursar.

Download the [Appeal for Exception to Tuition Refund Policy Form](#) on the Student Financial Services website.

**Simmons Graduate Tuition and Fees (Fall 2019 to summer 2020)**

<https://www.simmons.edu/graduate/tuition-and-financial-aid/tuition-and-fees>

Program	Tuition (per credit)	Activity Fee (per semester)
Behavior Analysis	\$1,080	\$57
Children’s Literature	\$1,100	\$57
Nutrition + Dietetic Internship	\$1,041	\$114 \$125.50 – CORI checks \$5,851 –Health insurance if needed
Dietetic Internship (non-degree)	\$1250	\$114 \$125.50 – CORI checks \$5,851 –Health insurance if needed

<b>Program</b>	<b>Tuition (per credit)</b>	<b>Activity Fee (per semester)</b>
Education	\$980	\$57
English	\$1,100	\$57
Gender/Cultural Studies	\$1,100	\$57
Health Professions Education	\$1,250	\$114
History	\$1,100	\$57
Library and Information Science	\$1,295	\$57
Nursing	\$1,410	\$114
Nutrition	\$1,250	\$114
Physical Therapy	\$1,310	\$114 \$815 – Human Anatomy Lab one-time fee
Public Policy	\$1,100	\$57
Social Work	\$1,080	\$57 \$57 – field education fee
Dual Degree: Children’s Literature + English	\$1,100	\$57
Dual Degree: Education + English	\$1,100	\$57
Dual Degree: Education + Gender/Cultural Studies	\$1,100	\$57
Dual Degree: Education + History	\$1,100	\$57
Dual Degree: Gender/cultural studies + Public Policy	\$1,100	\$57
Dual Degree: Library and Information Science + Children’s Literature	\$1,190	\$57
Dual Degree: Library and Information Science + History	\$1270	\$57
Online: Behavior Analysis @ Simmons	\$1,080	\$57
Online: MBA@Simmons and HCMBA@Simmons	\$1,445	\$57
Online: MPH @ Simmons	\$1,465	\$165
Online: Nursing @ Simmons	\$1,410	\$165
Online: SocialWork @ Simmons	\$1,080	\$57 \$57 – field education fee

## **Simmons Student Health Insurance Plan**

All students taking 9 or more credits are required by Massachusetts State law to enroll in the Student Health Insurance Plan or be covered by a health insurance plan with comparable coverage. To ensure compliance with Massachusetts State law, Simmons students are automatically billed for the Student Health Plan, which is separate from the Health Center fee. Failure to submit a waiver form by the stated deadline will result in automatic enrollment. Students are not allowed to waive coverage with a foreign insurance carrier or Health Safety Net Plan. Only insurance companies within the United States will be accepted as substitutes for the Simmons Student Health Insurance Plan.

Simmons University does not offer Student Health Insurance to students enrolled in less than 9 credits OR to the dependent(s) of any Simmons student.

If you are covered under a comparable insurance plan you may be eligible to waive the Student Health Insurance Plan. Waivers must be completed online at the website of our insurance provider, [www.universityhealthplans.com](http://www.universityhealthplans.com). The deadline to waive the Student Health Insurance Plan for the fall semester is August 1, 2018 and the deadline to waive for the spring semester is December 15, 2018. Failure to waive by these dates will result in mandatory enrollment with no possibility of reversal or refund of the insurance costs.

## **Student Lending Options For Graduate Students**

Graduate students who are registered for 5 or more credits per semester are eligible to apply for the following federal loans:

### Federal Direct Unsubsidized Stafford Student Loan

The Federal Direct Unsubsidized Stafford Student Loan is for students who are US citizens/permanent residents and does not require a credit check. Details on this loan:

- The interest rate on an Unsubsidized Stafford Loan for the 2018-2019 academic year is fixed at 6.60%.
- Interest begins to accrue after the first disbursement and can either be paid quarterly or can be capitalized meaning the interest would be added to the loan amount borrowed.
- Standard repayment begins six months after graduation (or dropping below half time enrollment) and continues for up to ten years, although there are extended repayment plans (up to 25 years) available.
- There are no penalties or fees if you prepay your loan in part or in full.

As with all Federal loan programs, this loan has an origination fee. This fee is charged by the government and is reduced from the loan before the funds are sent to Simmons.

To apply for this loan

- Recipients are required to sign a Master Promissory Note (MPN) prior to the Stafford Loan being disbursed each semester.
- In addition, you will need to complete Direct Subsidized/Unsubsidized Loan Entrance Counseling before loan funds can be credited to your account.

Failure to sign both the MPN and Entrance Counseling will result in cancellation of the loan.

## Graduate Direct PLUS Loan

The Graduate PLUS Loan is a federally funded loan that enables graduate students to borrow up to the full cost of attendance less any other financial aid received. Here are details about this loan program:

- The interest rate on a PLUS loan for the 2018-2019 academic year is fixed at 7.60%
- For loans disbursed between October 1, 2018 and September 30, 2019, the origination fee\* is 4.248%
- Disbursements are made in equal installments over the semesters within an academic year
- Interest accrues after the first disbursement, but the first payment is not due until approximately 60 days after the loan fully disburses
- The standard repayment period is ten years, although there are extended and graduated plans available
- The principal payment may be deferred for up to 4 years while the student is enrolled on at least a half-time basis. Interest will accrue during deferment and can be paid quarterly or capitalized
- Loans will not be certified for a partial period of enrollment (i.e., a single semester) unless it is the student's final period of enrollment for that academic year
- The credit check used to approve the loan is valid for 180 days. Please do not apply for your loan more than 90 days before the start of your intended loan period

To apply for the PLUS Loan

- Please go to the Direct Loan website and follow the steps outlined there. If you need assistance determining the amount to request for the PLUS Loan that would incorporate the origination fee\*, please contact your assigned financial aid counselor.

If you are denied a PLUS Loan you will have these options:

1. You can contest the credit decision on your PLUS Loan application by appealing directly to the Direct Loan program. More information is available by logging into the Direct Loan website or by calling Applicant Services at 800.557.7394 (8 AM- 8 PM ET, Mon-Fri).
2. You can choose to add an endorser to your PLUS Loan application in order to get credit approved. To add an endorser, you and your endorser should submit the additional information via the Direct Loan website. For assistance, please contact Applicant Services at 800.577.7394 (8 AM- 8 PM ET, Mon-Fri).

\* The origination fee is a processing fee assessed by the government and reduced from the loan before the funds are sent to Simmons. Please be sure to increase the amount you apply for by the origination fee so that the amount disbursed will account for the fee and still cover your costs.

## Canceling Your Federal Student Loan

- Direct Loan funds that are returned within 120 days of the disbursement by the school or the borrower, for any reason, are treated as a partial or full cancellation, with the appropriate adjustment of the loan fee and interest.
- If the loan has not yet disbursed to your student account: fill out the Loan Adjustment Request form on our website
- If the loan has already disbursed to your student account and it is within 120 days since your loan disbursed:

- If you did not receive a refund from the disbursement, fill out the Loan Adjustment Request form on our website
- If you did receive a refund from the disbursement, then you are responsible for returning the money directly to your loan servicer
- Contact the Federal Direct Loan Servicing Center at 1-800-848-0979
- Always use the term "cancellation" or "cancel." to ensure that the interest and fees are removed as well

#### Private, Credit-Based Loans

This loan, called an alternative loan, is available through lending agencies such as banks or credit unions. Most of these loans carry a variable interest rate, but there are a few that offer fixed interest rates. While Simmons cannot recommend any particular lender or group of lenders to its students, we do strongly recommend that you compare rates carefully and know what their monthly repayment schedule will be.

When researching your options, contact the lender directly. They will be able to answer questions you may have on the terms and conditions of the loan(s). However, make sure that you do not apply for your loan until you are ready! Each time you apply for a loan, your credit is checked. If the lender is not able to provide an estimated interest rate without processing your credit, please make sure that you've narrowed down your loan options to as few as possible before allowing them to run your credit!

Once you have decided which loan you would like to use, please submit your application directly to your chosen lender. After you are approved, the lending agency will electronically notify Simmons of your approval and request the loan's certification. It generally takes about a week, but once Simmons has certified the loan you will be able to see it pending on your next award letter and bill.

#### **Financial Aid and Credit Balance Refunds**

Students will automatically receive a refund for any excess funds (credit balance) on their student account each semester. Simmons University will not hold credit balances to be applied to subsequent semesters. **Refunds are processed by Student Financial Services 7-10 business days after the completion of the add/drop period each semester, approximately four weeks into the semester, following verification of student enrollment.**

*Since refunds are not immediately available at the beginning of each semester, students must ensure they have sufficient funds to meet living expenses, including rent for the first two months of each term (for students living off-campus), books, supplies, and personal expenses until refunds become available.*

All refunds, regardless of the source, are first applied to any credit card payment(s) that were made toward the student's account during the current fiscal year (July 1—June 30). For instructions on how to set up direct deposit for your refund, please see the section on our website titled "Direct Deposit Student FAQ". If direct deposit is not setup, a refund check will be mailed to the student's home address on file in AARC. Please ensure that your address in AARC is current at all times.

#### **Financial Aid and Withdrawals/Leaves**

##### Return of Title IV Aid

When federal Title IV grant or loan assistance is disbursed, but the recipient does not complete the enrollment period, the law requires that Simmons University calculate the amount that must be returned by the school and/or student to Title IV program accounts.



The date the student initiates the withdrawal is used for calculating the percentage used in the formula for Return of Title IV funds. Students are required to initiate their withdrawal by completing the electronic wufoo form. The data from this form is sent to all of the appropriate offices on campus that play a part in processing a student's withdrawal. The date the student files the form is used as the date of the withdrawal as it serves as the date the student notified the institution of their intent to withdraw. In addition, the Registrar's Office sends a weekly report of all leaves and withdrawals and this report captures any withdrawals by a student who did not complete the wufoo form but was determined to no longer be enrolled (in these cases the withdrawal date is the date the institution became aware the student was no longer enrolled). The number of days from the 1st class day to the withdrawal date divided by the number of days in the payment period (semester) equals the percentage of Title IV funds earned. If the withdrawal date is after the 60% point of the semester, the student has earned 100% of the Title IV funds.

If the total amount of Title IV grant and/or loan assistance that the student earned is less than the amount disbursed to or on behalf of the student, the difference between these amounts must be returned to the Title IV programs in the following order of priority (not to exceed the amount originally disbursed):

1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. Direct PLUS Loans
4. Federal Pell Grant
5. Federal SEOG Grant
6. Iraq Afghanistan Service Grant

The school and the student share the responsibility for returning Title IV aid. The school returns "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs.

The school must return Title IV funds due to the federal programs no later than 30 days after the date the school determines the student withdrew.

If the student owes funds back to the Title IV programs, the institution will advise the student within 45 days of determining that the student withdrew. The student has 45 days from the date of notification from the institution to take action on the over payment. If the student's portion of unearned Title IV funds included a federal grant, the student has to pay no more than 50% of the initial amount that the student is responsible for returning. Immediate repayment of the unearned loan amount is not required because the student repays the loan to the lender according to the terms or conditions in the promissory note. The institution will advise the lender of the student's withdrawal within 45 days of determining the student withdrew.

No additional disbursements may be made to the student for the enrollment period. If the student does not repay the amount owed to the Title IV programs or does not make satisfactory payment arrangements with the U.S. Department of Education, Simmons University will report to the National Student Loan Data System (NSLDS) that the student received an over payment. The student loses eligibility for further Title IV aid until resolved.

### Example

NOTE: Dollar amounts are for example only and are not true current costs.

Rachel has been awarded the following package for Fall 2016:

- Federal Pell Grant - \$1200
- Federal Work-Study - \$1250
- Federal Subsidized Stafford Loan - \$1750
- Federal Unsubsidized Stafford Loan - \$2000

Rachel withdraws from all of her classes on October 5, 2016. The total amount of Title IV Aid that is subject to the Return of Title IV Calculation is \$4950. The percentage of Title IV aid Rachel has earned is 31.1%. The total amount of Title IV aid that was earned by the student is \$1539.45.

The total amount of Title IV aid to be returned is  $\$4950 - \$1539.45 = \$3410.55$

Total charges for Fall 2015 semester is \$8420 tuition and fees. The amount of Title IV aid unearned is 68.9%. The charges times the amount of unearned aid is  $\$8420 \times 68.9\% = \$5801.38$

The amount of Title IV aid to be returned by the school is the lesser of the two, or \$3410.55. Therefore, Simmons University would return \$2000 Federal Unsubsidized Stafford Loan and \$1410.55 Federal Subsidized Stafford Loan to the federal government. Simmons will also report the withdrawal effective October 5, 2016 to the National Student Clearinghouse.

The student in this example would not need to return any additional funds since the amount to be returned by the school was the same amount to be returned.

### **Post withdrawal disbursement**

If a student's loans were originated but did not disburse and they were enrolled at least half time when they ceased to be enrolled, they may be eligible for a post withdrawal disbursement (PWD). (note: The student may need to resolve an issue that prevented loans from disbursing. For example, if they did not complete their loan documentation but the loan had originated, regulations state the student can complete them after last day of attending.)

We will communicate with the student, or parent in the case of a parent PLUS loan, and inform them that they can accept all, a portion or none of the PWD. The normal timeframe we allow them is 15 days to inform us of their wishes. If they do not meet our deadline, then the loan funding is cancelled. We can, on a case by case basis, extend that deadline as long as the overall length is within scope of the federal regulations.

If the student has completed their loan documents but does not respond to the offer of the PWD, the loan will need to be cancelled.

Example, using the same example from above:

Rachel withdraws from all of her classes on October 5, 2016 but at the time she withdraws, her loans had not yet disbursed. The total amount of Title IV aid that was earned by Rachel is \$1539.45 but the total aid that was disbursed was \$1200 (her Pell Grant).

The total amount of Title IV aid eligible for a post withdrawal disbursement is  $\$1539.45 - \$1200 = \$339.45$

The student would receive a letter from the Financial Aid office stating the details of her return calculation and letting her know about her eligibility for a post withdrawal disbursement. She would have 15 days in which to confirm that she would like her post withdrawal disbursement.

Refunds

In the case of a student who has earned Title IV funds that exceed their charges (more common when there are 100% earned funds) the school is required to perform the return calculation and then within 14 days of the date the institution performed the calculation, pay any remaining credit balance as a refund to the student. There is a weekly process of verifying and generating all student refunds which will then be mailed to the student. This ensures we remain compliant with the 14-day timeframe.

Using the example above:

If any part of the \$1,539.45 Title IV disbursement exceeded the institutional charges, the student would be eligible for a titled IV refund. This would automatically be generated and sent to the student within the 14-day timeframe.

**Satisfactory Academic Progress (SAP) Policy**

To be eligible and continue to receive Federal Student Aid (FSA), students must make satisfactory academic progress toward achieving and completing their program of study through measurement of qualitative (GPA) and quantitative (completed credits) standards.

Qualitative Standard:

Students enrolled in a graduate degree program must maintain a minimum cumulative GPA established by their program

- 3.0 - Required by all on-campus programs, online library science, Nursing@Simmons, SocialWork@Simmons, and BehaviorAnalysis@Simmons
- 2.67 - Required by MBA@Simmons, HCMBA@Simmons, and MPH@Simmons

How courses count when determining GPA:

Count Toward GPA	Do Not Count Toward GPA
Completed courses	Withdrawals
Failed courses	Incompletes
Repeated courses	Transfer credits

Quantitative Standard:

All graduate students must complete at least 50% of all credits attempted. This is calculated by dividing the total credits earned by the total credits attempted.

How courses count when measuring pace

Count as Completed	Do Not Count as Completed
Completed courses	Withdrawals (after add/drop)
Transfer credit	Incompletes
One repeat after a failed course	Failed courses

Additionally, all graduate students are required to complete their degree within a reasonable timeframe. As the number of credits required to complete Simmons degree varies, students should consult with their program to determine the maximum allowed for their degree. All credits attempted will count toward this timeframe.

Frequency of Review:

Academic progress will be determined by Student Financial Services based upon the information contained on the student's academic record as of the date of the review. Students must meet both the qualitative and quantitative standards in order to be eligible and continue to receive financial aid. Reviews will include all terms of the student's attendance (including summer terms).

SAP is reviewed at the end of each term for graduate students

**\*\*Please note:** Financial aid may not be disbursed to your student account until SAP has been evaluated.\*\*

The office of Student Financial Services will complete the SAP evaluation after the prior semester grades have been officially posted by the Office of the Registrar. If grades are not made official before the beginning of the next term, an otherwise eligible student may have their financial aid disbursement delayed.

No exceptions can be made to this process.

Review Results:

Satisfactory academic progress reviews result in a status for Title IV and Institutional eligibility. One of the following results will occur upon review for satisfactory academic progress:

- **Satisfactory:** Students are placed in this status when the SAP review determines the student is achieving the qualitative and quantitative standards required for satisfactory academic progress and can continue to receive both federal and institutional aid.
- **Financial Aid Warning:** Graduate students who fail to meet the qualitative and/or quantitative standards for satisfactory academic progress are placed on financial aid warning for the subsequent term of enrollment. Notification is provided when the student is placed in this status and the student's eligibility for aid is considered to be reinstated for the subsequent term of enrollment only. Students must meet SAP standards by the end of the next term.
- **Financial Aid Suspension:** Graduate students who fail to meet either the qualitative or quantitative standards for satisfactory academic progress will be placed in an unsatisfactory status that suspends financial aid eligibility until the next evaluation period. Notification is provided when placed on this status and the student is not allowed to continue to receive financial aid **unless they complete an appeal**, as described below, and it is approved.

### SAP Appeal:

Students who are on financial aid suspension and have extenuating circumstances that may warrant an exception can:

- Continue to enroll in coursework toward their degree without using financial aid to assist with the cost. Students will have their Title IV eligibility reinstated upon successful achievement of the SAP standards.  
OR
- Appeal the SAP suspension by submitting a completed "SAP Appeal Form".

### SAP Appeal Decisions:

Students will be notified of the appeal decision via email from Student Financial Services. Students who have an appeal approved will have their status updated to financial aid probation.

- Financial Aid Probation: Students who have their financial aid suspension appeal approved are placed on financial aid probation and will have their financial aid eligibility reinstated for the following semester.
  - Graduate students on probation must meet with their academic advisor to determine their Academic Plan
  - Progress toward SAP will be evaluated at the end of each probationary semester and may require submission of additional documentation to show the student has adhered to the terms of their plan

## Programs of Study

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### Department of Behavior Analysis

#### Faculty

Russell Maguire, *Associate Professor, Chair, Grad Program Director, Behavior Analysis*

Ronald Allen, *Associate Professor of Practice*

Judah Axe, *Associate Professor,*

Phillip Chase, *Associate Professor of Practice*

Gretchen Dittrich, *Associate Professor of Practice, Director of Mentoring (On ground)*

Elisa Hegg, *Associate Professor of Practice, Director of Mentoring (On line)*

Noelle Neault, *Associate Professor of Practice, Director of Online Program*

Kylan Turner, *Associate Professor of Practice, (On line)*

### ***Master of Science or Education Specialist in Behavior Analysis***

#### **Description**

Simmons's Behavior Analysis program prepares students for leadership roles in the implementation, evaluation, and administration of applied behavioral analytic principles and methods. Our innovative curriculum emphasizes contemporary research that results in the implementation of best applied practices. While many students in our Applied Behavior Analysis programs are drawn from the fields of education and special education, the potential applications for this degree vary widely and include behavioral medicine, organizational behavior management, instructional design, and animal training.

Students have two degree options – the Educational Specialist (Ed.S.) and the Master of Science (M.S.) The Ed.S. degree program is an advanced graduate degree that provides a student who currently holds a master's degree with an area of educational specialization. The M.S. meets the educational needs of an individual who holds a bachelor's degree and is seeking a master's degree. The program of study is 42 credits.

#### **Learning Outcomes**

Students acquire and demonstrate complex and sophisticated behavior analytic content that prepares them for the Behavior Analysis Certification Board's certification examination.

The curriculum is a Verified Course Sequence by the Behavior Analysis Certification Board.

The curriculum includes all mentoring and supervision experiential hours, as required by the Behavior Analysis Certification Board.

The curriculum also satisfies the requirements of licensure in Massachusetts as an Applied Behavior Analyst.

## Requirements for entry into program

Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

It is desirable that applicants have a balanced liberal arts education on the undergraduate level with evidence of successful completion of natural science courses. Additionally, the Admission Committee looks for relevant experience and a commitment to the science and profession of behavior analysis and its values.

## Delivery Modes Available

The Behavior Analysis Master's degree is offered at the Simmons campus and online.

## Degree requirements

The Masters / Ed Specialist degree in Behavior Analysis is 40 credits.

(Note: For students entering in May 2020 and after, the credit requirement increases to 44 to align with new Behavior Analysis Certification Board requirements. Students will complete 2000 hours of practicum spread out over 5 terms.)

### Program Requirements

BEHV 424	Introduction to Behavior Analysis	4
BEHV 415	Introduction to Single Subject Research Designs	4
BEHV 426	Behavioral Assessment	4
BEHV 427	Methods for Changing Behavior I	4
BEHV 434	Methods for Changing Behavior II	4
BEHV 430	Legal and Ethical Issues	4
BEHV 445	Advanced Topic Applied Behavior Analysis	4
BEHV 461	Mentoring Supervision I	4
BEHV 462	Mentoring Supervision II	4
BEHV 465	Verbal Behavior	4

## Mentoring and Supervision (8 credits)

Two mentoring courses are taken in consecutive terms. These courses provide individualized and group supervision to students using the basic principles of behavior analysis in the classroom or work setting. They fulfill the Behavior Analyst Certification Board's requirements for completion of supervision under the Intensive Practicum category. (Classes entering from May 2020 will complete five 2-credit practicum courses.)

Students will meet individually with an appointed Individual BCBA Supervisor for one 90-minute meeting per week, and will meet as a small group with a Simmons College Group BCBA Supervisor for a second 90-minute weekly meeting.

Students must work at an approved site throughout the mentoring program. Students must work a minimum of 10 hours per week every week of the mentoring term to meet BACB® Eligibility Standards for supervision. However, Simmons College recommends students work 30 hours per week to ensure they accrue sufficient hours. Students must complete a total of 750 work hours in the approved settings over the course of the supervision experience (2 terms). A minimum of 10% of these work hours must be supervised. More than one setting may be combined to fulfill these requirements.

Responsibilities include direct and clinical service provision to human clients for whom behavior analytic services are appropriate. Per BACB standards, no more than 50% of the hours worked may be direct services. Clinical responsibilities include designing and/or monitoring behavior analytic programs, overseeing implementation of programs by others, conducting behavior analytic assessments and analyses, training other service providers to implement behavior analytic programming, and data analysis.

**Licensure, certification, etc.**

Simmons University course sequence in Behavior Analysis is approved by the Behavior Analyst Certification Board™ and meets the coursework requirements for the Board Certified Behavior Analyst™ (BCBA) examination. The curriculum also satisfies the requirements of licensure in Massachusetts as an Applied Behavior Analyst.

BehaviorAnalysis@Simmons uses the same curriculum as our on-campus Master of Science in Behavior Analysis program, which is one of only 20 master's programs accredited by the Association for Behavior Analysis International (ABAI). Graduates of our on-campus programs boast an average Board Certified Behavior Analyst® (BCBA®) examination pass rate of 80%, compared to the national average of 60%.



## ***Ph.D. in Behavior Analysis***

### **Description**

The PhD program in Behavior Analysis is a 68-credit doctoral program designed to train and position qualified behavior analysts to make significant contributions to the science and to the community. Coursework includes topics such as behavioral assessment, descriptive analysis, demonstration of functional relations, measurement and intervention tactics, data display and interpretation, selection of target behaviors and goals, family issues, legal and ethical issues and crisis management.

### **Requirements for entry into the program**

Candidates must have a Master's degree or higher in Behavioral Education, Applied Behavior Analysis or a related field, including psychology, education, or special education. Additional requirements include official transcripts from all coursework completed since high school, three letters of recommendation, a résumé, a statement of purpose, an analytical writing sample, an interview, and official GRE general test scores.

### **Degree Requirements**

This program requires 68 semester hours, the equivalent of 17 courses. Students may enroll on either a full- or part-time basis beginning in the fall, spring, or summer semesters.

#### Core Courses

DEDU 651	Applied Statistical Analysis I
DEDU 652	Applied Statistical Analysis II
DEDU 653	Qualitative Research
DEDU 654	Quantitative Research
DEDU 655	Diversity in Education
DEDU 670	Dissertation Seminar
DEDU 690	Dissertation
DEDU 699	Dissertation Extension

#### Cognate Courses

DEDU 601	History of Applied Behavior Analysis
DEDU 610	Verbal Behavior
DEDU 615	Behavioral Research in Education
DEDU 616	Behavioral Consultation in Schools
DEDU 620	Organizational Behavior Management
DEDU 625	Advanced Functional Assessment and Analysis
DEDU 630	Experimental Analysis of Behavior
DEDU 635	Behavioral Medicine
DEDU 640	Professional and Scholarly Activity

## Department of Children's Literature

### Faculty

Cathryn M. Mercier, *Professor, Children's Literature and Director of the Graduate Degree Programs in Children's Literature, and Director of the Center for the Study of Children's Literature*

Kelly Hager, *Professor of English*

Megan Lambert, *Senior Lecturer*

Amy Pattee, *Associate Professor of Library and Information Science*

Lauren Rizzuto, *Senior Lecturer*

### Dual degree programs

- The Department of Children's Literature offers the following dual graduate degree program: Children's Literature (MA)/ Writing for Children (MFA)
- In collaboration with the School of Library and Information Science, the following dual graduate degree programs are offered: Children's Literature (MA) / MS Library and Information Science
- In collaboration with the Department of Education, the following dual graduate degree program is offered: Children's Literature (MA)/Teaching (MAT)

### Applying for Entry to the MA/MS Dual Degree Program as a Single Degree Student:

Students currently matriculated in the MA or MS degree program may apply for entry to the MA/MS (Children's Literature and Library Science) dual degree program. To be admitted to a dual degree program, students must apply for admission to both degree programs. Those students who have been admitted to and matriculated in one-degree program must apply for admission and be admitted to the second degree program to be considered a dual degree student.

Because of the highly structured nature of this dual degree program's curriculum, students must apply to be considered for the dual degree before they have completed 12 credit hours in a single degree program.

Applications for the dual degree program from students who have completed more than 12 credit hours of coursework in a single degree program may not be considered.

To apply for acceptance to the dual degree program, students who are currently matriculated in a single degree program must meet with the relevant dual degree Program Directors to discuss their entry into the dual degree program and then complete the relevant application form for the program for which they are requesting entry. The application fee will be waived for these students. Applications will be considered on a rolling basis by the Admissions staff and the degree program directors

### Weekend and Intensive Courses

Two (2) credit courses may be scheduled to occur during a weekend, during which students may meet up to eight hours daily to engage in coursework. Similarly, some four (4) credit courses in summers, weekends, or other times of year may follow an intensive, immersive format.

In collaboration with The Eric Carle Museum of Picture Book Art, Simmons offers the M.A. in Children's Literature, M.F.A. in Writing for Children, M.A. in Children's Literature/M.F.A. dual degree, and M.A. in Children's Literature/M.S. in Library Science dual degree offered in collaboration with Simmons University's School of Library and Information Science program at Mount Holyoke.

Children's Literature students take advantage of internships in Boston and beyond, building their skills and resumes and learning from mentors in their fields. Students have interned at publishing houses such as Delacorte, Houghton Mifflin Harcourt, Charlesbridge, Candlewick, Scholastic, Penguin, David Godine, and St. Martin's; at a variety of literary agencies in Boston and New York; and at advocacy groups, such as Reach Out and Read and the Boston Book Festival. Some students also seek professional internships with local schools and libraries.

### General Electives for Children's Literature programs

(h) indicates that the course counts toward the required four credits of history for the MA degree

(g) indicates that the course counts toward the required four credits of genre elective for the MFA degree. A course can count toward one category only. For example, ChL 427 can count two credits toward the MFA student's history elective or genre elective; however, it cannot count in both categories.

CHL 404A	Poetry for Young Readers: You be the Judge (h) (g)	2
CHL 411	Victorian Children's Literature (h)	2
CHL 413	Contemporary Realistic Fiction for Young Adults (g for MFA only; required MA)	2
CHL 414	Fantasy and Science Fiction (g for MFA only; required MA)	2
CHL 415	The Whole Book Approach	2
CHL 419A	Canadian Children's Literature: Fantasy	2
CHL 419B	Humor (g)	2
CHL 420	Thesis (f, sp, su)	
CHL 421	History of Children's Book Publishing	2
CHL 422	Editing the Children's Book Manuscript	2
CHL 423	19 <sup>th</sup> Century American Children's Literature (h)	4
CHL 424B	Nonsense and Subversive Rhymes (h)(g)	2
CHL 424C	Series Fiction (h) (g)	2
CHL 427	Special Topics: Folk & Fairy Tales (h) (g)	2
CHL 427B	The Americanization of Fairy Tales (h) (g)	2
CHL 428A	A Single Text: The Graphic Novel and <i>The Wizard of Oz</i> (h) (g)	2
CHL 429A	Re-Reading Race in Classic Children's Literature (h)	2
CHL 429B	The Girl Reader 1868 – 1908	2
CHL 429C	Culture Matters (h)	2
CHL 429D	The Girl Reader 1908-1934 (h)	2
CHL 430	Writing for Children I	2
CHL 434	The Child and the Book	2
CHL 435A	Creators and Aesthetics: Eric Carle	2
CHL 435B	Creators and Aesthetics: Gary Schmidt	2
CHL 436A	Nonfiction-Narrative (g)	2
CHL 436B	Nonfiction-Expository (g)	2
CHL 437	Special Topics in Children's Literature: Personality	4
CHL 450	Independent Study	
CHL 451	The Reviewer	2
CHL 50X	Summer Symposium and Institute	4

## ***Master of Arts in Children’s Literature***

### **Description**

The Master of Arts (MA) degree in Children’s literature offers specialized study of books for children and young adults to students who are, or who intend to be, involved in teaching, library work, editing, publishing, writing, affiliated professions, and/or further research and scholarship in the field.

### **Program Learning Outcomes**

Students leave Master of Arts (MA) in Children’s Literature with an extensive theoretical context and a broad knowledge of contemporary literature for children and young adults. In graduating, they have:

- Developed a critical voice and demonstrated the capacity for original argument;
- Analyzed literature for children and young adults;
- Assessed and interpreted scholarship in the field of children’s and young adult literature;
- Applied critical perspectives across genres in children’s and young adult literature;
- Understood historical works, contexts, and influences in the field;
- Valued the diversities of human experiences (re)presented in literature for children and young adults and in the scholarship in the field; and
- Demonstrated individual and collaborative leadership.

### **Requirements for Entry into the Program**

Admission requires a baccalaureate degree, often with a major in English and American and/or comparative literature from an accredited institution. The program also welcomes applicants with majors in elementary or secondary education, fine arts, social sciences, or sciences who have done work in English, art, or children’s / young adult literature. Applicants must submit official transcripts of all degree work, two letters of recommendation, a statement of purpose, a resume, and, for international students, the Test of English as a Foreign Language (TOEFL). An interview, though not required, is strongly recommended. Admission deadlines are rolling for all three semesters. A maximum of four semester hours of transfer credit will be allowed toward the degree; the petition for transfer credit is due at the time of application.

### **Degree requirements**

Required and elective courses in the M.A. program (totaling 36 credits)

CHL 401	Criticism of Literature for Children	4
CHL 403	The Picturebook	4
CHL 413	Contemporary Realistic Fiction	4
CHL 414	Fantasy and Science Fiction	4

Children’s literature history course(s) drawn from a variety of electives.

The remaining 16 credits are completed by drawing from a variety of two- and four-credit electives. Electives cover a range of academic course and include professionally-directed courses in writing or children’s book publishing.

## ***Master of Fine Arts in Writing for Children***

### **Description**

The unique feature of the M.F.A. program stems from its combination of creative work and the engaged critical study and analysis of literature for children and young adults. Students examine transformative works from folklore, fantasy, nonfiction, poetry, and realism as rich contexts to developing their individual artistic visions and voices. Small group critiques, individualized mentorships, and grounding in the publishing industry the student's career development as writers.

Students will experiment with new audiences and forms of creative work for young people

Because M.F.A. students join in some core courses with M.A. and dual degree students, they learn from colleagues from across professions. Core classes will include teachers, librarians, editors, illustrators, academics.

### **Learning Outcomes**

Students leave Master of Fine Arts in Writing for Children with an extensive theoretical context and a broad knowledge of contemporary literature for children and young adults. In graduating, they have

- Developed a critical voice and demonstrated the capacity for original argument;
- Analyzed literature for children and young adults;
- Assessed and interpreted scholarship in the field of children's and young adult literature;
- Applied critical perspectives across genres in children's and young adult literature;
- Understood historical works, contexts, and influences in the field;
- Valued the diversities of human experiences (re)presented in literature for children and young adults and in the scholarship in the field;
- Demonstrated individual and collaborative leadership;
- Experimented with writing across genres;
- Evaluated and provided meaningful feedback on manuscripts-in-development; and
- Completed two original creative projects.

### **Requirements for entry into program**

Admission to the MFA program requires a baccalaureate degree preferably with academic work in literature and creative writing from an accredited institution. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done study in creative writing and literature for children and young adults. The application should include official transcripts of all degree work, two letters of recommendation, and, for international students, the Test of English as a Foreign Language (TOEFL). Applicants must submit a writing portfolio not to exceed 20 pages as well as a statement of purpose that reflects on their writing process. This statement should address the applicant's goals as a writer, his/her publishing history and/or any works in progress. An interview, though not required, is strongly recommended.

## Degree requirements

MFA (Writing for Children) students must complete 32 credits of graduate coursework to qualify for the MFA degree.

Graduate students in the Master of Fine Arts in Writing for Children degree program typically carry between eight and ten (8 - 10) credits in the fall, spring, and summer semesters. Students considering registering for more than 10 credits per term must consult with the graduate program director.

Weekend and Intensive Courses: Two (2) credit courses may be scheduled to occur during a weekend, during which students may meet up to eight hours daily to engage in coursework. Similarly, some four (4) credit courses in summers, weekends, or other times of year may follow an intensive, immersive format.

### Required and Elective Courses (32 credits)

CHL 401	Criticism of Literature for Children	4
CHL 403	The Picturebook	4
CHL 430	Writing for Children I	4
CHL 431	Writing for Children II	4
CHL 441	MFA Mentorship I	4
CHL 442	MFA Mentorship II	4
	Coursework in the history of children's literature, selected from courses with a chronological focus.	4
	Coursework in children's literary genres.	4

## ***Children’s Literature Dual Degree Program:***

### ***Master of Arts in Children’s Literature / Master of Fine Arts in Writing for Children***

#### **Description**

Cultivate a unique place in the landscape of children’s and young adult literature. Synthesize contemporary literary theory and your creative practice. Highlight critical analysis – including gender studies, ideology, narrative theory – to position your own voice as a writer for today’s young readers. Draw on an interdisciplinary curriculum that integrates art, history, education, sociology, psychology and media studies as illuminating perspectives. Test your creative mettle across genre – from Picturebooks and beginning readers for the youngest audience to contemporary realistic fiction and fantasy for young adults.

#### **Learning Outcomes**

Please refer to the learning outcomes for the MA and MFA Children’s Literature above.

#### **Requirements for entry into program**

Please refer to the admission requirements for the MA and MFA Children’s Literature above.

#### **Degree requirements**

This 56-credit program requires the following courses:

CHL 401	Criticism of Literature for Children	4
CHL 403	The Picturebook	4
CHL 413	Contemporary Realistic Fiction	4
CHL 414	Fantasy and Science Fiction	4
CHL 421	Children's Book Publishing	4
CHL 430	Writing for Children I	4
CHL 431	Writing for Children II	4
CHL 441	MFA Mentorship I	4
CHL 442	MFA Mentorship II	4
	History coursework drawn from general electives	4
	Electives	16

## ***Master of Arts in Children’s Literature and Master of Science in Library and Information Science***

### **Faculty**

Please see Children’s Literature and School of Library Science programs in this Catalog for faculty lists.

### **Description**

The Master of Arts in Children’s Literature and the Master of Science in Library and Information Science dual degree program integrates theory and practice. Students work with an advisor from each program to tailor their studies with an eye toward professional goals. The program examines literary history and considers children’s literature collection development. Students will consider far-ranging critical frameworks and assess young adult texts to bring to readers. M.A./M.S. students contextualize their own research in contemporary nonfiction for young people as nonfiction intersects with an educational common core to create tomorrow’s scientists, activists, humanists, readers, and writers.

### **Learning Outcomes**

Please refer to the learning outcomes for the MA in Children’s Literature and the MS in Library and Information Science in this Catalog.

### **Requirements for entry into program**

Please refer to the admission requirements for the MA in Children’s Literature and the MS in Library and Information Science in this Catalog.

### **Degree requirements**

Fifty-eight to sixty credits (depending on electives chosen) are required for the degrees.

Unless otherwise noted, all Library/Information Science courses are three credits and all Children’s Literature courses are four credits. The program consists of: Seven courses in Library and Information Science (21 credit hours) in the following categories:

Three core courses in Library and Information Science (totaling 9 credits):

LIS 415	Information Organization	3
LIS 407	Information Sources & Services	3
LIS 488	Technology for Information Professionals	3

Two core courses describing children’s library collections (6 credits)

LIS 481	Library Collections & Materials for Children	3
LIS 483	Library Collections and Materials for Young Adults	3

One of the following courses related to programs and services (totaling 3 credits):

LIS 482	Library Programs and Service for Children	3
LIS 412	Library Programs & Services for Young Adults	3



One of the following courses related to professional practices (totaling 3 credits):

LIS 422	Literacy & Services to Underserved Populations: Issues & Responses	3
LIS 423	Storytelling	3
LIS 450	Public Libraries	3

Six courses, including four core courses, in Children's Literature (16 credits)

CHL 401	Criticism of Literature for Children	4
CHL 403	The Picturebook	4
CHL 413	Contemporary Realistic Fiction	4
CHL 414	Fantasy and Science Fiction	4
	Four credits in the history of children's literature, selected from courses with a chronological focus	4
	General Electives	4

Dual Degree Program Capstone Course (4 credits):

CHL 437/LIS 405	Special Topics in Children's Literature	4
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MA/MS Dual Degree Program Electives

	Elective courses from either CHL or LIS totaling 9 – 11 credits	9-11
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### **Licensure, certification, etc.**

Simmons University's School of Library and Information Science is accredited by the American Library Association Committee on Accreditation.

## ***Master of Arts in Children's Literature and Master of Arts in Teaching***

### **Faculty**

Please see Children's Literature and Teaching programs for faculty lists.

### **Description**

This dual degree program combines a love of literature with the calling to teach. Students can become certified at the elementary level. Begin introducing today's great works to tomorrow's great readers.

By studying the art and illustration of a children's book, students are introduced to some of today's great works to build tomorrow's readers. As they examine the roots of fantasy for young readers and consider touchstones of young adult realistic fiction in the Children's Literature MA, in the MAT program they use these texts in shaping their own curriculum. As nonfiction continues to integrate common core standards, students find ways to share these books with young readers through their own inventive teaching.

Whether in a public school classroom, an experimental charter school, or on a private school campus, the MA/MAT dual degree positions candidates to bring together the child and the book in deeply engaging ways and to release the power of literature to change lives.

### **Learning Outcomes**

### **Requirements for entry into program**

Please refer to the admission requirements for the MA in Children's Literature and the MA in Teaching in this catalog.

### **Delivery Modes Available**

Simmons offers the M.A. in Children's Literature on campus and at The Eric Carle Museum of Picture Book Art in Amherst, MA.

Graduate students in the M.A./M.AT. dual degree program typically carry 12 credits in the fall and spring and a range of credits in summer semesters. Students considering registering for more than 12 credits per term must consult with the graduate program directors. Dual degree students must take a course in each program during each semester of enrollment. Most typically, students begin with one Children's Literature course and two Graduate Education courses.

Weekend and Intensive Courses: Two (2) credit Children's Literature course may be scheduled to occur during a weekend, during which students may meet up to eight hours daily to engage in coursework. Similarly, some four (4) credit courses in summers, weekends, or other times of year may follow an intensive, immersive format.

### **Degree requirements**

60- to 68-credits (depending on the length of student teaching)

Masters of Arts in Children's Literature course requirements (28 credits total):

CHL 401	Criticism of Literature for Children	4
CHL 403	The Picturebook	4
CHL 413	Contemporary Realistic Fiction	4
CHL 414	Fantasy and Science Fiction	4
	History coursework drawn from general electives	4
	General electives	8

Master of Arts in Teaching course requirements (32-40 credits):

GEDUC 460	Teaching Strategies for the Inclusive Classroom	4
GEDUC 445	Educational Psychology	4
GEDUC 461	Social Studies, Science & the Arts for the Elementary Classroom	4
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4
GEDUC 467	Math for the Elementary Classroom	4
TESL 417	Sheltered English Instruction	4
GEDUC 400	Pre-Practicum Seminar:	4
GEDUC 488	Pre-Practicum:	4
GEDUC 401	Practicum Seminar: Elementary	4
GEDUC 480	Practicum: Elementary Education (1-6)	Variable

*GEDUC 400, GEDUC 488: Fall*

*GEDUC 401, GEDUC 480: Spring*

*The pre-practicum and practicum provide students with a year-long teaching experience. The MAT program has developed relationships with a variety of communities in Massachusetts in order to provide our students with the best practicum experiences possible.*

*Please note that acceptance into the MAT program does not guarantee automatic acceptance into the pre-practicum/practicum. Students must be recommended by the department before moving into the practical portion of the program.*

### **Capstone, placement, internship, practicum, etc.**

Please refer to the MA Teaching program for details.

### **Licensure, certification, etc.**

The Simmons College Master of Arts in Teaching (MAT) program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) to lead to initial teaching licensure in Massachusetts.

### **Dual (and other) degree options**

For related dual degree programs:

Children's Literature (MA)/Library Services To Children (MS)

Children's Literature (MA)/ Writing for Children (MFA)

# Department of Education

## Faculty

Janie Ward, *Chair and Professor of Education and of Africana Studies*

Paul Abraham, *Professor of Education*

Judah Axe, *Associate Professor of Education and Behavior Analysis and Director of Special Education*

Amy Ballin, *Assistant Professor of Education*

Janet Chumley, *Associate Professor of Practice of Education*

Ellen Davidson, *Associate Professor of Practice of Education*

Christine Evans, *Associate Professor of Practice of Education and Director of the NECC Program*

Heather Fortin, *Lecturer in Education and Coordinator of NECC Practicum*

Daren Graves, *Associate Professor of Education and Coordinator of the Boston Teachers Union Program*

Kristin Nelson, *Associate Professor of Practice of Education*

Perry, Theresa, *Professor of Education and of Africana Studies*

## ***Master of Science in Education, Professional Licensure***

### **Description**

Under current Massachusetts Department of Elementary and Secondary Education regulations, after five years of teaching with an initial license, teachers must meet the requirements for professional licensure (the final level of teaching license). To help teachers meet these requirements, we offer professional licensure preparation leading to a Master of Science in Education for teachers who do not yet hold a master's degree.

The master's program consists of four approved courses in an appropriate content area and four approved courses in advanced pedagogy. For those who do hold master's degrees, the Simmons Certificate requires 12 credits of graduate level coursework, nine of which must be in the appropriate subject area.

Our supportive academic community offers small classes, faculty mentors, and weekend and evening classes designed to accommodate the schedules of working teachers. You'll work with an advisor to develop an individualized program of study designed to meet your educational goals.

### **Learning Outcomes**

### **Requirements for entry into program**

Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

## **Degree requirements**

32-credit Master of Science in Education (MSEd)

Four approved courses in advanced content\* (16 credits)

Four approved courses in advanced pedagogy\* (16 credits)

36-40 Credit Master of Science in Education with Professional Licensure and Moderate Disabilities Add-on License

Advanced Pedagogy Coursework (16-20 Credits)

SPND 436: Formal and Informal Assessment (4 credits)

SPND 444: Special Education Laws & Regulations (2 credits)

SPND 445: Individualized Education Program (2 credits)

SPND 446: Learners with Special Needs (4 credits)

SPND 422: Differentiating Instruction Using Technology Across the Curriculum (4 credits)

GEDUC 464: Reading and Language Arts for the Elementary Classroom - Required only of secondary-level teachers (4 credits)

Special Education Practicum and Seminar (4 credits):

SPND 438 or 439: Moderate Practicum PreK-8 or 5-12 (2 credits)

SPND 488: Seminar (2 credits)

## **Licensure, certification, etc.**

Certificate for Advanced Content and Pedagogy (Professional License)

## **Other program information**

A 12-credit Professional Licensure Certificate Program for teachers who already hold master's degrees.

- Three approved courses in advanced content (12 credits)

## ***Master of Science in Education: Special Education, Moderate and Severe Disabilities***

### **Description**

The Simmons graduate program for Massachusetts state licensure in moderate disabilities (PreK-8 or 5-12) is designed to prepare teachers to provide direct service to learners in inclusive classrooms. Traditionally, learners with moderate disabilities have received educational services within resource rooms or substantially separate classes in 603 CMR approved public or private schools. The philosophy of all Simmons graduate programs in special education is grounded in the principles of inclusion – that all individuals can learn and that they have the right to do so in a classroom within their own community and with learners their own age. This program provides the skills and strategies to work with learners with moderate disabilities in a variety of settings.

The severe disabilities program provides preparation for initial licensure in teaching learners with severe disabilities (PreK-12). Coursework and related practicum experiences prepare teachers to work in a variety of settings, including special education classes in public schools, as well as private residential or day schools. Students are prepared to teach in all core general education curriculum areas, as well as communication, social behavior, job competency, and life skills.

### **Learning Outcomes**

Simmons's Master of Science in Education addresses the Massachusetts Department of Education's standards for *Subject Matter Knowledge and Professional Standards for Teachers*.

### **Requirements for entry into program**

Must have a Bachelors of Art or a Bachelor's of Science and MTEL score report or confirmation of registration for upcoming MTEL (Communication & Literacy or General Curriculum exam).

Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

### **Delivery Modes Available**

The program offers both full-time and part-time attendance options

### **Degree requirements**

- M.S.Ed in Moderate Disabilities 48 credits
- M.S.Ed in Severe Disabilities 46 credits
- Non-licensure program- 40 credits

### **Program Requirements**

*Moderate Special Needs (Pre K-8 or 5-12)*

RDG 406	The Structure of Language for Teachers	4
RDG 410	Multisensory Structured Language Strategies for Reading	4
SPND 415	Applied Research I	4
SPND 422	Differentiating Instruction Using Technology Across the Curriculum	4
SPND 436	Formal & Informal Assessment	4
SPND 441	Classroom Management for Learners With Needs in Inclusive Settings	4
SPND 444	Special Education Laws & Regulations For Teachers & Administrators	2
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2
SPND 446	Learners with Special Needs	4
TESL 417	Sheltered English Instruction	4
SPND 435	Practicum: Moderate (Pre K-8)	4
	OR	
SPND 440	Practicum: Moderate (5-12)	4
SPND 487	Seminar	2
SPND 438	Practicum: Moderate Disabilities_(PreK-8)	4
	OR	
SPND 439	Practicum: Moderate Disabilities (5-12)	4
SPND 488	Seminar & Fieldwork in Education	2

*SPND 435, SPND 440, SPND 487: Fall*

*SPND 438, SPND 439, SPND 488: Spring*

*Severe Special Needs (All Levels)*

RDG 410	Multisensory Structured Language Strategies for Reading	4
SPND 415	Applied Research I	4
SPND 422	Differentiating Instruction Using Technology Across the Curriculum	4
SPND 442	Analysis of Behavior: Principles and Classroom Applications	4
SPND 444	Special Education Laws & Regulations for Teachers & Administrators	2
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2
SPND 446	Learners with Special Needs	4
SPND 447	Assessment and Curriculum Modification and Development for Learners with Severe Disabilities	4

SPND 448	Foundations of Transition Education & Services	4
TESL 417	Sheltered English Instruction	4
SPND 467	Practicum: Severe	4
SPND 487	Seminar	2
SPND 468/SPND 438/SPND 439	Practicum: Severe Disabilities_(levels: All)	4
SPND 488	Seminar & Fieldwork in Education	Variable

*SPND 467, SPND 487: Fall*

*SPND 468, SPND 488: Spring*

### **Capstone, placement, internship, practicum, etc.**

All students are assigned to a yearlong, full-time teaching practicum in a school setting. This extensive classroom experience allows students to develop the skills, competencies, and confidence for successful teaching, including strategies for inclusion, behavior management, social skill instruction, and modifying classroom instruction. Students also benefit from the supervision and mentorship of experienced practitioners and field supervisors — many of whom are Simmons alumni. In many cases, we have been able to assist student interns in securing paid internships or paraprofessional positions in the school or district where they complete their practicum hours.

We place students in a wide variety of schools and communities, including public school districts, charter schools, private institutions, and educational collaboratives.

### **Licensure, certification, etc.**

Our MEd programs in Special Education are approved by the Massachusetts Department of Elementary and Secondary Education and lead to initial teaching licensure in the following fields and grade levels:

- Teacher of Students with Moderate Disabilities (Grades PreK-8 OR 5-12)
- Teacher of Students with Severe Disabilities (All grade levels)

Teacher candidates prepared at Simmons may take advantage of the NASDTEC Interstate Agreement, which allows teachers prepared through a Massachusetts approved program to earn an equivalent license in another state or the District of Columbia, pending completion of any state-specific prerequisites for the license.

### **Other program information**

Our annual Education Career Networking Fair, open only to Simmons education students, provides an opportunity to establish the professional connections needed to secure an ideal job and a venue to connect with prospective employers before graduation.

Simmons-trained teachers achieve exceptional job placement rates, and the demand for licensed special educators continues to grow. As reported in the 2015 U.S. Department of Education's Teacher Shortage Area list, Special Education is now identified as a high need area in every New England state and throughout much of the country.



## ***Master of Arts in Teaching, Dual General and Special Education Licensure***

### **Description**

This unique dual license program embodies the philosophy of all Simmons graduate education programs that is grounded in the principles of inclusion — that all individuals can learn and have the right to do so in a classroom within their own community and with learners their own age. Simmons offers personalized support for each student in the program which is further enhanced by the small classes and close mentoring relationships that students develop with faculty and their internship supervisors.

Our program helps students gain the expertise, knowledge and confidence to become effective and skillful inclusive classroom teachers. Elementary license students take method courses that incorporate instruction in a variety of learning styles in reading and language arts, math, social studies and science. Our students also study the cultural and historical foundation of the American school, special education laws & regulations and developmental psychology as it applies to learning and teaching strategies. In addition to the courses focusing on strategies for teaching in inclusive classrooms, educational psychology, special education law, assessment and IEP development, secondary license students pursue methodology courses in their specific license content area.

Upon successful completion of the program, the Education Department will endorse students for their general education license and students will apply for their special education license on their own.

### **Learning Outcomes**

Simmons’s Master of Arts in Teaching Dual Licensure program addresses the Massachusetts Department of Education’s standards for *Subject Matter Knowledge and Professional Standards for Teachers*.

### **Requirements for entry into program**

The Simmons University Master of Arts in Teaching Dual General and Special Education Licensure program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) to lead to both a general education initial license and a moderate disabilities add-on license in Massachusetts

### **Degree requirements**

50 credits of coursework and a full school year internship.

#### *Elementary and Moderate Special Needs*

GEDUC 460	Teaching Strategies for the Inclusive Classroom	4
GEDUC 445	Educational Psychology	4
GEDUC 461	Social Studies, Science & the Arts for the Elementary Classroom	4
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4
GEDUC 467	Math for the Elementary Classroom	4
TESL 417	Sheltered English Instruction	4
SPND 420	Introduction to Assistive Technology	2

SPND 446	Learners with Special Needs	4
SPND 444	Special Education Laws & Regulations for Teachers & Administrators	2
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2
SPND 436	Formal & Informal Assessment	4
GEDUC 480	Practicum: Elementary Education (1-6)	4
GEDUC 401	Practicum Seminar: Elementary	4
SPND 438/SPND 439/SPND 468	Practicum: Moderate Disabilities_(PreK-8)	2
SPND 488	Seminar & Fieldwork in Education	Variable
<i>Secondary and Moderate Special Needs</i>		
GEDUC 460	Teaching Strategies for the Inclusive Classroom	4
GEDUC 445	Educational Psychology	4
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4
TESL 417	Sheltered English Instruction	4
SPND 420	Introduction to Assistive Technology	2
SPND 446	Learners with Special Needs	4
SPND 444	Special Education Laws & Regulations for Teachers & Administrators	2
SPND 445	Individualized Education Program: Strategies for Development, Interpretation & Implementation	2
SPND 436	Formal & Informal Assessment	4
SPND 439/SPND 438/SPND 468	Practicum: Moderate Disabilities (5-12)	Variable
SPND 488	Seminar & Fieldwork in Education	Variable

*SPND 488-03 Seminar and Fieldwork in Education: Moderate Disabilities (2 credits)*

**Licensure, certification, etc.**

The Simmons College Master of Arts in Teaching Dual General and Special Education Licensure program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) to lead to both a general education initial license and a moderate disabilities add-on license in Massachusetts.

The Master of Arts in Teaching Dual General and Special Education Licensure program at Simmons is approved by DESE to lead to initial teaching licensure for the following general education fields and grade levels:

Elementary Education (1-6)

Additionally, this program is approved by DESE to lead to add-on licensure in Moderate Disabilities for grades PreK-8 or grades 5-12.

## ***Master of Arts in Teaching, Elementary Education***

### **Description**

Simmons's Master of Arts in Teaching (MAT) program provides a strong academic and pedagogical foundation, with extensive field experience for men and women seeking their first teaching license as elementary teachers (grades 1-6). Our graduates have exceptional pass rates on the Massachusetts Tests for Educator Licensure (MTEL) — and quickly build successful careers.

At Simmons, we provide a highly collaborative environment, individualized programs of study, supportive faculty mentors, and plenty of hands-on experience. Although we offer a one-semester teaching practicum (the state minimum), many students opt to pursue our unique full-year internship, which allows them to gain more classroom experience than most teaching programs provide. In addition, MAT supervisors observe students a minimum of six times each semester and maintain weekly contact. Many of our program supervisors and supervising practitioners are Simmons alumni; experienced classroom teachers and all are committed mentors.

*Elementary Teaching (MAT):* The Simmons University Master of Arts in Teaching (MAT) program is approved by the Massachusetts Department of Elementary & Secondary Education (DESE) to lead to initial teaching licensure for Elementary Education (grades 1-6) in Massachusetts. Please be prepared to respond to the following question in your application:

Which student-teaching experience are you interested in?

Semester-long practicum (meets state requirements for initial license)

Full-year internship (exceeds state requirements for initial license - ideal for those who want additional time in a classroom before becoming licensed)

### **Learning Outcomes**

Simmons's Master of Arts in Teaching program addresses the Massachusetts Department of Education's standards for *Subject Matter Knowledge and Professional Standards for Teachers*.

### **Degree requirements**

*Master of Arts in Teaching and Initial Licensure — 36-credit program*

The 36-credit program leads to the Master of Arts in Teaching (MAT) and initial licensure in Massachusetts. The program can be completed in as few as 12 months of full-time study. Individuals may design part-time program sequences in consultation with a member of the department.

#### **Program Requirements**

GEDUC 460	Teaching Strategies for the Inclusive Classroom	4
GEDUC 445	Educational Psychology	4
GEDUC 461	Social Studies, Science & the Arts for the Elementary Classroom	4
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4
GEDUC 467	Math for the Elementary Classroom	4
TESL 417	Sheltered English Instruction	4
GEDUC 401	Practicum Seminar: Elementary	4
GEDUC 480	Practicum: Elementary Education (1-6) Elective	Variable

*GEDUC 401, GEDUC 480: Spring*

*The practicum is a full-time, 14-week teaching experience during the spring semester. Please note that acceptance into the MAT program does not guarantee automatic acceptance into the practicum. Students must be recommended by the department before moving into the practical portion of the program.*

*Master of Arts in Teaching and Initial Licensure — 40-credit program*

The 40-credit program leads to the Master of Arts in Teaching (MAT) and initial licensure in Massachusetts. The program can be completed in as few as 16 months of full-time study. Individuals may design part-time program sequences in consultation with a member of the department.

Program Requirements:

GEDUC 460	Teaching Strategies for the Inclusive Classroom	4
GEDUC 445	Educational Psychology	4
GEDUC 461	Social Studies, Science & the Arts for the Elementary Classroom	4
GEDUC 464	Reading & Language Arts for the Elementary Classroom	4
GEDUC 467	Math for the Elementary Classroom	4
TESL 417	Sheltered English Instruction	4
GEDUC 400	Pre-Practicum Seminar:	4
GEDUC 488	Pre-Practicum:	4
GEDUC 401	Practicum Seminar: Elementary	4
GEDUC 480	Practicum: Elementary Education (1-6)	Variable

*GEDUC 400, GEDUC 488: Fall*

*GEDUC 401, GEDUC 480: Spring*

*The pre-practicum and practicum provide our students with a year-long teaching experience. The MAT program has developed relationships with a variety of communities in Massachusetts in order to provide our students with the best practicum experiences possible.*

*Please note that acceptance into the MAT program does not guarantee automatic acceptance into the pre-practicum/practicum. Students must be recommended by the department before moving into the practical portion of the program.*

**Capstone, placement, internship, practicum, etc.**

- Students may pursue a 36-credit program with a 14-week full-time practicum, or a 40-credit program with a full-year internship. Some partnering schools and districts provide a stipend for Simmons teaching interns. Students may begin the MAT program any semester.
- The program can be completed in as few as 12 months of full-time study. Individuals may design part-time program sequences in consultation with a member of the department.

**Licensure, certification, etc.**

- Initial license as elementary teachers (grades 1-6).
- Simmons graduates have exceptional pass rates on the Massachusetts Tests for Educator Licensure (MTEL)

**Dual (and other) degree options**

Simmons also offers Teaching/Liberal Arts dual-degree programs leading to a Master of Arts in Teaching, plus a Master of Arts in Children's Literature, Gender/Cultural Studies, or History.

# Program in Gender & Cultural Studies

## Faculty

Suzanne Leonard, *Program Director and Associate Professor of English*

Renee Bergland, *Professor of English*

Carole Biewener, *Professor of Economics and Women's and Gender Studies*

Pamela Bromberg, *Professor of English and Director of the Graduate Program in English*

Sheldon George, *Associate Professor of English*

Valerie Leiter, *Associate Professor of Sociology and Director of the Public Health Program*

Sarah Leonard, *Associate Professor of History*

Stephen Ortega, *Associate Professor of History, Co-Director of Dual Degree Graduate Program in Archives Management and History*

Theresa Perry, *Professor of Africana Studies and Education*

Laura Prieto, *Professor of History and Women's and Gender Studies*

Jyoti Puri, *Professor of Sociology*

Diane Grossman, *Professor of Philosophy and Women's and Gender Studies*

Saher Selod, *Assistant Professor of Sociology*

Becky Thompson, *Professor of Sociology*

Dawna Thomas, *Associate Professor of Africana Studies and Women's and Gender Studies*

Jo Trigilio, *Senior Lecturer in Philosophy and Women's and Gender Studies*

## ***Master of Arts in Gender/Cultural Studies***

### **Description**

Crossing disciplinary boundaries, the GCS program is dedicated to examining the ways in which race, ethnicity, nation, class, gender, sexuality, and sexual orientation are constructed within the United States and in international contexts. The program places an emphasis on cutting-edge theory, including theories in feminism, poststructuralism, cultural studies, and postcolonialism, and promotes multi-perspectival, multi-factored theoretical analyses

The interdisciplinary nature of the GCS program allows students to pursue more specialized courses of study by providing access to courses from a range of disciplines, including Africana Studies, Communications, Economics, Education, English, History, Modern Languages, Philosophy, Political Science, Sociology, and Women's and Gender Studies

### **Learning Outcomes**

#### 1. Theoretical Competency: Analytical and Critical Skills

Disciplinary goal: Students display fluency and competency with respect to understanding, analyzing, comparing, critically evaluating, and applying various theoretical frameworks.

Students will be able to ....

- Formulate and defend a position within a theoretical framework
- Critically examine social, cultural, ethical, and/or political issues from multiple perspectives including from a global, national, and local perspectives
- Conduct analyses that address the intersections of gender, race, class, ethnicity, sexuality, and nationality

## 2. Content Knowledge of Disciplines of Gender Studies and Cultural Studies

Disciplinary goal: Students demonstrate knowledge of the history, core concepts, main themes, and central figures in the fields of gender theory and cultural studies

Students will be able to ....

- Articulate knowledge of the core concepts, central figures, and different theoretical frameworks of feminist thought, gender studies, and cultural studies
- Articulate the connections and dynamics between gender, race, sexuality etc. theories and practices
- Situate gender, sexuality, race, ethnicity, etc. in broader historical and geopolitical contexts

## 3. Research, Writing, and Presentation

Disciplinary goal: students are prepared to engage in research and writing at a post-graduate level.

Students will be able to ....

- read and interpret texts and/or data from a variety of disciplines, historical periods, and cultures
- locate, analyze, and interpret information from a wide range of materials, including scholarly, archival, qualitative, and quantitative materials
- design and execute a capstone project or thesis that analyzes a specific issue in the field of either gender studies or cultural studies, or both [including a researched literature review and developing and supporting a position that attempts to make a contribution to the area studied]
- speak intelligently about their insights in discussions and/or formal presentations

## 4. Public engagement

Disciplinary goal: Students are prepared to apply their knowledge and skills to academic and professional pursuits in education, social service, public policy, medicine, law, government, religion, counseling, international relations, communications, business, and the arts.

Students will be able to ....

- explain in both written and oral form, the theoretical issues associated with gender and cultural studies to multiple audiences inside and outside the academy
- engage respectfully in dialogue about subjects that may be sensitive or controversial
- interrogate the connection between theory and activism

## Requirements for entry into program

Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

## Degree requirements (32 credits)

Students may enroll on either a full- or part-time basis. The degree requirements should be completed within five years. No more than four semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree. Candidates for the Gender/Cultural Studies degree must satisfactorily complete 32 semester hours as follows:

*GCS required core courses (8 credits)*

GCS 403	Seminar in Gender/Cultural Stu	4
GCS 430	Cultural Theory	4

*GCS core elective course (4 credits)*

Students must take one of the following courses:

GCS 406/ENGL 406	Feminism and Literature	4
GCS 410	Issues in International Studies	4
GCS 412	Theoretical Approaches to Cultural Narratives	4
GCS 415	Feminism and Economic Difference	4
GCS 417	Race Theory	4

*Capstone (4 credits)*

All students must complete at least 4 capstone credit hours and present their work at the GCS colloquium. The capstone options are list below:

GCS 455	Thesis	8
GCS 460	Project	4
GCS 470	Internship	4
GCS 480	Gender/Cultural Fieldwork	4
Eighth course plus completing a 30 page paper revision		

*\*GCS 455: two semesters; 4 credit hours each semester*

*GCS electives (16 credits)*

Students must take at least three courses from the GCS electives list.

AST 513	Black Struggle for Schooling	4
AST 529/AST 329	Race, Culture, Id & Achieve	4
AST 536	Narratives of Oppression Resistance & Resiliency	4
AST 540/AST 340/SOCI 340/WGST 340	Intimate Family Violence: A Multicultural Perspective	4
AST 588	Black Popular Culture & Education of Black Youth	4
CHL 401	Criticism of Literature for Children	4
CHL 414	Fantasy and Science Fiction	4
ENGL 506	Victorian Lit and Culture	4
ENGL 507	Jane Austen and Her Contemporaries	4
ENGL 508	Postcolonial Novel	4
ENGL 517	Toni Morrison and American Literature	4
ENGL 520	American Women's Poetry	4
ENGL 527	Race and Gender Psychoanalytical Discourse	4
ENGL 528	American Ghosts: Cultural Politics of Haunting	4
ENGL 554	Studies in Film Genre	4
ENGL 598	Feminist Media Studies	4
HIST 527/LIS 443/LIS 443	Archives, Hist. & Collective Memory	4
HIST 529	Film & Historical Representation	4
HIST 560	History of Women & Gender	4
HIST 561	Cross Cultural Encounters: Contacts, Connection & Conflict	4
HIST 564	Rape of Nanjing	4

HIST 565	911 Narratives	4
HIST 567	Memory and the Holocaust	4
HIST 571	Early American History	4
HIST 572	Race and Gender in the Atlantic World	4
HIST 573	Nineteenth-Century American History	4
HIST 574	Modern US History	4
HIST 575	Cold War Culture	4
HIST 577	Modern European History	4
HIST 597	Historical Methods	4
MPP 501	Policy, Analysis, and Theory	4
MPP 504	Quantitative Analysis	4
SOCI 500/GCS 417	Race Theory	4
SOCI 521	Sociology of Food	4
SOCI 538	Cross Cultural Alliance Building	4
SOCI 539	Qualitative Research Wkshp	4
SOCI 544	Sociology of Poetry & Prose	4
SOCI 545	Health Systems & Policy	4
SOCI 546	Gender and Islam	4
SOCI 547	Antiracism and Social Justice	4
WGST 554	Feminist Theories	4
WGST 556	Feminist International Relations	4
WGST 580	Gender and Queer Theory	4

*Students who select GCS 455, a two-semester capstone, take three electives.*

## ***Dual Degree Program***

### ***Master of Arts in Gender/Cultural Studies and Masters in Public Policy***

The dual degree program in Gender/Cultural Studies (GCS) and Public Policy (MPP) is designed for students who would like to combine the pragmatic approach of Public Policy with the broader, creative insight of theory. This program is ideal preparation for those with a particular interest in issues of diversity, race, gender, class, ethnicity and sexual orientation in public policy. Students must apply and be admitted to both programs. Students will be enrolled in both programs simultaneously and work with an advisor from each program to tailor their studies to meet their needs and interests.

#### **Requirements for entry into program**

Please refer to the entry requirements for the Gender/Cultural Studies (MA) and MPP in this catalog.

#### **Sequence of Courses**

Candidates for the dual degree must complete a total of 13 or 14 courses (depending on whether the MPP internship requirement is waived). Six courses will be completed in the GCS program (two required courses, one core elective course, and at least three GCS electives), six or seven will be completed in the MPP program, and the student will complete a combined capstone project that integrates the two fields of study.

*Six required GCS courses (18 credits)*



- GCS 403 Seminar in Gender/Cultural Studies
- GCS 430 Cultural Theory
- One of the following: GCS 406 Feminism and Literature; GCS 410 Issues in International Studies; GCS 412 Theoretical Approaches to Cultural Narratives; GCS 415 Feminism and Economic Difference; GCS 417 Race Theory
- Three GCS Electives

*Six/Seven required MPP courses (18 / 21 credits)*

- MPP 501 Policy Analysis
- MPP 502 Social Policy
- MPP 503 Economic Policy
- MPP 504 Quantitative Analysis
- Two MPP electives
- 3 Credit Internship (if applicable)

*Combined Capstone (3 credits)*

All dual degree candidates must complete one of the capstone options listed below. Students will consult with their advisor and/or program director about which option is better suited for their career path.

- MPP 505 Policy Capstone: Students will work with a specific organization on a policy problem. Ideally the policy problem will focus on an issue related to race, gender, ethnicity, and/or sexual orientation, etc.
- GCS 460 Thesis Capstone: Students will write a 60-80 page thesis that focuses on a policy issue. Dual-degree students present their capstone work at the GCS colloquium with other graduating GCS students

### **Graduate Consortium for Studies in Gender, Culture, Women, and Sexuality (GCWS)**

The Graduate Consortium for Studies in Gender, Culture, Women, and Sexuality is housed at MIT and offers interdisciplinary, team-taught seminars to students are enrolled in graduate programs at eight member institutions. Courses are designed to foster a dynamic interchange between and among scholars and to provide intellectual stimulation for faculty and students doing work across disciplines. Courses critically address gender, race, class, nation, sexualities, and the practical implications and applications of feminist theory. GCWS courses allow faculty and graduate students to explore traditional and cutting edge theories, and develop new avenues of inquiry. There is no fee for GCWS courses. Students are granted credit for participation by their home institutions and are admitted by application. The Consortium membership includes Boston College, Boston University, Brandeis, University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University, and the University of Massachusetts, Boston.

# Department of Health Professions Education

## Faculty

Susan Duty, Program Director and Professor of Nursing  
Shira Birnbaum, Associate Professor of Practice  
Jennifer Herman, Director, Center for Excellence in Teaching

## *Ph.D. in Health Professions Education*

### Description

The PhD in health professions education program develops transformative educators who inspire, design, lead and evaluate evidence-based instructional and curriculum innovation within a variety of health professions learning contexts, ensuring that clinicians and faculty are prepared to meet the evolving healthcare needs of individuals, families and communities across the continuum of healthcare. In addition, the PhD program prepares students to conduct rigorous, original research to inform best practices in teaching and learning

Our students are nurses, nutrition professionals, pharmacists, physician assistants, genetic counselors, occupational, physical, and speech therapists, public health practitioners, social workers, athletic trainers, radiologists, paramedics and surgical technicians. You'll debate issues and trends in higher education, learn the principles of teaching strategy, analyze professional health curricula and conceptualize the values and ethical systems of the health professional.

Doctoral experience is essential for the advancement of academic and professional educators. Our program is a hybrid, taught both online and onsite — allowing you to plan your classes around your schedule. PhD coursework is typically completed in 3 years followed by a rigorous research study preparing you to work in higher education and in professional education programs in health care.

### Learning Outcomes

After completing this program, students will be able to:

1. Analyze social, political, economic, and scientific trends in healthcare including policies and structures that require meaningful transformations in health professions education.
2. Navigate health professions educational systems and organizations in order to implement successful innovation.
3. Apply educational theories and principles of cognitive and learning science to enhance student learning in health professions education.
4. Design and deliver creative and impactful lessons, courses, curricula and programs in health professions education.
5. Identify, evaluate, and apply evidence-based teaching strategies.

6. Design learning environments and organizational structures to intentionally and equitably support and engage all learners, particularly those from historically marginalized groups.
7. Develop and implement processes and tools to assess learning outcomes and evaluate programs in order to inform and improve practice.
8. Critically analyze and evaluate research in health professions education, marshaling evidence in support of arguments and using data to support educational practice.
9. Design and conduct ethical and scientifically rigorous original research that informs best practices in health professions education
10. Apply principles of ethical and inclusive educational leadership and management practices aligned with current research and theories of leadership in organizations
11. Demonstrate proficiency in the range of research methods relevant to health professions education and in the collection, analysis, interpretation, and communication of data and evidence
12. Critically analyze existing published research and theoretical underpinnings in order to identify areas amenable to further research
13. Disseminate results of scholarly work in peer-reviewed journals, books, conferences, and other professional venues

### **Requirements for entry into program**

Applicants must have a Master's degree or higher academic degree in a health professions specialty from a regionally accredited US post-secondary institution. Practical experience within the healthcare arena within the past three years is also required. An overall GPA of 3.0 in undergraduate and graduate studies is also required.

GRE scores from within five years prior to the application deadline sent by the Educational Testing Service (ETS) directly to Simmons are required. The GRE requirement are waived if the applicant's overall graduate GPA is 3.5 or higher.

### **Delivery Modes Available**

The PhD in Health Professions Education (HPED) curriculum has two major components: education and research. The HPED courses are the education cognates, the foundation and theory for the education knowledge base. These courses are taught exclusively online and constitute the Certificate of Advanced Graduate Study (CAGS) Health Professions Education program.

The education courses in the PhD program provide the background and theory for the research portion culminating in the dissertation research project. These courses are taught on site at Simmons College.

Flexible programs of study are available for this PhD program.

### **Degree requirements**

48 Credits

6-credits/semester sequence

*Fall Year 1*

HPED 520

Trends in HPE

3

Simmons University

HPED 521	Learning Theory and Practice	3
<i>Spring Year 1</i>		
HPED 530	Principles of Inquiry and Evidence in Education	3
HPED 531	Teaching Methodologies, Course Design, and Assessment	3
<i>Summer Year 1</i>		
HPED 540	Curriculum Development, Program Design and Evaluation	3
CNBH 661	Applied Stats 1	3
<i>Fall Year 2</i>		
HPED 541	Educational Application and Immersion Experience	3
CNBH 660	Perspectives in Research and Theory in HPE	3
<i>Spring Year 2</i>		
CNBH 663	Qualitative Research Methods	3
CNBH 665	Leadership and Organizational Change in HPE	3
CNBH 667	Dissertation Forum	0
<i>Summer Year 2</i>		
CNBH 664	Qualitative Research Analysis	3
CNBH 667	Dissertation Forum	3
<i>Fall Year 3</i>		
CNBH 662	Applied Stats 2	3
CNBH 666	Quantitative Research Methods	3
CNBH 667	Dissertation Forum	0
<i>Winter Intersession</i>	Winter Comprehensive Exam (P/F)	0
<i>Spring Year 3</i>		
CNBH 670	Proposal Development	0
<i>Summer Year 3</i>		
	May begin dissertation if proposal defended successfully in spring	
<i>Year 4</i>		
CNBH 690	Dissertation	6

**Capstone, placement, internship, practicum, etc.**

HPED 541 is a 100 hour immersion experience in the field of higher education individualized to help you achieve your career aspirations. You will work with faculty to identify a PhD prepared educator to work with for a full semester who will provide advice and mentorship to help you apply the theories, concepts, principles, and research learned throughout the educational courses.

## ***Certificate of Advanced Graduate Studies in Health Professions Education***

### **Requirements for entry into program**

Applicants must have a Master's degree or higher academic degree in a health professions specialty from a regionally accredited US post-secondary institution. Practical experience within the healthcare arena within the past three years is also required. An overall GPA of 3.0 in undergraduate and graduate studies is also required.

GRE scores from within five years prior to the application deadline sent by the Educational Testing Service (ETS) directly to Simmons are required. The GRE requirement are waived if the applicant's overall graduate GPA is 3.5 or higher.

### **Degree Requirements**

The program consists of six courses, totaling 18 credit hours. The curriculum includes six didactic courses and one practicum. All courses are taught online.

#### *Fall Year 1*

HPED 520	Trends in HPE	3
HPED 521	Learning Theory and Practice	3

#### *Spring Year 1*

HPED 530	Principles of Inquiry and Evidence in Education	3
HPED 531	Teaching Methodologies, Course Design, and Assessment	3

#### *Summer Year 1*

HPED 540	Curriculum Development, Program Design, and Evaluation	3
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#### *Fall Year 2*

HPED 541	*Educational Application and Immersion Experience	3
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\*This is a 100-hour immersion experience in the field of higher education individualized to help you achieve your career aspirations. You will work with faculty to identify a PhD prepared educator to work with for a full semester who will provide advice and mentorship to help you apply the theories, concepts, principles, and research learned throughout the educational courses.

On satisfactory completion of the HPED CAGS, those who wish to continue to the doctoral level may apply to the PhD portion of the program.

# Department of History

## Faculty

Stephen Ortega, *Program Director and Associate Professor of History*

Sarah Leonard, *Associate Professor of History*

Laura Prieto, *Professor and Chair of History*

Zhigang Liu, *Associate Professor of History*

Stephen Berry, *Associate Professor of History*

Frances Sullivan, *Assistant Professor of History*

## *Master of Arts in History*

### Description

The program emphasizes the study of history as a multi-faceted field that is constantly developing new questions about the past, and exploring innovative approaches to answering these questions. It prepares students for careers in education, research, archives management, librarianship, curatorship, and various other forms of public history, as well as for doctoral study in the discipline. The program emphasizes historical research, which trains students in identifying and interpreting sources and in the critical evaluation of different methodologies. The department in tandem with the Library School at Simmons offers a dual-degree program in history and archives and in cooperation with the Department of Education a dual-degree program in elementary education and history.

### Learning Outcomes

1. Students will understand the most prominent methodologies that historians have used over time, including their advantages and disadvantages.
2. Students will master a broad body of historical knowledge, including various geographic contexts, topics, and time periods and will gain knowledge of primary and secondary sources that apply to these areas of study.
3. Students will be able to identify and apply different types of historical inquiry, such as cultural, gender, political and social analysis.
4. Students will be able to conduct independent historical research, applying the conventions of academic writing and integrating different source material as evident in seminar papers, a thesis, and/or a capstone.
5. Students will gain experience in participating in classroom discussions and in presenting history in a public forum.

### Requirements for entry into program

Applicants must hold a bachelor's degree from an accredited college or university. All grade point averages are considered, but a B (3.0) average or higher is preferred.

## Degree requirements

This program requires 36 semester hours. All students should take one course in historical methodology, (HIST 597); a series of electives for a total of 24 or 28 credits; and a culminating 4-credit or 8-credit research project or internship (fieldwork, thesis, teaching practicum, or public history internship).

### Graduate Seminar Electives

*Students select 16 semester hours from the following:*

HIST 450	Independent Study	4
HIST 527/LIS 443	Archives, Hist. & Coll. Mem.	4
HIST 529	Film & Historical Representation	4
HIST 560	Seminar in the History of Women and Gender: 1790-1920.	4
HIST 561	Topics in World History	4
HIST 562	Reform and Revolutions in Asia	4
HIST 564	Rape of Nanjing	4
HIST 565	Seminar: 911 Narratives	4
HIST 567	Memory and the Holocaust	4
HIST 568/LIS 532I	Seminar in Public History: Sites of History	4
HIST 571	Seminar in Early American History	4
HIST 572	Race and Gender in the Atlantic World	4
HIST 573	Seminar in Nineteenth-Century American History	4
HIST 574	Modern US History: Digital Humanities	4
HIST 575	Cold War Culture	4
HIST 576	American Revolution	4
HIST 577	Topics in Modern Europe	4
HIST 578	Pilgrims, Prophets, & Profaners Biography & Autobiography	4
HIST 597	Historical Methods	4

## Dual (and other) degree options

- Dual-Degree Program in MA History/MA Elementary Teaching
- Dual-Degree Program in MS LIS Archives/ MA History

## Other program information

Our students are well prepared for careers in education, research, archives management, librarianship, curation and various other forms of public history.

## **Dual Degree Program**

### **Master of Arts in History and Master of Science in Library and Information Science; Archives Concentration**

#### **Description**

The program is designed for students pursuing archival positions. Students gain the knowledge efficiently through a dual-degree program in history and archives management. You'll master skills in library and information science, archives management, historical methods and research and history.

Students do internships at Boston institutions such as the Massachusetts State Archives, the Massachusetts Historical Society, the John F. Kennedy Library, the U.S.S. Constitution Museum and Harvard University. You'll also complete a thesis project based on original research.

#### **Requirements for entry into program**

See the MS, LIS and MA History sections in this catalog for entry requirements

#### **Degree Requirements**

The Dual Degree program in History and Archives Management consists of a total of 57 credit hours. Students take 9 credit hours of required library and information science courses, 15 credit hours of required core archives courses, and 9 credit hours of electives. In the History department, students complete 8 credit hours of required courses, 12 credit hours of History seminar electives at the 400 level or above and a 4 credit thesis. Only one application is necessary to apply to both programs. Applicants to this dual-degree option must be admitted to both programs.

Full-time students may complete the program in approximately two years. Part-time students must complete the program within six years of enrollment.

The core courses in library and information science:

LIS 407	Reference/Information Services
LIS 415	Information Organization
LIS 488	Technology for Information Professionals

Five courses in archives management (15 credit hours), including four core courses in archives (LIS 438, LIS 440, LIS 442, and a choice of LIS 456, LIS 476, LIS 441, LIS 433), and one preservation course (either LIS 439 or LIS 448).

Three elective courses (9 credit hours) from either archives/preservation or the general LIS curriculum

24 credit hours in the History Department:

HIST 597	Historical Methods and Research
HIST 527	Collective Memory
	OR
HIST 568	Public Sites of History

12 credit hours of history electives at the 400 level or above. 4 credit hours of final thesis

All dual-degree students must take Archives, History, and Collective Memory or Sites of History. Students may take these classes as either an LIS elective for three credits (LIS 443 or LIS 532I) or a history elective for four credits (HIST 527 or HIST 568).



# School of Library and Information Science

## Faculty

Sanda Erdelez, *Professor and Director of the School of Library and Information Science*

Naresh Agarwal, *Associate Professor*

Jeannette Bastian, *Professor and Director of Archives Concentration*

Peter Botticelli, *Assistant Professor*

Janet Ceja, *Assistant Professor*

Michele Cloonan, *Professor and Dean Emerita*

Donia Conn, *Senior Lecturer*

Rebecca Davis, *Assistant Professor*

Catherine Dumas, *Assistant Professor*

Ann Graf, *Assistant Professor*

Lisa Hussey, *Associate Professor*

Daniel Joudrey, *Associate Professor*

Melanie Kimball, *Associate Professor and Director of School Library Teacher Program*

Kyong Eun Oh, *Assistant Professor*

Amy Pattee, *Associate Professor*

Danielle Pollock, *Assistant Professor*

Jeffrey Pomerantz, *Associate Professor of Practice and Online Program Coordinator*

Eric Poulin, *Lecturer and Site Coordinator at SLIS West*

Colin Rhinesmith, *Assistant Professor*

Laura Saunders, *Associate Professor*

Rong Tang, *Associate Professor and Director of SLIS PhD Program*

Donna Webber, *Associate Professor of Practice*

Rachel Williams, *Assistant Professor*

Katherine Wisser, *Associate Professor and Co-Director of the Archives/History Dual Degree Program*

## ***Master of Science, Library and Information Science***

### **Description**

Integrate theory with practice, analyze information needs to create solutions by applying a variety of tools and technologies. Insure the organization, accessibility, and management of library and information resources. Create dynamic ways for a variety of users to interact with resources.

Our students thrive in classes brought to life by professors who bring real world experience and take pride in being personal mentors. The interests and expertise of our faculty cover a wide range of areas, including access to information for all users, organization of information, big data, technology, ethics, and how this applies to archives, school libraries, public libraries, academic, and special libraries.

Through internships, site visits and pre-professional work opportunities throughout Massachusetts and across New England, our students gain experience in their fields. Take advantage of what Boston has to offer while taking on a flexible schedule, with classes held on days, nights, weekends, part-time, full-time, or online. Achieve a successful career, a meaningful life and a powerful return on your educational investment.

Our students go on to a variety of successful careers as digital librarians, web developers, social media managers, school media specialists and much more. The skills and knowledge you gain in this program prepare you for libraries, museums, archives, management of information systems and also for data-rich business and research settings.

## Concentrations

LIS students may choose to focus their studies by following a degree concentration curriculum designed to prepare students to work in a variety of information institutions with a diversity of materials and tools. Students who choose to concentrate their studies must complete the LIS core courses required of all MS students as well as a sequence of courses required to earn the degree concentration. The following concentrations are available. (See below for additional information)

- Archives Management
- Cultural Heritage Informatics
- Information Science and Technology (for students who were admitted prior to Spring 2018)
- School Library Teacher Program

In consultation with their academic advisor students can also design their own program of study under *Design Your Own (DYO)* LIS program option.

## Tracks

The LIS faculty has developed topical “tracks” that serve as guides for course selection and professional development in specific areas of the library and information science field. Students may customize their LIS degree program by working with their faculty advisor to select recommended “key courses” in a track of interest as well as elective courses that can broaden and deepen a student’s knowledge in the subject area.

Please refer to the description of the tracks (<http://internal.simmons.edu/students/slis/current/courses/mslis-tracks>) on the web site to explore the key courses and electives in each curricular track:

- Information Organization
- Management and Leadership
- Preservation Management
- User Services
- Youth Services

## Learning outcomes

1. Apply professional standards, tools, and best practices in the information field and across specialized areas.
2. Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media.
3. Develop appropriate technology strategies across a range of information settings.
4. Critically analyze and apply research.
5. Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders.
6. Demonstrate individual and collaborative leadership ability.
7. Be guided by professional ethics and values.

## Requirements for entry into program

Applicants to the MS (LIS) program must have a Bachelor's degree from an accredited college or university. Applicants must also submit official transcripts from all institutions attended (including transfer credits), three letters of recommendation, a statement of purpose, a resume, a completed application form, and application fee. International applicants must also submit a minimum TOEFL score of 79 (internet-based) or IELTS score of 6.5 in each part. Graduate Record Examination (GRE) tests are required only when an applicant's Grade Point Average (GPA), when averaged and reflective of any and all degrees earned prior to application for admission to SLIS, measures less than 3.0. Applicants with less than a 3.0 GPA for all degrees will be considered after they submit the GREs.

### **Delivery modes available**

Flexible schedule, with classes held on days, nights, weekends, part-time, full-time, or online.

Attend the master's program part-time at SLIS West in South Hadley, Massachusetts. The small classes and cohesive community help our working students succeed in the classroom and in their careers.

Students may complete the Master of Science degree program in library and information science fully online.

### **Experiential learning**

SLIS students develop hands-on skills and experience through internships, practicums, and pre-professional jobs in a wide variety of settings, including schools, libraries, corporations, hospitals, government agencies, NGOs, and media organizations. We strongly encourage all students to gain experience in the field, and we help students connect with the best sites for their career goals.

Every SLIS student is offered the opportunity to gain experience via coursework or pre-professional positions with one of many institutions across New England. Archives and School Library Teacher Program students have experiential learning opportunities built into their programs, whereas students in the Design Your Own (DYO) LIS program can take an internship elective for credit. SLIS has a long history with internship sites in the local area, thereby providing matches for students rather than requiring students to find their own sites.

### **Degree requirements**

Students in the MS (LIS) degree program must complete 36 credits of graduate coursework to be qualified to earn the MS (LIS) degree.

MS (LIS) students must maintain a cumulative Grade Point Average (GPA) of 3.0 to continue in the program.

Students in the School Library Teacher Program must receive a "B" (3.0) or better in every course. Any course in which the student has received a grade lower than a B must be repeated before the candidate may enroll in a practicum or be recommended for licensure. See *Degree progress and academic sanctions* for further information.

MS (LIS) students are required to complete three courses equaling nine (9) credits of core coursework in library and information science:

LIS 407	Information Sources & Services	3
LIS 415	Information Organization	3
LIS 488	Technology for Information Professionals	3
OR	or, if a student is in the School Library Teacher Program (SLTP)	
LIS 460	Technology and the School Library Teacher	3

These core courses must be completed within a student’s first twelve (12) hours of coursework. SLTP students must complete LIS 407 and LIS 415 within their first twelve (12) hours of coursework and may complete LIS 460 any time during the course of their degree program.

The School has initiated a program to provide a common base of knowledge of the technologies and tools students will encounter during the course of their studies, as well as resources available to them as a Simmons LIS student. All students entering the program are required to register for the 0-credit *LIS 400 – Virtual Orientation*, which introduces students to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. Intended for both online and face-to-face students, this course describes program requirements; university, school, and program policy; and offers information about the full range of resources available to the students in support of their programs. It also offers basic tutorial and instruction related to the use of Moodle (the learning management system used in online and face-to-face courses), library resources, and other key tools used to support student learning.

### Concentrations and specializations

LIS students may choose to focus their studies by following a degree concentration curriculum designed to prepare students to work in a variety of information institutions with a diversity of materials and tools. Students who choose to concentrate their studies must complete the LIS core courses required of all MS students as well as a sequence of courses required to earn the degree concentration.

#### *Archives Concentration Course Requirements:*

LIS core courses (9 credits):

LIS 407	Information Sources & Services	3
LIS 415	Information Organization	3
LIS 488	Technology for Information Professionals	3

Take the following:

LIS 438	Introduction to Archival Methods and Services	3
LIS 440	Archival Access and Use	3
LIS 442	Establishing Archives and Manuscript Programs	3

One of the following:

LIS 456	Records Management	3
LIS 476	Archives & Cultural Heritage Outreach	3
LIS 441	Appraisal of Archives and Manuscripts	3
LIS 433	Oral History	3

One of the following:

LIS 439	Preservation Management	3
LIS 448	Digital Stewardship	3

Four Elective Courses

#### *Information Science and Technology Concentration Course Requirements*

LIS core courses (9 credits):

LIS 407	Information Sources & Services	3
LIS 415	Information Organization	3
LIS 488	Technology for Information Professionals	3

Take the following:

LIS 484	Theories of Information Science	3
LIS 485	Introduction to Programming	3
LIS 458	Database Management	3

Two of the following:

LIS 421	Social Informatics	3
LIS 455	Usability & User Exp. Research	3
LIS 462	Digital Libraries	3
LIS 465	Knowledge Management	3
LIS 467	Web Develop & Info. Arch	3
LIS 487	Data Interoperability	3
LIS 473	Information Visualization	3

Four elective courses

*Cultural Heritage Informatics Concentration Course Requirements:*

LIS core courses (9 credits):

LIS 407	Information Sources & Services	3
LIS 415	Information Organization	3
LIS 488	Technology for Information Professionals	3

Take the following:

LIS 432	Concepts in Cultural Heritage Informatics	3
LIS 438	Introduction to Archival Methods and Services	3
LIS 439	Preservation Management	3
LIS 477	Digital Asset Management for Libraries, Archives & Museums	3

Five of the following:

LIS 445	Metadata	3
LIS 458	Database Management	3
LIS 469	XML	3
LIS 449	Rare Book and Special Collections Librarianship	3
LIS 425	History of the Book	3
LIS 462	Digital Libraries	3
LIS 447	Collection Maintenance	3
LIS 446	Art Documentation	3
LIS 471	Photographic Archives	3
ART 347*	Art of the Gardner Museum	4

Two elective courses

*\*ART 347: offered at 500 level*

*School Library Teacher Program Course Requirements:*

LIS core courses (6 credits):

LIS 407	Information Sources & Services	3
LIS 415	Information Organization	3

Take the following:

LIS 406	Management & Evaluation of School Library Programs	3
LIS 459	School Library Teacher Pre-Practicum Field Experience	3
LIS 460	Technology and the School Library Teacher	3
LIS 461	Curriculum & Instructional Strategies For the School Library Teacher	3
LIS 481	Library Collections & Materials for Children	3
LIS 483	Library Collections and Materials for Young Adults	3
LIS 498	Practicum (PreK-8)	3
LIS 499	Practicum (7-12)	3

Two elective courses

### Changing to or from a Concentration

Students who have begun their program of study within a concentration may decide to leave the concentration or switch to an alternate concentration. Students who wish to leave a concentration or switch to an alternate concentration must complete the Change of Advisor/Change of Program form and submit this form to the Student Services Center.

Students electing to leave a concentration or change from one concentration to another may request a new advisor to guide their progress through the degree program. To request a new advisor, students must first contact the advisor with whom they wish to work and then complete the Change of Advisor/Change of Program form, which requires the signature of the student and their new advisor, and submit this form to the Student Services Center.

### Dual degree options

- Master of Science in Library and Information Science and Master of Arts in Children’s Literature – See above under Department of Children’s Literature
- Master of Science in Library and Information Science and Master of Arts in History – See above under Department of History

### Applying for Entry to a Dual Degree Program as a Single Degree Student

To apply for acceptance to the dual degree program, students who are currently matriculated in a single degree program must meet with the relevant dual degree Program Directors to discuss their entry into the dual degree program and then complete the relevant application form for the program for which they are requesting entry. The application fee will be waived for these students. Applications will be considered on a rolling basis by the Admissions staff and the degree program directors.

*MA (Children’s Literature), MFA (Writing for Children) and MS (LIS) Students.* Students currently matriculated in the MS (Library and Information Science) degree program may apply for entry to the MA/MS (Children’s Literature and LIS) dual degree program. To be admitted to a dual degree program, students must apply for admission to both degree programs. Those students who have been admitted to and matriculated in one degree program must apply for admission and be admitted to the second degree program to be considered a dual degree student.

Because of the highly structured nature of this dual degree program's curriculum, students must apply to be considered for the dual degree before they have completed 12 credit hours in a single degree program. Applications for the dual degree program from students who have completed more than 12 credit hours of coursework in a single degree program may not be considered.

*MS (LIS) Students in the Archives Management Concentration.* Students currently enrolled in the MS (LIS) program and in the Archives Management concentration can apply for admission to the dual degree (MA/MS) program in Archives and History by submitting an application and the required materials with the College of Arts and Sciences admissions office. Once these materials have been received, an interview with the history program director is also required.

# School of Nursing

## Faculty

Patricia Rissmiller, *Associate Professor and Graduate Chair*

Charlene Berube, *Associate Professor of Practice and Chair of Undergrad Nursing*

Nickie Burney, *Director of Family Nurse Practitioner Program*

Margaret Costello, *Assistant Professor*

Sarah Desmond, *Associate Professor of Practice*

Susan Duty, *Associate Professor*

Eileen McGee, *Associate Professor of Practice*

Jennifer Howard, *Professor of Practice*

Rebecca Koeniger-Donohue, *Professor of Practice*

Laura Rossi, *Assistant Professor*

Karen Teeley, *Professor of Practice and Director of RN to BSN Program, Nursing@simmons*

Sarah Volkman, *Professor*

## ***Master of Science in Nursing***

The Family Nurse Practitioner MSN degree is offered at Simmons Boston campus in the following pathways: BN to MSN, RN to MSN, and Direct Entry for BA/BS holders.

The Family Nurse Practitioner MSN degree is offered online (Nursing@Simmons) in the following pathways: BN to MSN and RN to MSN

## Learning Outcomes

- Critique, evaluate, synthesize and utilize theoretical, scientific and clinical knowledge as applied to the assessment and management of both primary and acute health and illness states.
- Demonstrate a personal, collegial, and collaborative approach as an advanced practice Nurse while emphasizing health promotion, disease prevention and identification of environmental factors that impact health status across the lifespan.
- Develop an understanding and appreciation of human diversity as an advanced practice professional to assure the delivery of appropriate and individualized health care across the curriculum.
- Demonstrate sound critical thinking and clinical decision making reflected in effective written and verbal communications skills, utilized by the advanced practice Nurse in a complex delivery system.
- Demonstrate personal qualities and professional behaviors which are assertive and engage in advanced practice activities that advocate for on-going change and leadership within Nursing and in the health care system.
- Apply critical thinking skills within a multidisciplinary approach to care which fosters strategies and assembles multifaceted resources to empower patients, families and communities to attain and maintain maximal functional wellness.
- Demonstrate Nursing judgments and interventions which provide culturally sensitive care for diverse populations.
- Demonstrate Nursing practices which address human differences.



- Design and implement evidence-based primary health care practices in varied health care systems
- Assume a leadership role in the management of patients, communities and larger systems.
- Initiate changes in patient care and in the health care system through negotiations with other health care professionals.
- Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions through the application of knowledge of health care systems, economics, policy, ethics and politics.
- Conduct clinical Nursing research designed to advance the science of Nursing.
- Advance professional growth through continued acquisition of theoretical knowledge and clinical experience, and through participation and/or leadership in professional and community

## ***Master of Science in Nursing (MSN) For BSN Holders***

### **Description**

The program is designed for registered nurses with degrees in nursing or a related field who wish to advance their careers with a graduate degree in nursing. The MSN consists of three components – foundational courses, primary care, and research. We prepare students to deliver primary health care to diverse populations across the lifespan. You will focus on health promotion and education, disease prevention, and learn to assess and manage patients with acute and chronic illnesses.

Graduates of this program are prepared to take the family nurse practitioner certification exam, and find success in positions in primary health care and community care settings, private practice, and in Doctor of Nursing Practice (DNP) programs.

The MSN for Bachelor’s nurses is offered on campus in Boston and online.

### **Requirements for entry into program**

Applicants to the BSN-MSN program must have a current United States RN license in good standing and a BSN or BS/BA in a related field from a regionally accredited U.S. college or university.

Statistics Prerequisite: Applicants must have taken an undergraduate statistics course at a regionally accredited U.S. post-secondary institution within 7 years prior to the application deadline. The course must be equal to a semester in length and a grade of B or better is required. The course may be in progress at the time of application and must be completed before the start of the program.

48 Credits: Course Offerings:

- NURP 404 - Advanced Pathophysiology
- NURP410- Advanced Research Methods
- NURP 570- Health Promotion: A Global Perspective
- NURP 422- Advanced Pharmacology Across the Life Span I
- NURP 500- Advanced Health Assessment Across the Life Span
- NURP 500A – FNP I Clinical Decision Making

- NURP 507 - Scholarly Inquiry I
- NURP 501 - FNP II Primary Care Nursing of the Childbearing Family
- NURP 501A- FNP II Clinical Decision Making
- NURP 504 - Family Theory Health and Illness
- NURP 508 - Scholarly Inquiry II
- NURP 423 - Advanced Pharmacology Across the Life Span II
- NURP 502 - FNP III Primary Care Nursing
- NURP 502A- FNP III Clinical Decision Making
- NURP 450- Health Care System: Interdisciplinary Perspectives
- NURP 503 -FNP IV Primary Care Nursing
- NURP 503A- FNP IV Clinical Decision Making
- NURP 589 - Informatics

Pre-Requisites/Co-Requisites:

- NURP 404 Advanced Pathophysiology
  - Students must pass NURP 404 to continue in the program. If a student does not pass, they will be contacted by their Academic Advisor and must provide an explanation of why they failed and how they plan to be successful going forward.
- NURP 410 Advanced Research Methods
  - Students must pass NURP 410 before they can take NURP 507
- NURP 570 Health Promotion: A Global Perspective
  - NURP 570 should be taken when suggested, but there are no conditions or pre-requisites for taking it.
- NURP 422 Advanced Pharmacology Across the Life Span I
  - NURP 422 must be taken with or before NURP 500
  - Must pass NURP 422 before taking NURP 423
- NURP 423 Advanced Pharmacology Across the Life Span II
  - Students must pass NURP 422 before taking NURP 423
- NURP 450 Health Care System: Interdisciplinary Perspectives
  - NURP 450 should be taken when suggested, but there are no conditions or pre-requisites for taking it.
- NURP 507 Scholarly Inquiry I
  - Students must pass NURP 410 before taking NURP 507
  - Students must pass NURP 507 before taking NURP 508
  - Students in NURP 507 must register for the same section and time for NURP 508. This ensures continuity with both research partners and faculty which will facilitate the completion of the project with in the designated time of two terms.
- NURP 508 Scholarly Inquiry II
  - Students must pass NURP 507 before taking NURP 508
  - Students must register for the same section/instructor as they did in NURP 507
- NURP 589 Informatics
  - NURP 589 should be taken when suggested, but there are no conditions or pre-requisites for taking it.

- NURP 504 Family Theory Health and Illness
  - NURP 504 should be taken when suggested, but there are no conditions or pre-requisites for taking it

The information below pertains to all four classes listed:

- NURP 500/500A Advanced Health Assessment Across the Life Span/Clinical Decision Making
- NURP 501/501A FNP II Primary Care Nursing of the Childbearing Family/FNP II Clinical Decision Making
- NURP 502/502A FNP III Primary Care Nursing/FNP III Clinical Decision Making
- NURP 503/503A FNP IV Primary Care Nursing/FNP IV Clinical Decision Making

Students must pass NURP 500 in order to come to Immersion Weekend (NURP 500A).

Students that do not pass NURP 500 will receive a “W” for 500A and will need to re-register for both NURP 500/500A. **On line students only**

Students must take NURP 501/501A, NURP 502/502A, & NURP 503/503A in sequence

Once students register for 501A, they must then register for 502A & 503A with the same instructor/students NURP 500/500A, NURP 501/501A, NURP 502/502A, and NURP 503/503A are separate but linked courses. They cover related content in two settings: mastery of didactic knowledge in the academic setting and application of didactic knowledge to practice in clinical settings.

Students must pass BOTH courses at the same time (e.g. NURP 501/501A) in order to proceed in the program. If students fail either the didactic course (e.g. NURP 501) or the clinical placement course (e.g. 501A), they are required to retake both courses again.

If students fail the clinical placement course, the hours will not be counted as part of the required clinical hours.

**If students fail both the didactic and the clinical placement courses, it would be counted as 2 failures and they would be dismissed from the program.**

Immersion Weekend On line students only

Immersion Weekend is an on-campus course requirement. Students must successfully pass NURP 500: Health Assessment in order to attend Immersion Weekend. During the weekend, students will be tested on performing a head to toe health assessment in front of a Simmons Faculty member. Students who fail this health assessment during Immersion Weekend must retake **both** NURP 500: Health Assessment and NURP 500A: Immersion Weekend. During the weekend students will also participate in professional engagement workshops including a suturing lab and Typhon Workshop. Typhon is the required software students will utilize to log clinical hours. Once students have successfully completed Immersion Weekend and NURP 500, they will proceed to NURP 501/501A and began their clinical rotations.

**Students in the on site program meet this requirement by passing NURS 500 A.**

### Clinical Placement

- Placements occur during the last three terms of the program (NURP 501/501A, NURP 502/502A, and NURP 503/503A). Full-time students complete their clinical placement during their third, fourth and fifth terms. Part-time students complete their clinical placement during their fifth, sixth and seventh terms.
- Clinical education covers related content in two settings: mastery of didactic knowledge in the academic setting and application of didactic knowledge to practice in clinical settings
- Students will attend their clinical placement a minimum of 16 hours per week for the entire 14-week term for a total of 224 hours per term.
- Clinical education carries a total of 18 credits.
- Online students must complete Immersion Weekend (500A) before beginning their first clinical rotation.

## Licensure and Certification

Upon completion of the FNP program, you will be eligible to sit for the national board-certifying exam.

## Other program information

Please consult the Nursing Student Handbook for additional information about Health Clearance, Cardiopulmonary Resuscitation, Mandatory Clinical Orientation, Agency-Specific Requirements, Criminal Offender Record Inquiry, and other related policies.

## *Nursing (MSN) For RN Holders*

### Description

Our accelerated program allows Registered Nurses (RNs) to earn their graduate degree in just 3 years. We prepare students to deliver primary health care to diverse populations across the lifespan. You'll focus on health promotion and education, disease prevention and learn to assess and manage patients with acute and chronic illnesses.

### Requirements for entry into program

This RN-MSN program is for individuals who have diplomas or certificates from the former hospital system, or an associate's degree and a current United States RN license in good standing. At Simmons, a 3.0 G.P.A. in nursing courses and the overall G.P.A. are required; work experience and relevant references are very important.

Statistics Prerequisite: Applicants must have taken an undergraduate statistics course at a regionally accredited U.S. post-secondary institution within 7 years prior to the application deadline. The course must be equal to a semester in length and a grade of B or better is required. The course may be in progress at the time of application and must be completed before the start of the program.

### Degree requirements

Full program requires 68 credits

#### RN to MSN Program Sequencing

- NURP 404 - Advanced Pathophysiology
- NURO 345-Contemporary Issues in Professional Nursing
- NURO 492- Health Assessment
- MATH 118- Statistics
- NURP 410- Advanced Research Methods
- NURO 387-Nursing Care of Communities
- NURO 454-Leadership and Management
- NURP 450- Health Care System: Interdisciplinary Perspectives
- NURP 422- Advanced Pharmacology Across the Life Span I
- NURP 500- Advanced Health Assessment Across the Life Span
- NURP 500A - FNP I Clinical Decision Making
- NURP 507 - Scholarly Inquiry I
- NURP 501 - FNP II Primary Care Nursing of the Childbearing Family
- NURP 501A- FNP II Clinical Decision Making
- NURP 504 - Family Theory Health and Illness
- NURP 508 - Scholarly Inquiry II
- NURP 423 Advanced Pharmacology Across the Life Span II

- NURP 502 - FNP III Primary Care Nursing
- NURP 502A- FNP III Clinical Decision Making
- NURP 570- Health Promotion: A Global Perspective
- NURP 503 -FNP IV Primary Care Nursing
- NURP 503A- FNP IV Clinical Decision Making
- NURP 589 – Informatics

**Pre-requisites & Co-requisites:**

- NURP 404 Advanced Pathophysiology
  - Students must pass NURP 404 to continue in the program. If a student does not pass, they will be contacted by their Academic Advisor and must provide an explanation of why they failed and how they plan to be successful going forward.
- MATH 418 Statistics
  - Students must pass MATH 418 (or transferred equivalent) before they can take NURP 410
- NURP 345 Professional Issues in Nursing
  - Students must pass NURP 345 before they can take NURP 387 OR they can take NURP 345 and NURP 387 concurrently
- NURP 492 Health Assessment
  - Students must pass NURP 492 (or transferred equivalent) before they can take NURP 500
- NURP 387 Nursing Care of Communities
  - Students must pass NURP 387 before they can take NURP 454
- NURP 454 Leadership and Management
  - Students must pass NURP 454 before they can progress into the FNP program
- NURP 410 Advanced Research Methods
  - Students must pass NURP 410 before they can take NURP 507
- NURP 570 Health Promotion: A Global Perspective
  - Students must pass NURP 387 before taking NURP 570. Exceptions will be granted on a case-by-case basis that will take into consideration the student's academic standing and RN experience. Once in the FNP program, there are no conditions or pre-requisites for taking it.
- NURP 422 Advanced Pharmacology Across the Life Span I
  - NURP 422 must be taken with or before NURP 500
  - Must pass NURP 422 before taking NURP 423
  - Must pass NURP 422 prior to taking NURP 501 and NURP 501A
- NURP 423 Advanced Pharmacology Across the Life Span II
  - Students must pass NURP 422 before taking NURP 423
- NURP 450 Health Care System: Interdisciplinary Perspectives
  - NURP 450 should be taken when suggested, but there are no conditions or pre-requisites for taking it.
- NURP 507 Scholarly Inquiry I
  - Students must pass NURP 410 before taking NURP 507
  - Students must pass NURP 507 before taking NURP 508
  - Students in NURP 507 must register for the same section and time when they register for NURP 508. This ensures continuity with both research partners and faculty which will facilitate the completion of the project with in the designated time of two terms.
- NURP 508 Scholarly Inquiry II
  - Students must pass NURP 507 before taking NURP 508
  - Students must register for the same section/instructor as they did in 507
- NURP 589 Informatics
  - NURP 589 should be taken when suggested, but there are no conditions or pre-requisites for taking it.
- NURP 504 Family Theory Health and Illness

- NURP 504 should be taken when suggested, but there are no conditions or pre-requisites for taking it

The information below pertains to all four classes listed:

- NURP 500/500A Advanced Health Assessment Across the Life Span/Clinical Decision Making
- NURP 501/501A FNP II Primary Care Nursing of the Childbearing Family/FNP II Clinical Decision Making
- NURP 502/502A FNP III Primary Care Nursing/FNP III Clinical Decision Making
- NURP 503/503A FNP IV Primary Care Nursing/FNP IV Clinical Decision Making
  
- Students must pass NURP 500 in order to come to Immersion Weekend (NURP 500A). **On line students only**
  - Students that do not pass NURP 500 will receive a “W” for 500A and will need to re-register for both NURP 500/500A.
- Students must take NURP 501/501A, NURP 502/502A, & NURP 503/503A in sequence.
- NURP 500/500A, NURP 501/501A, NURP 502/502A, and NURP 503/503A are separate but linked courses. They cover related content in two settings: mastery of didactic knowledge in the academic setting and application of didactic knowledge to practice in clinical settings.
- Students must pass BOTH courses at the same time (e.g. NURP 501/501A) in order to proceed in the program.
  - If students fail either the didactic course (e.g. NURP 501) or the clinical placement course (e.g. 501A), they are required to retake both courses again.
  - If students fail the clinical placement course, the hours will not be counted as part of the required clinical hours.
  - If students fail both the didactic and the clinical placement courses, it would be counted as 2 failures and they would be dismissed from the program.

### **Clinical Placement**

- Placements occur during the last three terms of the program (NURP 501/501A, NURP 502/502A, and NURP 503/503A). Full-time students complete their clinical placement during their third, fourth and fifth terms. Part-time students complete their clinical placement during their fifth, sixth and seventh terms.
- Clinical education covers related content in two settings: mastery of didactic knowledge in the academic setting and application of didactic knowledge to practice in clinical settings
- Students will attend their clinical placement a minimum of 16 hours per week for the entire 14-week term for a total of 224 hours per term.
- Clinical education carries a total of 18 credits.
- Online students must complete Immersion Weekend (500A) before beginning their first clinical rotation.

### **Licensure, certification, etc.**

Upon completion of the FNP program, you will be eligible to sit for the national board-certifying exam.

### **Other program information**

Please consult the Nursing Student Handbook for additional information about Health Clearance, Cardiopulmonary Resuscitation, Mandatory Clinical Orientation, Agency-Specific Requirements, Criminal Offender Record Inquiry, and other related policies.

## ***Master of Science in Nursing – for BA/BS Holders (Direct Entry)***

### **Description**

This on campus program is designed for students from all academic backgrounds. Whether your degree is in psychology, chemical engineering or English, once you have completed the prerequisite courses for admission, you will be on your way to an MS in Nursing.

Students complete the pre-licensure nursing curriculum for the first four semesters of the program. You will learn from leaders in Nursing and Health Care and be prepared for the registered nurse (NCLEX) exam. Upon passing, you will move into the graduate portion of the program, which consists of three components – foundational courses, primary care, and research. We prepare students to deliver primary health care to diverse populations across the lifespan.

Graduates of this program are prepared to take the family nurse practitioner (FNP) certification exam. Our students find success in positions in primary health care and community care settings, private practice, and in Doctor of Nursing Practice (DNP) programs.

### **Requirements for entry into the program**

Applicants must have a BS or BA from a regionally accredited US college or university or a post-secondary institution abroad which is recognized by the Ministry of Education in the home country in a discipline other than nursing to apply.

### **Prerequisite Requirements:**

All prerequisite courses must have been completed within ten years prior to the application deadline; all must have grades (pass/fail or audit courses, AP (Advanced Placement), IB or CLEP scores do not fulfill prerequisites) and all must have been taken at a regionally accredited institution or at a post-secondary institution abroad recognized by the Ministry of Education in the home country.

A cumulative GPA (of all institutions attended) of 3.0 and a 3.0 in all prerequisites.

Prerequisite courses (based on semester systems) required for admission:

- **Statistics:** One semester of statistics, can be taken in a math, psychology or science department. Course content must include principles of probability, binomial and normal distributions, sample statistics, estimation and testing of hypotheses and linear regression and correlation.
- **Developmental Psychology:** One semester of developmental psychology. Course content must span birth to death; general psychology does not meet this requirement. A series of appropriate courses in combination could fulfill the prerequisite, such as prenatal to adolescence, young-middle adulthood, aging and dying.
- **Microbiology:** One semester of microbiology with a lab.
- **Human Anatomy and Physiology:** Two semesters of human anatomy and physiology with lab. Animal physiology will not meet this requirement.
- **Inorganic Chemistry:** One semester of inorganic chemistry with lab. (Usually General Chemistry I and II will fulfill the inorganic and organic chemistry prerequisites)
- **Organic Chemistry:** One semester of organic chemistry with lab. (Usually General Chemistry I and II will fulfill the inorganic and organic chemistry prerequisites)

## Degree requirements

### Pre-licensure curriculum

NURS 404	Advanced Pathophysiology	4
NURS 426	Variances in Health Patterns of Adults and Elders I	2
NURS 435	Integ Pharmac Pathophysiology	4
NURS 438	Var. Hlth Patt Adul/Elders II	8
NURS 447	Vari Hlth Patt Chldbearing Fam	4
NURS 448	Variance Hlth Pattern Psy/III	4
NURS 449	Vari Hlth Patt Chldbearing Fam	4
NURS 487	Nurs Care Indiv,Family,Commun	4
		4
NUR 419 GR	Clinical Capstone Practicum	2
NURS 455GR	Clinical Decision Making and Complex Care	4
NURS 494	Nursing Fundamentals & Health_Assessment	4
NURS 495	Contemporary Issues & Role Development for Advanced Practice Nursing	4

NCLEX – All students are required to take the Simmons-sponsored NCLEX review course following pre-licensure curriculum.

NURS 422	Adv. Pharm. Across Life Span I	3
NURS 423	Advanced Pharmacology Across Life Span_II Health Assessment Across the Lifespan Workshop	2
NURS 500	FNP I Advanced Health Assessment Across The Life Span	2
NURS 500A	FNP I Clinical Decision Making	1
NURS 501	FNP II Prim. Care Nursing of the Childbearing Family	4
NURS 501A	FNP II Clin Decis. Making	1
NURS 502	FNP III Primary Care Nursing	3
NURS 502A	FNP III Clinical Decision Making_	2
NURS 503	FNP IV Primary Care Nursing	4
NURS 503A	FNP IV Clin. Decision Making	3
NURS 504	Family Theory	3
NURS 507	Scholarly Inquiry I	2
NURS 508	Scholarly Inquiry II	2
NURS 589/NURS 660	Evidence-Based Practice: Informatics	3
SNHS 410/PT 610	Research Methods	3
SNHS 450	Health Care Sys: Interdis Pers	3
SNHS 570	Health Promotion	2

### Licensure and Certification

All students are required to take the Simmons-sponsored NCLEX review course following the pre-licensure curriculum. Upon completion of the FNP program, you will be eligible to sit for the national certification exam

### Other program information

Please consult the Nursing Student Handbook for additional information about Health Clearance, Cardiopulmonary Resuscitation, Mandatory Clinical Orientation, Agency-Specific Requirements, Criminal Offender Record Inquiry, and other related policies.



## ***Doctor of Nursing Practice***

### **Description**

The Doctor of Nursing Practice (DNP) program is carefully designed for experienced, advanced practice nurses and nurse leaders. With a strong focus on Professional Practice Leadership, our program develops nursing leaders who improve health care outcomes in clinical practice, research and management. We offer a blended learning format, allowing our students to fit course requirements around their schedules.

We have close relationships with world-renowned teaching hospitals and research facilities -- such as Brigham and Women's Hospital, Boston Children's Hospital and the Dana-Farber Cancer Institute as well as community-based and international settings. Our experienced professors-of-practice are experts in the field and work to ensure that our students stay current on contemporary practices and procedures.

### **Learning Outcomes**

Our DNP program will prepare students to:

- Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences.
- Demonstrate leadership in organizations and health care systems to promote safe and efficient care delivery to both individuals and populations.
- Conduct practice-based research.
- Utilize technology and informatics to improve health care and to implement change in health care systems.
- Design, influence and implement health care policies that affect health care financing, practice regulation, access to care, safety, quality, and efficacy of care.
- Collaborate with interdisciplinary professionals and teams to improve patient and population health outcomes.
- Assume a leadership role in the design of evidence-based interventions that enhance clinical prevention and population health.

(Adapted from the AACN Doctoral Essentials (2006))

### **Requirements for entry into program**

MS in nursing or a related Master's degree (3.5 graduate GPA) from a regionally accredited U.S. post-secondary institution.

Evidence of RN licensure in good standing and board certification in the U.S. (notarized copies of certification/license) in an advanced practice specialty (NP, CNS, CNM, CRNA) or experience (at least two years post-Master's) as a nurse manager/nurse executive. Board certification in management (CENP, CNML) is preferred but not required for nurse managers.

Applicants must have taken an undergraduate statistics course at a regionally accredited U.S. post-secondary institution within 7 years prior to the application deadline. The course must be equal to a semester in length and a grade of B or better is required. The course may be in progress at the time of application but cannot be completed after acceptance or enrollment in the DNP program, as it is an admission requirement.

## Degree requirements

The DNP will prepare doctoral-level nursing clinicians for expert practice and leadership in clinical settings. All DNP students will enroll in core courses (24 credits) and complete a Capstone Project (6 credits).

- NURP 660 Evidence Based Practice: Informatics
- NURP 640 Advanced Research Methods
  - Must be completed prior to DNP Project Seminar Sequence
- NURP 620 Ethical/Legal Issues
- NURP 630 Professional Leadership and Practice Change
- NURP 670 Health Policy
- NURP 675 Quality Improvement in Health Care
- NURP 650: Epidemiology
- NURP 655 Biostatistics
- NURP 750A DNP Project Seminar I
- NURP 750B DNP Project Seminar II
- NURP 750C DNP Project Seminar III
- NURP 690 Capstone Advisement

DNP students must enroll in NURP 690: Capstone Advisement (one credit tuition; no credit is earned), in order to continue work on the Capstone Project, should they not complete their projected within the 3-term DNP project sequence.

### DNP Symposium

The DNP Symposium for Emerging Nurse Leaders is an on-campus (non-credit) course requirement. After the final term of the Post-MSN to DNP program, students participate in the Doctoral Symposium for Emerging Nurse Leaders. The symposium gives students the opportunity to present their DNP Projects to their peers and faculty as a final requirement to complete their degrees. Designed to offer professional development and career guidance, the symposium also includes skills workshops, networking opportunities and social events, and a featured speaker and/or panel of experts.

### DNP Clinical Placement

Post-Masters DNP students are required to complete a minimum of 1,000 clinical hours. Clinical hours completed during the student's Master of Science in Nursing degree program count towards the total minimum 1,000 clinical hours required.

The Post Masters DNP policy for clinical hours offers guidance to document one thousand clinical hours (1000) required for completion of the DNP. Clinical hours in the DNP program are defined as hours spent related to the development and implementation of the DNP Project. These hours are done through the capstone courses with the advisement and supervision of DNP faculty and community collaborators.

1. Students will present the hours documented in their advanced practice masters preparation upon admission.
2. Students will continue to document the hours spent in their capstone courses. Hours spent during the capstone courses and in any phase of implementing the capstone project will be documented every semester.
3. Documentation of hours will entered each semester in the portfolio along with examples of the essentials met during the completion of the capstone course and capstone activities.

Prior to registration for term 2, all DNP students must submit a verification form completed by the college/university where they received their MSN degree, verifying their completed MSN clinical hours. All

completed forms must be submitted by the college/university to [nuroladvising@simmons.edu](mailto:nuroladvising@simmons.edu). Students who do not complete the verification form will not be able to register for term 2 until the form has been received.

### **Delivery Modes Available**

The program is offered in a hybrid or blended learning format so you'll be able to fulfill the course requirements as they fit into your schedule. On site classes will be held two weekends per semester in a condensed and intensive residency format with the remaining course work online.

# Department of Nutrition

## Faculty

Lisa Brown, *Associate Professor, Dietetic Internship Director*

Teresa Fung, *Professor, Director of Didactic Program in Dietetics*

Sharon Gallagher, *Associate Professor of Practice, Assistant Dietetic Internship Director*

Elizabeth Metallinos-Katsaras, *Ruby Winslow Linn Professor and Chair, Director MS Nutrition and Health Promotion*

Kathrina Prelack *Assistant Professor, Director Tufts-Simmons DPD program*

Karlyn Grimes, *Associate Professor of Practice*

Kellene Isom, *Associate Professor of Practice*

Rachele Pojednic, *Assistant Professor*

Elizabeth Siu, *Associate Professor of Practice, Associate Director MS online*

## ***Master of Science in Nutrition***

### **Description**

You will develop an advanced understanding of nutrition, health promotion, fitness and wellness. Our students evaluate health behaviors on a global level and seek to influence the nutrition of our population. We have two concentrations, a Research concentration (formerly known as the Wellness concentration) and a nutrition entrepreneurship concentration for students interested in developing entrepreneurial ventures in the food and nutrition field.

Our program is designed for students with backgrounds in nutrition, biology, health sciences, health education, athletic training, exercise physiology and physical education. You'll be prepared for a wide range of careers as health educators, researchers and more.

### **Requirements for entry into program**

Applicants must hold an undergraduate degree (BS or BA) from a regionally accredited US college or university or an overseas institution of higher learning recognized by the Ministry of Education in the home country. An overall GPA of 3.0 or better is required in the prerequisite courses and the accumulative GPA.

### **Delivery Modes Available**

Our nutrition and health promotion master's program can be completed in one academic year including summer session, or two to four years of part-time study (for U.S. students only). Our MS program is offered both as a Face to Face option at Simmons in the evenings (although 2 courses are online) and is also offered fully online.

### **Degree requirements**

31-32 Credits (depending on the concentration and elective choices).

There are two concentrations or tracks available in our MS in Nutrition and Health Promotion: 1) a Research concentration (formerly known as the Wellness concentration) in which students take a greater number of research-focused courses and complete a research project, 2) an Entrepreneurship concentration in which students take graduate management courses from our world-renown School of Business to prepare to them for opening a private practice or other entrepreneurial endeavors and complete a business plan.

### Prerequisites

The following prerequisite courses are required and may be taken at any U.S. regionally accredited colleges or universities or a higher education institution abroad which is recognized by the Ministry of Education in the home country within ten years prior to the application deadline. Courses may be in progress at the time of application, but, if accepted, the applicant must complete all prerequisites before the start of the program. F-1 visa applicants must have completed all prerequisites before applying. These prerequisite courses must be graded and may not be completed on a pass/fail basis or audited. CLEP or IB scores are not accepted for such required courses. An overall GPA of 3.0 or better is required in the prerequisite courses; the expectation is that applicants have earned a grade of B or better in each course.

- Inorganic Chemistry with a lab (at Simmons, CHEM 111 or CHEM 113)
- Organic Chemistry with a lab (at Simmons, CHEM 112 or CHEM 114)
- Human Anatomy and Physiology I and II with labs (at Simmons, BIOL 231 and BIOL 232)
- Introductory Nutrition (at Simmons, NUTR 111\* or NUTR 112)
- Introduction to Community Nutrition (at Simmons, NUTR 237)
- Introductory Biochemistry (at Simmons, CHEM 223)
- Introductory Statistics (at Simmons, MATH 118)

No pre-approval is needed in the following cases:

- Any course with statistics in the title
- One separate semester/term of human anatomy and one separate semester/term (sometimes 3 quarters are needed) of human physiology at one or more institutions. Animal physiology will not meet this requirement.
- AP (Anatomy & Physiology) I & II (with lab) at the same institution.

Pre-approval via submission of a syllabus is always needed in the following cases:

- All online prerequisite courses (provide the online syllabus for both the course and lab, not the on-site syllabus)
- All accelerated courses
- A/P I & II taken at more than one institution
- All nutrition courses

### *Nutrition and Health Promotion -Research Concentration Curriculum*

NUTR 452	Nutrition Practice: Program Planning, Implementation and Evaluation	3
NUTR 453	Advanced Topics in Preventative Nutrition	3
NUTR 455	Nutrition, Fitness and Wellness (online)	3
NUTR 460	Nutritional Epidemiology	3
NUTR 461	Exercise Assessment and Prescription (online)	3
NUTR 489	Nutrition Proposal Development	2
NUTR 490	Nutrition Research Project	3
SNHS 410	Research Methods	3

SNHS 450	Health Care System: Interdisciplinary Perspectives	3
SNHS 570	Health Promotion: A Global Perspective	2
	Elective	3

*Nutrition and Health Promotion-Nutrition Entrepreneurship Concentration Curriculum*

The curriculum for nutrition entrepreneurship track builds on 10 courses from the Department of Nutrition and the Simmons School of Business. The entrepreneurship track culminates with the completion of a customized business plan.

NUTR 452	Nutrition Practice: Program Planning, Implementation, and Evaluation	3
NUTR 453	Advanced Topics in Preventative Nutrition	3
NUTR 455	Nutrition, Fitness and Wellness	3
NUTR 462	Consulting Nutrition Practice	3
NUTR 489	Nutrition Proposal Development	2
MSMG 407	Financial Aspects of Business	3
MSMG 408	Strategic Management & Marketing	3
MSMG 440	Creativity and Innovation	3
SNHS 450	Health Care System: Interdisciplinary Perspective	3
SNHS 410	Research Methods	3
	Elective (credits vary based on course selected)	2-3

**Dual (and other) degree options**

Two accelerated Nutrition BS/MS programs are available to Simmons College undergraduates: the Nutrition (BS)/Nutrition and Health Promotion (MS): 4 + 1 Program; and the Public Health (BS)/Nutrition (MS): 4 + 1 Program. Please consult the Undergraduate Catalog for additional information.

**Other program information**

The MS in Nutrition and Health Promotion is available online and face-to-face on the Simmons Boston campus.

## ***Certificate in the Didactic Program in Dietetics***

### **Description**

The Certificate in the Didactic Program in Dietetics (DPD) prepares students to become Registered Dietitians.

You'll combine biology and chemistry with advanced food science, clinical dietetics and medical nutrition therapy. Our students improve the eating behaviors, health and quality of life of our culturally diverse population. You'll investigate the theories and best practices of food and health — and develop an appreciation of nutrition and dietetics' relationship to other disciplines.

This certificate, along with a verification statement signed by the DPD Director at Simmons and a previous bachelor's degree, will confirm the successful completion of this first step in the credentialing process for dietetics practitioners. Our students are prepared for entry level dietetic positions, graduate school and accredited supervised practice programs.

Please be aware that ACEND has specified that individuals who fulfilled all eligibility requirements (DPD and supervised practice) for the RD exam on and after January 1<sup>st</sup>, 2024 will need a Master's degree (in any area) as part of the requirement to sit for the Commission on Dietetic Registration (CDR) exam.

### **Program Mission, Goals and Outcomes**

The mission of the Simmons College Didactic Program in Dietetics (DPD) is to educate students and foster an appreciation of lifelong learning in preparation for their success in the nutrition and dietetics profession. We aim to prepare students to be effective in a profession that improves the eating behaviors and subsequent health and quality of life of a multicultural and diverse population, a profession that adds to the scientific investigation about food and health, and one that fosters an appreciation of nutrition and dietetics' relationship to other sciences.

### **DPD Goals and Program Outcomes**

The Didactic Program in Dietetics' goals and corresponding program outcomes (updated June, 2018) are shown below:

*Goal # 1-The Simmons University DPD will prepare graduates to become competent entry level dietetics professionals.*

*Corresponding program outcomes:*

- At least 80% of program students complete program/degree requirement within 6 years (150% of program length).
- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%. At least 75 % of graduates will assign a 4 (i.e., "agree") or a 5 (i.e., "strongly agree") to being prepared on 75% of the items (that pertain to content they learned at Simmons) on the graduate survey.
- At least 75% of Directors of Supervised Practice will rate Simmons University DPD graduates as acceptable or higher on 75% of items listed on the survey.

*Goal # 2- The DPD will prepare graduates to succeed in one or more of the following: a graduate program, an accredited dietetic internship program, or employment.*

*Corresponding program outcomes:*

- 50% of BS/DPD, and 70% of DPD graduates apply to supervised practice programs prior to or within 12 months of graduation.
- 55% of BS/DPD and 80% of DPD graduates are admitted to supervised practice programs prior to or within 12 months of graduation\*.

\*Among those who applied for supervised practice programs.

*Program outcome results for the Simmons University DPD are available upon request.*

## **Application Requirements**

An applicant must hold an undergraduate degree from a regionally accredited U.S. post-secondary institution or university abroad which is recognized by the Ministry of Education in the home country. No prerequisite courses or GREs are required. Applicants to all Simmons programs represent a varied range of academic and experiential backgrounds.

There are no prerequisites required to apply to the DPD program. However, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) which is the accrediting body of the Academy of Nutrition and Dietetics requires the completion of specific courses to fulfill the didactic requirements to apply for a Dietetic Internship program. The Simmons DPD is accredited by ACEND and meets this requirement. Review of courses and potential course waivers based on previous coursework at other institutions will be done by the academic department and communicated in academic advising.

All science courses, with the exception of Biochemistry, must include labs and must have been completed at a regionally accredited U.S. college or university, see below for recency requirements. These courses must be graded and may not be completed on a pass/fail basis or audited. CLEP or IB scores are not accepted for such required courses. The labs must be hands on labs (not online).

- General Biology \*
- Microbiology \*
- Anatomy and Physiology I \*
- Anatomy and Physiology II \*
- Inorganic Chemistry \*
- Organic Chemistry \*
- Biochemistry
- Introductory Statistics

\* With Lab

All of the nutrition courses must be taken at Simmons:

- Introduction to Nutrition Science
- Advanced Food Science
- The Practice of Clinical Dietetics
- The Practice of Community Nutrition
- Food Production and Service Systems
- Leadership in Nutrition Management
- Nutrient Metabolism
- Medical Nutrition Therapy



- Advanced Practice in Community Nutrition
- Seminar-Selected Topics in Nutrition
- Other required courses:
- Two courses in social sciences. One of these must be in either sociology or psychology.

For the DPD program, (BS or DPD Certificate) there is a recency requirement for courses. If the student has been working in a field that uses the skills and knowledge taught in a specific course that was taken more than the recency limit prior to beginning the program, the DPD director may waive this recency requirement for that specific course.

Recency limits for courses:

5 years: All nutrition courses, Anatomy and Physiology I & II, and Biochemistry. However, if a student took Anatomy and Physiology I & II, Biochemistry, or NUTR 111/112 greater than 5 years but less than 10 years prior to beginning the DPD program, the student may choose to take a competency examination to place out of those courses.

10 years: All other courses

### Delivery Modes Available

The Simmons University DPD can be completed either full or part time. All courses are offered on-campus at Simmons.

### Degree requirements

#### Required Courses

BIOL 113	General Biology*	4
BIOL 221	Microbiology*	4
BIOL 231	Anatomy and Physiology I*	4
BIOL 232	Anatomy and Physiology II*	4
CHEM 111	Introduction to Chemistry: Inorganic*	4
CHEM 112	Introduction to Chemistry: Organic*	4
CHEM 223	Introduction to Biochemistry	4
MATH 118	Introductory Statistics	4

\* with lab

#### Required Nutrition Courses:

NUTR 112	Introduction to Nutrition Science	4
	OR	
NUTR 111	Fundamentals of Nutrition Science*	4
NUTR 201	Advanced Food Science*	4
NUTR 331	The Practice of Clinical Dietetics*	4
NUTR 237	The Practice of Community Nutrition	4
NUTR 248	Food Production and Service Systems	4
NUTR 249	Leadership in Food Service Management	4
NUTR 301	Dietetics Profession	1
NUTR 311	Nutrient Metabolism*	4
NUTR 334	Medical Nutrition Therapy	6

NUTR 381	Advanced Applications in Community Nutrition*	4
NUTR 390	Seminar: Selected Topics in Nutrition	4

\* with lab

*In addition, there are two required social science courses; at least one of these should be in sociology or psychology.*

### **Capstone, placement, internship, practicum, etc.**

Research, internships and clinical experience are essential to nutrition students. You'll have opportunities to explore your interests, build your skills and develop mentoring relationships with leaders in the field. We take full advantage of our location in the heart of Boston, and more specifically the Longwood Medical Area. Our students have been placed at the Beth Israel Deaconess Medical Center, Tufts Medical Center, Massachusetts Department of Agricultural Resources, ABCD/Head Start, Women's Lunch Place, Community Servings, Greater Boston Food Bank, a variety of local WIC programs, and a variety of local hospitals.

### **Dual (and other) degree options: MS/DPD**

Students can complete both the MS in Nutrition and Health Promotion (either concentration) and the DPD together. In this case, some of the courses in the MS program will count for two DPD courses, that being Nutrition 390 (Seminar Topics in Nutrition) and Nutrition 381 (Advanced Applications in Community Nutrition). This not only provides students with the opportunity to meet the upcoming requirement (in 2024) of a Masters degree in order to become a Registered Dietitian, but it also reduces the total number of courses that would be required if the student did these separately.

### **Licensure, certification, etc. / Other program information**

Upon graduation, completing an accredited Dietetic Internship Program is a crucial step in becoming a Registered Dietitian. This is a separate and competitive national application process. Our students are successful in internship programs nationwide – we have an excellent placement rate. See below for a description of the Simmons dietetic internship options.

## ***Dietetic Internship Program***

### **Description**

The Department of Nutrition offers an accredited dietetic internship program to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination. The emphasis of the eight-month program is on community dietetics practice, health promotion, and wellness. The Simmons University

Up to twelve students are accepted into our full-time standalone internship program. Up to another twelve students may be accepted into our combined MS/DI track. Our students benefit from rotations in acute care, food service, public health, community health, state government-based or non-profit nutrition, counseling and education and research and professional practice.

We have two accredited concentrations within the dietetic internship. All interns are placed into our community nutrition, health promotion and wellness concentration upon accepting the match. In this concentration, our students learn to practice based on evidence-based research, culturally and economically sensitive standards of practice, and focus on providing nutritional intervention focused on wellness promotion and disease prevention and management.

Students in the MSDI or who have previously taken NUTR 420: Treatment of Eating Disorders, may choose to apply to the treatment of eating disorders concentration. Spaces in the eating disorder concentration are allocated based on space available and an application process to determine fit for the program. In this concentration, students spend 8-16 weeks in eating disorder treatment rotations in a variety of settings from in-patient to private practice. All students in this concentration must take NUTR 420 in addition to completing a minimum of 8 weeks in eating disorder treatment rotations.

Because of new operational standards of practice, the field of dietetics is constantly evolving. Students who complete either concentration of the dietetic internship program graduate as entry level practitioners ready to take the Registered Dietitian (RD) exam.

### **Learning Outcomes**

For the program mission, goals and outcomes please see: <http://www.simmons.edu/academics/graduate-programs/dietetic-internship-program>

### **Admission requirements**

To be eligible to apply to the Dietetic Internship Program, applicants must hold at least an undergraduate or graduate degree from a regionally accredited U.S. college or university or from an institution of higher education abroad which is recognized by the Ministry of Education in the home country. Additionally, the applicant must have completed the requisite courses from an ACEND-approved Didactic Program in Dietetics (DPD), and have a verification statement of completion from their DPD Director.

#### **Admission Decisions and Matching Process**

Matching Process: The Matching Day will occur through the DND Digital website in April 2019 and personal match results will be available to applicants.

### **Delivery Modes Available**

Both the DI and MSDI are full time programs. While the MS portion can be done online, students must be within driving distance of Simmons in order to complete the supervised practice portion.

### **Acute Care/Clinical Rotation (10 weeks)**

Interns are placed in a hospital setting, preferably a community teaching hospital. Affiliating hospitals offer a variety of services to ensure a well-rounded and varied experience. Interns gain experience in nutrition screening, charting, developing nutrition care plans, enteral and parenteral nutrition, and interacting with patients and health care professionals. They start their experience by working on simpler tasks and advancing to more complex tasks as their experience proceeds. In addition to a strong inpatient component, most affiliating agencies offer a wide variety of outpatient preventative health and educational programs on topics such as weight management, healthy heart, bone health, women's health, pregnancy, lactation and childcare and alternative medicine.

### **Food Service Rotation (5 weeks)**

Students are assigned to a community-based food service location to complete their food service requirements. The location may be a school food service, community hospital, long term care food service, or any other community-based organization that will provide an appropriate experience. Students learn how a foodservice operation functions and begin to develop managerial skills through observation and practice. Students also become familiar with the nutritional procedures and forms that are required by state and federal mandates in various facilities.

*Community Rotations (16 weeks for Community Nutrition Concentration, fewer for eating disorder concentration)*

*Professional Practice Rotations (1-2 weeks)*

*Eating Disorder Concentration Rotations (8-16 weeks required for the eating disorder concentration)*

### **Licensure, certification, etc.**

The Dietetic Internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Our students complete this program as entry level practitioners ready to take the Registered Dietitian (RD) exam. Once they have passed the RD exam, they are generally eligible for licensure in most states.

# Department of Physical Therapy

## Faculty

Justin Jones, *Associate Professor of Practice and Department Chair*

Justin Beebe, *Associate Professor*

Amitabh Dashottar, *Assistant Professor*

Derek Liuzzo, *Assistant Professor*

Stacey Maguire, *Associate Professor of Practice*

Elizabeth Murphy, *Associate Professor of Practice, Co-Director of Clinical Education*

Alia Sullivan, *Associate Professor of Practice, Co-Director of Clinical Education*

## Doctor of Physical Therapy

### Description

The Doctor of Physical Therapy (DPT) program emphasizes professional experience. You'll attend expert led lectures, advance your technique in the skills laboratory and participate in small group discussions focused around clinical practice. Our students build their skills during full-time clinical internships — carefully selected based on high level of mentorship, experienced clinical practitioners and a variety of patient populations.

This 3-year, full-time program is designed for men and women who have three years of undergraduate work at Simmons or a bachelor's degree from another institution and have completed the necessary pre-requisite work.

The DPT curriculum is designed to educate individuals to serve patients in the areas of health promotion, disease prevention, and rehabilitation. The didactic and clinical course material in each semester is integrated within the semester and across the entire curriculum to allow students to synthesize and apply newly acquired knowledge and skills. Students in the professional curriculum attend classes on the Simmons campus and at Harvard Medical School for DPT 621 Human Anatomy. More than 300 clinical sites across the country are affiliated with Simmons College and provide students with the opportunity to participate in the practice of physical therapy under the mentorship of skilled clinicians.

The Physical Therapy Program at Simmons College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

### Learning Outcomes

#### 1) STUDENT GOAL

Graduates of the Simmons College Doctor of Physical Therapy program will be prepared to be leaders in providing legal and ethical, informed, effective, contemporary, and comprehensive physical therapy services across the continuum of care and patient/client lifespan within the dynamic health care environment.

- Students will practice as entry-level physical therapists completion of the program
- Students will seek out and critically utilize professional literature and educational opportunities

- Students will be prepared to contribute to the body of knowledge in the profession as well as participate in the clinical research process

## 2) *STUDENT GOAL*

Graduates of the Simmons College Doctor of Physical Therapy program will be prepared to be leaders in recognizing and respecting the socioeconomic, psychosocial, and cultural context of patient/client-centered care and be able to adapt professional responsibilities and service delivery models within diverse communities.

- Students will use skills in self-assessment, teamwork, and inter- and intra-professional collaboration to foster professional development to optimize patient care
- Students will contribute to the profession, patient/clients, and/or communities of interest through service, advocacy, and leadership

## 3) *PROGRAM GOAL*

The Simmons College Doctor of Physical Therapy program will demonstrate commitment to educating future physical therapists by ensuring regular assessment of the appropriate resources, both capital and human, upon which informed decisions will be made towards setting and achieving the highest standards.

- Implement a regularly scheduled assessment program that seeks input from stakeholders and triangulates data points to ensure a thorough review
- Implement and utilize a feedback loop which would allow for objective changes in the DPT program based on current assessment

## **Requirements for entry into program**

Applicants to the Doctorate in Physical Therapy (DPT) program should hold a BS or BA degree from a regionally accredited college or university in the U.S. or university abroad which is recognized by the Ministry of Education in the home country.

At minimum of 30 hours of physical therapy experience is required, which a licensed PT must verify hour using that PTCAS format. Students may be completing these required hours at the time of application but will need to provide written verification of remaining hours to the Office of Admission of the School of Nursing and Health Sciences (SNHS) no later than May 1.

Applicants must take the GRE within 5 years before the application deadline. The PTCAS GRE score code is: 1610. We look for minimum scores of 150 (verbal reasoning), 144 (quantitative reasoning), and 4.0 (analytical writing).

The following courses are required prior to application:

- Biology \* (one semester)
- Chemistry \* (two semesters)
- Exercise Physiology (one semester)
- Human Anatomy \* (one semester)
- Human Physiology \* (one semester)
- Physics \* (two semesters) (can be calculus-based or non-calculus based)
- Psychology (two semesters)
- Statistics (one semester)
- with labs

All courses should be equal to one semester in length. Thus, two quarters may be required to equal one semester

All courses must have been completed within ten years prior to the application deadline. These prerequisite courses must have been graded and may not have been completed on a pass/fail or audited basis. CLEP and AP (Advanced Placement) scores are not accepted in lieu of these courses. Combined courses in Anatomy and Physiology (A/P) are acceptable. Two semesters are required.

Only two prerequisites can be outstanding for application eligibility.

A maximum of two prerequisites may have been retaken, regardless of grades earned and whether or not the courses were re-taken at the same or different institution. Course titles may differ but if the content is the same, it is considered a repeat. Repeated or failed courses should be included in GPA calculations. Students enrolled in quarter or trimester systems may need to complete/submit grades for multiple terms to equate to a semester.

For all graduate programs in Nursing, Nutrition Physical Therapy and Health Professions Education:

Students whose first language is not English (regardless of citizenship) must submit official scores of TOEFL (Test of English as a Foreign Language), taken within two years prior to the application deadline. No other English proficiency exam is acceptable. The TOEFL requirement is based on native language not citizenship.

Applicants who have graduated from post-secondary institutions abroad (recognized by the Ministry of Education in the host country) in English-speaking countries only or applicants who have earned a bachelor's or master's degree at regionally accredited U.S. institutions do not need to submit TOEFL.

The minimum acceptable score is 570 (Paper Test) or 230 (Computer Test) or 88 (Internet based). Copies of student score reports are not acceptable.

The DPD requires a full-time commitment of 36 months on campus.

## Degree requirements

Credits: 99

DPT Program Curriculum (Beginning Summer 2016)

### *Year 1 Summer*

DPT 621	Human Anatomy	7
DPT 631	Clinical Medicine	2

### *Year 1 Fall*

DPT 612	Professional Seminar	1
DPT 622	Movement Science	3
DPT 632	Concepts & Skills in P.T.	3
DPT 652	Evidence Based Practice	2
DPT 672	Frameworks of Physical Therapy: Musculos	7

### *Year 1 Spring*

DPT 613	Professional Seminar	1
DPT 623	Movement Science 2	3
DPT 633	Concepts and Skills in PT 2	3
DPT 653	Evidence Based Practice 2	2
DPT 673	Frameworks of Pt: Musc/Skel 2	7

### *Year 2 Summer*

DPT 701	Clinical Experience 1: 12 weeks	5
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*Year 2 Fall*

DPT 712	Professional Seminar	1
DPT 722	Integument, Prosthetics, & Orthotics	2
DPT 732	Neuroanatomy	2
DPT 742	Hlth Prom, Wellness & Advocacy	3
DPT 752	Research Seminar: Proposal	1
DPT 772	Frameworks for PT: Cardio & Pulmonary	7

*Year 2 Spring*

DPT 713	Professional Seminar	1
DPT 743	Principles of Practice Management	4
DPT 753	Research Sem: Sys Review	1
	OR	
DPT 763	Res Sem: Fac Dir Research	1
DPT 783	Frmwrks for Pt: Neuromusc 1	7
SNHS 450	Health Care Sys: Interdis Pers	3

*Year 3 Summer*

DPT 714	Professional Seminar	1
DPT 724	Advanced Topics	3
DPT 754	Research Sem: Sys Review	1
	OR	
DPT 764	Res Sem: Fac Dir Research	1
DPT 784		

*Year 3 Fall*

DPT 735	Complex Conditions	2
DPT 792	Clinical Experience 2: (12 weeks)	5

*Year 3 Spring*

DPT 793	Clinical Experience 3: (12 weeks)	5
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**Licensure, certification, etc.**

The Doctor of Physical Therapy degree is awarded to students who have satisfactorily completed the DPT program, attaining a minimum of a B (3.0) average. As graduates of a physical therapy accredited program, students are eligible to take the National Physical Therapist Examination (NPTE.) Students graduate in May of the third year and can apply to take the examination at that time by contacting the Federation of State Boards Physical Therapy (FSBPT) and your jurisdiction to sit for the next fixed-date NPTE test.

**Other program information**

Doctor of Physical Therapy program at Simmons College is **accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE)**, 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.



# Department of Public Health

## Faculty

Valerie Leiter, *Professor, Department Chair, and Director of the Bachelor's Program*

Shelley White, *MPH Program Director, Associate Professor*

Felipe Agudelo, *Assistant Professor*

John Quattrochi, *Assistant Professor*

Meenakshi Verma-Agrawal, *Associate Professor of Practice, Assistant Program Director*

## ***Master of Public Health***

### **Description**

MPH@Simmons students develop the scientific, leadership, and advocacy skills needed to address health inequity and ensure fair and equitable health opportunities for individuals and communities. The 45-credit curriculum is broken down as follows: 36 Core Credits, 6 Elective Credits, 3 Immersion Credits

The concept of health equity, as well as practice-based strategies for addressing population health, is woven throughout the curriculum. Students learn core public health methods, community-based practice approaches, and policy and structural strategies used to tackle entrenched health inequities. In addition, students in the MPH@Simmons program may choose from interdisciplinary electives to tailor the program to fit their specific needs and interests.

### **Learning Outcomes**

The MPH@Simmons curriculum is guided by a learning framework that encompasses core MPH professional competencies and knowledge domains, as well as competencies designed specifically to advancing health equity.

Upon graduation from the MPH@Simmons program, students will be able to:

- Apply the history and principles of health equity, human rights, and social justice to public health challenges.
- Analyze systems of oppression and structural-level determinants of health, including racism and other forms of marginalization, drawing parallels to patterns of health disparities.
- Appraise one's own position, values, and biases, within the systems and structures that shape population health.
- Employ skills of community organizing, mobilization, and participatory methods to engage community members in assessing and/or addressing community health issues.
- Evaluate public health as a vehicle for transformative change by appraising past and potential future models of innovation at community and institutional levels.
- Apply epidemiological methods to the breadth of settings and situations in public health practice.
- Select quantitative and qualitative data collection methods appropriate for a given public health context.
- Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
- Interpret results of data analysis for public health research, policy or practice.
- Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
- Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

- Assess population needs, assets and capacities that affect communities' health.
- Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
- Design a population-based policy, program, project or intervention.
- Explain basic principles and tools of budget and resource management.
- Select methods to evaluate public health programs.
- Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
- Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
- Advocate for political, social or economic policies and programs that will improve health in diverse populations.
- Evaluate policies for their impact on public health and health equity.
- Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
- Apply negotiation and mediation skills to address organizational or community challenges.
- Select communication strategies for different audiences and sectors.
- Communicate audience-appropriate public health content, both in writing and through oral presentation.
- Describe the importance of cultural competence in communicating public health content.
- Perform effectively on interprofessional teams.
- Apply systems thinking tools to a public health issue.

### **Requirements for entry into program**

Applicants must hold a bachelor's degree from an accredited college or university with a cumulative GPA of 3.0 or higher. At least one college-level math course (statistics preferred) should be completed with a course grade of B or higher.

Factors such as work experience, community-based endeavors, and undergraduate coursework in health or social sciences, while not required for acceptance into the program, can add value to an application. MPH@Simmons seeks applicants who are passionate about improving health equity and highly motivated to develop the skill set for change-oriented leadership.

### **Delivery Modes Available**

Online Coursework and In-Person Immersions

### **Degree requirements**

The 45-credit curriculum is broken down as follows:

- 36 Core Credits
- 6 Elective Credits
- 3 Immersion Credits

### **Health Equity Change Project**

Completed during the final four terms of the program, the Health Equity Change Project is the culminating learning experience of the MPH in Health Equity Program, where students synthesize their prior learning across the curriculum and put their acquired skills into practice. Students work with a trained professional and an established organization to develop, implement, and evaluate an innovative project that proactively addresses a health inequity. Students must complete a minimum 150-hour practicum at an approved practicum site as one component of this experience. Students also complete their integrative learning experience, summarizing their policy-related learning about their health inequity of focus. Across these experiences, students demonstrate professional public health competencies, which they document through a digital portfolio and final project.

### **Service-Learning**

Typically completed during Term 5 of the program, students must complete a 20-30 hour service-learning placement as part of their course in *Health Advocacy, Community Organizing and Innovation*. This placement allows students to complement their learning about the skills, tactics and strategies of community mobilization and organizing, while contributing to such efforts in their local community.

### **In-Person Immersion Experiences**

Students in the MPH@Simmons program are required to participate in two in-person learning experiences called immersions. Immersions offer students the opportunity to gain hands-on public health experience within different cultures and contexts nationally and globally. Students are required to attend two immersions, one on the Simmons campus and one destination immersion.

# Department of Political Science and International Relations

## Faculty

Leanne Doherty, Chair, MPP Program Director, Associate Professor, Political Science

Abel Djassi Amado, Assistant Professor of Political Science & International Relations

Benjamin Cole, Associate Professor of Political Science & International Relations

Denise Horn, Associate Professor, Department of Political Science and International Relations and Department of Women's and Gender Studies

Kristina Pechulis, Senior Lecturer in Political Science & International Relations and Director of the Lee Family Foundation Fellowship Program

Aaron Rosenthal, Assistant Professor of Political Science & International Relations and Public Policy

Lena Zuckerwise, Assistant Professor of Political Science & International Relations

## *Master in Public Policy*

### Description

Simmons' Master in Public Policy program provides an interdisciplinary understanding of societal problems and their potential solutions. Students will have a command of public policy analysis and an applied understanding of the various institutional contexts in which public policy is developed and implemented.

Drawing on core courses from the Departments of Economics, Political Science, and Sociology, as well as elective courses in the College of Social Sciences, Practice, and Policy, Col, the MPP provides an integrated focus on public policy in the United States.

Upon completing their MPP at Simmons, students will have a command of public policy analysis and will have an applied understanding of the various institutional contexts in which public policy is developed and implemented.

### Learning Outcomes

Students receiving an MPP degree will be skilled in policy analysis, as defined by the following:

- An understanding of the factors that influence the direction of government action.
- An understanding of the “tools” available to address policy problems.
- An understanding of the effects of government action.
- An understanding of the various constituencies that influence how policy is made, and the theoretical underpinnings of real life policy choices.

### Requirements for entry into program

Applicants must hold a bachelor's degree from an accredited college or university, achieving at least a B (3.0) average. All students must successfully complete a college level course in Statistics as well as Introduction to Microeconomics.

## Degree requirements

Credits 30-33 (depending on student's need for an internship)

### Core

MPP 501

MPP 502

MPP 503

MPP 504

MPP 505 – Capstone

Five Electives

Internship (if deemed necessary by program director)

Pre-requisites – Undergraduate Statistics course and Introduction to Microeconomics Course

## Dual (and other) degree options

Dual Degree Program Gender/Cultural Studies and Public Policy

### Coursework

Six required GCS courses

GCS 403	Seminar in Gender/Cultural Stu	4
GCS 430	Cultural Theory	4

One of the following

GCS 406/ENGL 406	Feminism and Literature	4
GCS 410	Issues in International Studies	4
GCS 412	Special Topics: American Masculinity	4
GCS 415	Feminism and Economic Difference	4

Three GCS Electives

Six/Seven required MPP courses

MPP 501	Policy Analysis & Theory	3
MPP 502	Social Policy	3
MPP 503	Economic Policy	3
MPP 504	Quantitative Analysis	3
	TWO MPP electives	

3 Credit Internship (if applicable)

One Combined Capstone

All dual degree candidates must complete one of the capstone options listed below. Students will consult with their advisor and/or program director about which option is better suited for their career path.

MPP 505	Capstone	3
	OR	
GCS 460	Project	4

*GCS 460 Thesis Capstone: Students will write a 60-80 page thesis that focuses on a policy issue. Dual-degree students present their capstone work at the GCS colloquium with other graduating GCS students.*

*MPP 505 Policy Capstone: Students will work with a specific organization on a policy problem. Ideally the policy problem will focus on an issue related to race, gender, ethnicity, and/or sexual orientation, etc.*

GCS Electives

GCS 405	Contemporary Critical Theory	4
AST 513	Black Struggle for Schooling	4
AST 529/AST 329	Race, Culture, Id & Achieve	4
AST 536	Narratives of Opp. Resis. & Re	4
AST 540/AST 340/SOCI 340/WGST 340	Intimate Family Violence:multcult. Pers	4
AST 588	Black Popular Culture & Education_Of Black Youth	4
ENGL 517	Toni Morrison and American Literature	4
ENGL 527	Race and Gender Psychoanalytical Discourse	4
ENGL 598	Feminist Media Studies	4
HIST 560	Seminar in the History of Women and Gender: 1790-1920.	4
HIST 561	Topics in World History	4
HIST 565	Seminar: 911 Narratives	4
HIST 567	Memory and the Holocaust	4
INRL 590		
SOCI 500/SOCI 300 SOCI 511	Special Topics: Race Theory	4
SOCI 539	Qualitative Research Wkshp	4
SOCI 545	Health Systems & Policy	4
SOCI 547	Antiracism and Justice Work	4
SOCI 548	Re-Envisioning the Third World	4
WGST 554	Feminist Theories	4
WGST 580	Gender and Queer Theory	4

# School of Social Work

## Faculty

Joanna Almeida, Associate Professor  
Gary Bailey, Professor of Practice, Director Urban Leadership Program  
Sandra Bailly, Associate Professor of Practice and Assistant Director of Field Education  
Stephanie Berzin, Professor and Dean  
Nancy Blumberg, Associate Professor of Practice and Assistant Director of Field Education  
Tamara Cadet, Associate Professor  
Silvana Castaneda, Associate Professor of Practice and Director of Field Education for SocialWork@Simmons  
Abbie Frost, Associate Professor  
Anjali Fulambarker, Assistant Professor  
Paul Gould, Assistant Professor and Director of BSW Program  
Melinda Gushwa, Associate Professor and MSW Director  
Johnnie Hamilton-Mason, Professor  
Kim Kelly Harriman, Professor of Practice, Director of Field Education  
Suzanne Hecker, Associate Professor of Practice and Assistant Director of Field Education  
Hugo Kamyra, Professor  
Peter Maramaldi, Professor  
Susan Millette, Associate Professor of Practice  
Katie Novick-Nolan, Associate Professor of Practice  
Lydia Ogden, Assistant Professor  
Kelly Pratt, Associate Professor of Practice  
Michelle Putnam, Professor and Director of Doctoral Program  
Jennifer Putney, Assistant Professor  
Jill Ragusa, Associate Professor of Practice and Academic Services Coordinator  
Julia Riley, Associate Professor of Practice and Associate Director of SocialWork@Simmons, Faculty-facing  
Shari-Lynn Robinson-Lynk, Professor of Practice  
Nora Rushford, Associate Professor of Practice  
Suzanne Sankar, Professor of Practice and Associate Director  
Beverly C. Sealey, Associate Professor  
Leah Hart Tennen, Associate Professor of Practice and Associate Director of SocialWork@Simmons, Student-facing  
Kristie Thomas, Associate Professor  
Eugenia Wright, Associate Professor of Practice and Assistant Director of Field Education  
Diane Zipoli, Associate Professor of Practice and Assistant Director of Field Education

## ***Master of Social Work***

### **Description**

The Master of Social Work degree prepares graduates for advanced practice in clinical social work. Students can elect to focus their advanced year studies in a specialized course of study. On-campus students can also earn certificates in Urban Leadership, Health Care and Social Work, Trauma Practice or Licensure as a Massachusetts School Social Worker. Online students can earn certificates in Groups and Families Practice, Trauma Practice, or Mental Health Practice.

The mission of the MSW program is to prepare masters level professional practitioners with skills for clinical social work practice in a multicultural world using knowledge based on scientific inquiry and field-informed practice. This educational experience, consistent with the history and philosophy of the social work profession, is grounded in a values perspective that emphasizes client strengths and diversities, actively opposes all forms of oppression and supports social and economic justice. The education is designed to help students develop competence, critical thinking and problem solving abilities as well as cultural sensitivity, and self-awareness.

Students learn multiple social work roles and skills necessary to be effective within evolving fields of practice. Graduates will be able to work with a variety of populations and social issues, using a broad and flexible array of interventions at an advanced level. They will have the ability to work with individuals, families, groups and communities to facilitate development and change in the service of social justice. Graduates will be prepared to practice with an appreciation for the dignity and worth of the person and the importance of human relationships; with a sense of integrity and a commitment to human rights.

### **Requirements for entry into program**

Students must have a bachelor's degree from an accredited college or university with at least a 3.0 (B) grade point average. Relevant work or volunteer experience is also required, in addition to a statement of professional and educational intent, academic transcripts and three professional references.

### **Requirements for entry into 12-Month program for BSW graduates**

Applicants who hold a bachelor's degree in social work (BSW) and who have graduated from a college or university accredited by the Council on Social Work Education (CSWE) within the last five years can apply for the three-semester Advanced-Standing Program. Application materials include academic transcripts, 3 recommendation letters, statement of professional and educational intent, Advanced-Standing statement that includes a two to three page summary of their BSW internship learning, including social work models and approaches utilized; a case example that exemplifies how the applicant applied theory to guide his or her understanding of the case and intervention or treatment plan; and a self-assessment of learning to date, including goals and challenges anticipated in an advanced clinical placement and a copy of the applicant's most recent BSW field placement evaluation

### **Delivery Modes Available**

#### **On-campus Programs**

##### Full-Time Program

Students in the full-time MSW Program typically require two years to complete their degree. They are assigned a field placement for three days a week for both years of the program and take classes two days per week.

##### Extended Program

The Extended-Study Program offers students the option to expand a two-year program into two-and-a-half, three or four years. The first year of the program could be called part-time, as students devote two days a week to classes and study. In the subsequent years, students must plan four or five days per week for classes and field placements. Most students complete the program in three years. Note: A limited number of 16 hour per week/11 month placements are available to students in the Full-Time and Extended Programs.



### Advanced-Standing Program

The Simmons School of Social Work offers a 12-month Advanced-Standing Program to qualified applicants with a bachelor's degree in Social Work (BSW) who have graduated within the last five years from a program accredited by the Council on Social Work Education (CSWE). The program includes one three-days-per-week (24-hour) field placement from September to August, concurrent with a total of eight advanced-level courses.

### 16-Month Program

Students complete four consecutive semesters commencing in the Spring term; a 3 day per week field placement is required each semester. A few select courses must be taken in the online program, SW@Simmons. The 16 month program is only offered to campus students. It is a 65 credit degree.

### **Online Program**

#### Accelerated Program

Students in the Accelerated SocialWork@Simmons program typically require 16 months (four terms) to complete their degree. Internships are two days (16 hours) per week for the Foundation Year and three days (24 hours) for the Advanced Year. Students take a total of four courses concurrently on the other days.

#### Full-Time Program

Students in the Full-Time SocialWork@Simmons program typically require two years (six terms) to complete their degree. Internships are two days (16 hours) per week for the Foundation Year and three days (24 hours) for the Advanced Year. Students take three to four courses concurrently on the other days.

#### Extended Program

The Extended Program (eight terms) offers students the option to expand the full-time program into two-and-a half years. In the first year students take two classes a week. In the subsequent years, students take between two and four classes per week for classes and field placements. Most students complete the program in three years. Internships, taken during the second and third years of the program, are two days (16 hours) per week in terms four and five, and three days (24 hours) per week in terms seven and eight.

### **Degree requirements**

The MSW degree requires 65 credit hours, consisting of 48 credit hours of classroom courses and 17 credit hours of field placement.

Listed below is the MSW course sequence as of September 2019. On-campus course numbers have the prefix SW; online courses, SWO.

#### *Foundation Year*

SW(O) 403	Social Policy and Social Work in Organizations and Communities	3
SW(O) 409	Dynamics of Racism and Oppression	3
SW(O) 411	Human Behavior in the Social Environment	3
SW(O) 421A	Social Work Practice	3
SW(O) 421B	Social Work Practice	3
SW(O) 422	Substance Use and Social Work	3
SW(O) 441	Social Work Research	3

SW(O) 446A	Field Education I	5
SW(O) 446B	Field Education I	4
	Elective	3

*Advanced Year*

SW(O) 404	Advanced Policy	3
SW(O) 414	Assessment and Diagnosis	3
SW(O) 424A	Advanced Clinical Practice	3
SW(O) 424B	Advanced Clinical Practice	3
SW(O) 447A	Field Education II	4
SW(O) 447B	Field Education II	4
SW(O) 509	Education	3
	3 Electives	9

**Course Sequencing / Prerequisites**

- Research, SW(O)-441 must be completed prior to enrollment in Evaluation, SW(O)-509.
- Evaluation in SW Practice, SW(O)-509 must be taken concurrently with Field Education II
- Racism, SW(O)-409 must be completed before commencing advanced courses .
- Field Education I, SW(O)-446 A and B are concurrent with SW(O)-421 A and B.
- Field Work II SW(O)-447A or B are concurrent with SW(O)-424A or B.
- Students must stay in the same sections (day, time, and professor) for practice classes (SW(O)-421A and 421B) and SW-424A and B (campus students).

**Field Placements**

Students apply their academic knowledge through direct-practice internships with individuals, groups, agencies, and larger systems. The first internship provides a strong foundation of social work practice skills. The second internship focuses on advanced clinical skills. Field placements occur on weekdays during regular business hours.

*On-campus Program*

- Full-Time Students
  - Internships are three days (24 hours) per week from September to May for both years of the MSW Program.
- Extended Program Students
  - Internships taken during the second and third years of the program are three days (24 hours) per week from September to May. Students can choose to do placements 16 hours per week for 11 months.
- Advanced Standing Students
  - Advanced standing students complete one 3 semester (Fall, Spring, Summer) field placement. Placements are 24 hours each week.
- 16-Month Students
  - Internships are in four consecutive semesters starting in Spring Term. Each is 24 hours per week.

*Online Program*

During the two terms of the foundation placement, students complete a minimum of 448 hours in the field. During the two advanced placement terms, students complete a minimum of 672 hours in their field placements. MSW program students are required to complete, in total, a minimum of 1120 hours of field education in their internships. Regular attendance of two days a week (or 16 hours per week) in the field is required of students during the two foundation terms, and three days a week (24 hours per week) during the two advanced placement terms.

Students in each of the SW@S program options typically begin fieldwork as follows:

- Extended (8 terms): 4th term
- Full-time (6 terms): 2nd term
- Accelerated (4 terms): 1st term

#### *Employment as Field Placement (all programs)*

In certain situations, the school and field education department may permit students to use a paid social work position to fulfill the field education requirement for one field placement. Generally, this arrangement is made for the foundation placement but can also occur during the advanced placement if faculty deems the site appropriate. Students who wish to use their place of paid employment as a field placement must complete a worksite-based field placement application. Each application will be carefully reviewed and decided upon within the framework of Council on Social Work Education (CSWE) and school standards and expectations. To be approved, the agency and student must agree to adhere to the criteria for such placements, which are listed in the *Field Education Manual*.

### **Specialized Courses of Study and Certificate Programs**

MSW students can choose to develop skills in different ways through the selection of elective courses. Course selection can be organized by choosing a curricular pathway or a certificate program.

Choosing a specialized course of study is not required. Students in certificate programs cannot additionally pursue one of the specialized courses of study listed below.

- Health and Aging (Online and On Campus)
- Child and Family (Online and On Campus)
- Mental Health and Substance Use (Online and On Campus)
- Trauma and Interpersonal Violence

### **Licensure and Certificate Programs**

#### **Licensure in School Social Work (On-Campus)**

Students in the MSW program interested in practicing as a school social worker can elect to earn the Massachusetts state license to be a School Social Worker/School Adjustment Counselor, the certification required to work as a clinical social worker in many school settings.

Requirements for the MSW with Licensure as a School Social Worker/School Adjustment Counselor include:

- Sixty-two credits in the MSW program including SW 539 Social Work in Schools and SW 595, Child and Adolescent Diagnosis, one specialized social work elective and three required courses (eight credits) taken in the Simmons University Department of Education (SPND 441, 444, 445)
- Successful completion of the two SSW field placements; one placement must be in a school setting and one placement must be in a setting serving children and families
- Attainment of passing scores on the MTEL Communication and Literacy tests by completion of the first year of MSW study.
- Completion and submission of required documentation

Students planning to work toward the school social worker license should schedule a meeting with the Coordinator of Academic Services soon after acceptance into the MSW program to begin to plan a course schedule. Field placement planning should be guided by licensure requirements.

70 credits

### **Certificate in Health Care and Social Work [On-Campus]**

The MSW with Certificate in Health Care and Social Work is designed to educate the generation of clinical social workers to work in the new and expanding health care delivery system being implemented under the Affordable Care Act. Students complete all regular MSW program requirements, including: SW481 Social Work, Health and Health Care and SW478 Social Work Practice in Healthcare and two Health Care Certificate electives. The advanced year field placement is done in a health care setting.

### **Urban Leadership Certificate [On-Campus]**

Urban Leadership students earn a Master of Social Work (MSW) degree, plus a certificate in urban leadership in clinical social work. ULP students take two leadership courses (SW 451 and SW 452) concurrently with the field internships. These leadership courses allow students to explore their own leadership skills, build a theoretical understanding of leadership, and practice specific leadership skills in the classroom and community.

### **Certificate in Trauma Practice (On-Campus and Online)**

The Certificate in Trauma Practice will prepare graduates for practice with a variety of populations in multiple settings including: schools and universities, community mental health centers, immigrant and refugee centers, the legal justice and prison systems, inpatient and outpatient hospitalization programs, and psychotherapeutic settings with children, adults, couples, families and groups. Students complete two trauma courses (SW-528A Child and Adolescent Trauma and SW-528B Lifespan of Trauma Treatment: Adults and Families). Students complete two Trauma Practice certificate electives.

### **Certificate in Practice with Groups and Families [Online]**

The Certificate in Practice with Groups and Families prepares graduates to:

- Build enhanced clinical practice capacity when working with more than one client, particularly groups and families
- Become skilled in delivering evidence-based and best practice models that support clinical work with groups and families
- Develop expertise in exploring systems issues, including oppression and discrimination, that impact the lives of group and family members

### **Certificate in Mental Health Practice [Online]**

The Certificate in Mental Health Practice prepares graduates to:

- Work with people who have experience with serious mental health conditions, including those with concurrent health conditions
- Recognize and address the significant impacts of stigma, marginalization, and discrimination that impede the health, safety, access to resources, and quality of life for people with serious mental health conditions
- Become skilled in delivering evidence-based and best practice approaches for managing symptoms and achieving wellness and recovery
- Understand the role of social worker as provider and advocate working in collaboration with interdisciplinary teams, families, and other supports and services

## ***Ph.D. in Social Work***

### **Description**

The Ph.D. in Social Work program is designed for practitioners to develop scientific research skills so that they can engage in scholarship that improves the health and wellbeing of individuals, groups, and communities. We train clinical practitioners to become social scientists. Our research courses are rigorous with an applied focus. We emphasize using empirical evidence to effect social change and promote social justice. PhD program faculty mentor students to develop academic and professional careers that include research, teaching, and leadership roles.

### **Learning Outcomes**

The Ph.D. program advances student research competencies through required and elective courses in qualitative and quantitative research methods and advanced statistical analysis. Students are required to take five research courses. In addition, students have opportunities to participate in research initiatives through practice and assistantships.

The Ph.D. program prepares students to become talented and effective educators. They receive formal training in the pedagogy of adult learning — in courses and through a teaching practicum — and are offered opportunities to teach with our professors.

### **Requirements for entry into program**

Applicants must hold a bachelor's degree from an accredited institution, with an appropriate distribution of liberal arts courses. In addition, they must hold a master's degree from a program in social work accredited by the Council on Social Work Education (CSWE) or master's degree or higher in a related discipline with a minimum GPA of 3.0, a minimum of 1 year of experience working in the social work or related field. Application materials include GRE test scores, academic transcripts, 3 recommendation letters, a personal statement of academic intent, a writing sample, and an interview with the program director.

### **Delivery Modes Available**

The Ph.D. program is offered on a part-time or full-time basis. Most course are offered on-site. A few are offered online. Most coursework is offered on Thursdays during the fall, spring and summer academic semesters.

### **Degree requirements**

Graduation requires a total of 51 credits (17 courses) are required for graduation in addition to successful passage of comprehensive written and oral qualifying exams, and submission of a publishable paper, and completion of the dissertation requirement, which may be in the form of three publishable papers.

### **Other degree options**

Four-course teaching certificate through the Simmons Health Professions Educational Doctorate degree program.

### **Other program information**

#### *Qualifying exam for Candidacy:*

Upon successful completion of required coursework, students will take a written and oral exam on curricular content. In order to qualify for candidacy students must pass both the written and oral exam, and also submit an empirical manuscript to a scientific peer-reviewed journal approved by the faculty. Upon meeting these requirements, the student will move into candidacy, and be eligible to begin the dissertation process.

*The Dissertation*

Successful completion of the dissertation will demonstrate the candidate's ability to join the academy as an independent scholar. Specifically, the candidate will demonstrate empirical and conceptual knowledge, the ability to apply rigorous scientific methodology to a substantive area of study, and the capacity to articulate the applied relevance of the findings to the field. The doctoral candidate has the option to complete a traditional dissertation or three-paper dissertation.

Credits = 51

Full-Time PhD Program Coursework Structure: 3 courses per semester

Fall Year 1 (9 credits)

- Quantitative Scientific Methods
- Critical Analysis of Social Work Practice
- Elective: Learning Theory and Practice\* OR an elective of student's choice

Spring Year 1 (9 credits)

- Social and Behavioral Theory
- Philosophy of Science
- Teaching Methodologies, Course Design, and Assessment

Summer Year 1 (6 credits)

- Introduction to Statistics and Data Analysis
- Elective: Curriculum Development, Program Design, and Evaluation\* OR an elective of student's choice

Fall Year 2 (9 credits)

- Policy Analysis in Political, Social and Economic Contexts
- Introduction to Multivariate Statistics
- Teaching Methods, Course Design, and Assessment + Teaching Practicum

Spring Year 2 (9 credits)

- Integrating Public Policy Issues and Outcomes into Social Work Research
- Qualitative Research Methods
- Intervention Research

Summer Year 2 (6 credits)

- Qualitative Data Analysis
- Survey Research Methods

Fall Year 3 (3 credits)

- Community-based Participatory Research: Models and Methods + Research Practicum
- Comprehensive Written & Oral Exam
- Peer-review paper submitted by the end of this semester

Spring Year 3 (1 credit fee)

- Dissertation Proposal Continuance

Summer Year 3 (off, no registration required)

Fall Year 4 (1 credit fee)

- Dissertation Proposal Continuance OR Dissertation Continuance

Spring Year 4 and each semester dissertation defense (1 credit fee)

- Dissertation Continuance – continual registration in this continuance is required through the semester of the dissertation defense

\*This elective course is required for the Teaching Certificate

Part-Time PhD Program Coursework Structure: 2 courses per semester

Fall Year 1 (6 credits)

- Quantitative Scientific Methods
- Critical Analysis of Social Work Practice

Spring Year 1 (6 credits)

- Social and Behavioral Theory
- Philosophy of Science

Summer Year 1 (6 credits)

- Introduction to Statistics and Data Analysis
- Elective: Curriculum Development, Program Design, and Evaluation\* OR other elective

Fall Year 2 (6 credits)

- Policy Analysis in Political, Social and Economic Contexts
- Introduction to Multivariate Statistics

Spring Year 2 (9 credits)

- Integrating Public Policy Issues and Outcomes into Social Work Research
- Qualitative Research Methods

Summer Year 2 (6 credits)

- Qualitative Data Analysis
- Survey Research Methods

Fall Year 3 (6 credits)

- Community-based Participatory Research: Models and Methods + Research Practicum
- Elective: Learning Theory and Practice\* OR an elective of student's choice

Spring Year 3 (6 credits)

- Teaching Methodologies, Course Design, and Assessment
- Intervention Research

Summer Year 3 (3 credits)

- Elective: Curriculum Development, Program Design, and Evaluation\* OR other elective

Fall Year 4 (3 credits)

- Teaching Practicum
- Comprehensive Written & Oral Exam
- Peer-review paper submitted by the end of this semester

Spring Year 4 (1 credit fee)

- Dissertation Proposal Continuance

Summer Year 4 (off, no registration required)

Fall Year 5 (1 credit fee)

- Dissertation Proposal Continuance OR Dissertation Continuance

Spring Year 5 and each semester through the dissertation defense (1 credit fee)

- Dissertation Continuance– continual registration in this continuance is required until defense.

\*This elective course is required for the Teaching Certificate

# Simmons University Graduate Course Listing

## **ART-445: American Art**

*4 credits*

This museum-based course relies on the outstanding American collection at the Museum of Fine Arts to study painting, photography, decorative arts, and sculpture from the colonial period to the 20th century. Considers how the nation during various historical periods defined and presented itself through art. Explores the experiences of women artists in America and the changing role of the U.S. in the international art world. Investigates themes of portraiture, landscape, and the development of modernism. Examines artists such as Copley, Sargent, Homer, Cassatt, and O'Keeffe and many others at the Museum of Fine Arts. Prerequisite(s): *None*

## **AST-500: Black Bodies in Motion**

*4 credits*

In many parts of West Africa when someone is asked about their identity they are not asked what is your language? What nation do you come from? What's your ethnicity? What tribe do you belong to, they are asked, what do you dance?" (Katrina Hazzard Donald). In this course we will examine concert dances, religious dances, and vernacular dances of the African Diaspora as forms of embodied knowledge, intellectual history, and sources of cultural creation. Particular attention will be paid to aesthetic principles and sources of cultural meaning, transmitted through bodies and performances. Prerequisite(s): *None*

## **AST-529: Race, Culture, Identity and Achievement**

*4 credits*

Examines historical, theoretical and empirical studies to understand, explain, predict and intervene in the school performance of students of color in the United States. Studies variables affecting the school performance of African Americans, West Indian Immigrants, Chinese Americans, Vietnamese Americans, Puerto Ricans, and Mexican Americans. Examines educational practices and institutional and cultural formations that promote school achievement among Black and Latino students. Prerequisite(s): *None*

## **AST-588: Black Popular Culture & Education Of Black Youth**

*4 credits*

Students explore black popular culture produced and consumed by Black youth, examining how these works draw on African American historical, cultural and linguistic practices. Can Black popular culture be resistant, subversive and contribute to social change? Can these works critically inform the education of Black youth? Course materials draws on scholarship from the fields of education, sociology, African American studies, media studies and linguistics. Prerequisite(s): *None*

## **BEHV-416: Applied Research II**

*4 credits*

Examines how complex forms of stimulus control responsible for sophisticated human behavior are developed and maintained. The focus is on Sidman's stimulus equivalence paradigm and its application to language, cognition and creativity. Students are required to conduct and present an investigation involving stimulus equivalence. Prerequisite(s): *None*

## **BEHV-426: Behavioral Assessment**

*4 credits*

Focuses on the identification of functional relationships and the evaluation of interventions from information gained through behavioral assessment. Teaches how to conduct descriptive analyses and how to systematically manipulate variables to demonstrate functional relationships between the educational environment and behavior. Prerequisite(s): *None*

## **BEHV-430: Legal and Ethical Issues**

*4 credits*

Reviews legal and ethical responsibilities to learners with special needs and their families, focusing on ethical considerations such as the learner's dignity. familiarizes students with the legal and regulatory requirements of the state or agency providing services. Prerequisite(s): *None*

## **BEHV-445: Advanced Topic Applied Behavior Analysis**

*4 credits*

Reviews issues regarding the selection of behavior change procedures, functional analysis, verbal behavior, establishing operations and classroom management. Prerequisite(s): *None*



**BEHV-461: Mentoring Supervision I**

4 credits

This course is an experimental learning opportunity that provides students with access to guided application of skills and knowledge in an applied setting. It fulfills the requirements of the Behavior Analyst Certification Board for completion of a supervised fieldwork under the category of Supervised Independent fieldwork. Prerequisite(s): *None*

**BEHV-463: Mentoring Supervision III**

2 credits

This course is an experimental learning opportunity that provides students with access to guided application of skills and knowledge in an applied setting. It fulfills the requirements of the Behavior Analyst Certification Board for completion of a supervised fieldwork under the category of Supervised Independent fieldwork. Prerequisite(s): *None*

**BEHV-465: Theoretical & Applied Issues in Skinner's Writings**

4 credits

In this course, students read and analyze the concepts in Verbal Behavior (Skinner, 1957), such as the mand, tact, intraverbal, and autoclitic. The distinction between radical and methodological behaviorism is discussed, including a discussion of how behavior analysts treat private events and covert verbal behavior. Students read research on applications of verbal behavior to improving the communication of individuals with language delays. There is also an emphasis on practical applications of the analysis of verbal behavior. Products of this course include a teaching program based on verbal behavior and a paper extending ideas or research avenues in verbal behavior. Prerequisite(s): *None*

**BEHV-465B: Seminar: Skinner's Verbal Behavior**

4 credits

This course will be comprised of lectures on directed readings in the field of applied behavior analysis. This class focuses on the study of Skinner's Verbal Behavior and student connections to the extant literature. The literature selection for presentation in the respective classes will be taken from a Collection of reprints on Verbal Behavior. Prerequisite(s): *None*

**CHL-400: Virtual Orientation**

0 credits

This required orientation course introduces all graduate students in the Gwen Ifill College of Media, Arts, and Humanities to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. This course describes program requirements; university, college, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (our learning management system), library resources, and other key tools used to support student learning. Prerequisite(s): *None*

**CHL-403: The Picturebook**

4 credits

Explores picturebooks and their histories in detail. Considers medium, technique, and technology to investigate the development of the picturebook as a distinct artistic form. Develops a discerning eye and critical vocabulary essential for appraising text and illustration. Prerequisite(s): *None*

**CHL-405: Creating the Picturebook**

4 credits

Guides the student through the consideration, exploration and experience of every aspect of making a picture book. Students will complete at least a thirty-two-page dummy, along with several finished illustrations, and many exercises on each aspect of the process along the way. Prerequisite(s): *None*

**CHL-413: Contemporary Realistic Fiction**

4 credits

Studies the adolescents quest for a sense of self as she or he must struggle to affirm identity in ever-expanding Joycean circles of influence. Focuses on fiction published for both young adults and adults, drawing from the work of Brock Cole, Robert Cormier, M.E. Kerr, Chris Lynch, Kyoko Mori, Walter Dean Myers, and Virginia Euwer Wolff, among others. Prerequisite(s): *CHL-401*

**CHL-415: A Whole Book Approach to Picturebook Art & Design**

2 credits

Provides an overview of The Whole Book Approach, a storytime model developed by Megan Lambert in association with The Eric Carle Museum of Picture Book Art, which is grounded in critical engagement with the picturebook as a visual art form.

Students will critically engage with the design and production elements of a broad range of contemporary picture books, employing Structuralist, Reader Response, and other approaches to examining how words, pictures and design impact readers' engagement with primary texts. The course will also include opportunities for students to observe WBA storytimes to see how theory informs practice as children engage with picturebooks in facilitated readings. Prerequisite(s): *None*

**CHL-419A: Genre Study: Canadian Fantasy**

*2 credits*

Examines origins, post-colonial development and current trends of Canadian children's fantasy. Analyzes the construction of conventional fantasy motifs in picture books, novels, and graphic novels. Questions what defines and distinguishes Canadian fantasy by considering what themes, values, or messages imbue the texts with a unique national identity. Prerequisite(s): *None*

**CHL-420: Project Thesis/Tutorial**

*4 credits*

Requires preparation of a monograph, essay, or bibliographic compilation with a scholarly orientation. Prerequisite(s): *None*

**CHL-422: Editing the Children's Book Manuscript**

*2 credits*

Traces the editorial process from acquisition to development to production to publication, teaching essential editorial functions such as manuscript selection, proposal writing, and editing; illustrator selection and pagination; cover development; production options; and the creation of sales and marketing materials. Through a combination of editorial exercises, classroom discussions of genres and editorial functions, readings, and interviews with children's book editors in the field, this six-session course gives an in-depth, practical understanding of how children's literature is selected, refined, and produced for the marketplace.

Prerequisite(s): *None*

**CHL-424: Nonsense Literature for Children: Structured Absurdity, Subversion, & Certain Creatures of the Sea**

*2 credits*

In 1846, when Edward Lear's *A Book of Nonsense* first appeared, the word "nonsense" meant little more than a meaningless trifle. But by 1888, after Lear and Lewis Carroll had transformed the word as a result of their "nonsense" publications for children, Sir Edward Strachey was able to proclaim this new hybrid genre "a true work of the imagination, a child of genius, and its writing one of the Fine Arts." In this class, we will explore Strachey's claim by looking to the historical, political, and cultural contexts for the development of literary nonsense for children, primarily in England and America, but also around the world. Whatever its context, wherever it originates, nonsense exhibits an aesthetic rigor, a playfulness, and a kind of structured subversion that has made it an underground weapon of the disenfranchised. Using Mikhail Bakhtin's concept of the carnivalesque, we will look to the origins of nonsense, stemming from folklore such as nursery rhymes, and the sophisticated and silly satires of the eighteenth century. The heart of this class will lie in the Victorian period, but we will look backwards to changing concepts of childhood, the market of children's literature, and shifting political and social contexts. We will then look forward to the myriad paths nonsense has since taken, up to the present day, with writers such as Laura Richardson, Carl Sandburg, Mervyn Peake, Edward Gorey, Dr. Seuss, and Dave Eggers, in addition to writers and artists from eastern and western Europe, India, and Africa. Prerequisite(s): *None*

**CHL-424C: Series Fiction**

*2 credits*

Often decried as less than literary, series fiction for children deserves critical attention as it comprises a body of material that is conceived of, written, structured, and subsequently read and evaluated in a way that distinguishes these books from stand-alone literary works for children. This course will consider series fiction through the lenses provided by Marxist literary criticism and will attend not only to the content of series fiction, but also its creation. Prerequisite(s): *None*

**CHL-427B: The Americanization of Fairy Tales**

*2 credits*

Jack Zipes, an American academic and folklorist, said: "Walt Disney cast a spell on the fairy tale, and he has held it captive ever since." Each reinvention, reinterpretation, and reimagining of these tales supposedly creates new stories to serve modern needs, but is this done at the expense of both the tales themselves, and the child audiences for whom they are intended? The purpose of this course is to examine various fairytale adaptations in an attempt to determine why these stories are such an inedible part of American childhood. Through examination of adaptations from Disney's *The Little Mermaid* to Jon Scieszka's *The True Story of the Three Little Pigs* and Bill Willingham's *Fables* graphic novels, this class will debate whether sanitizing these fairytales strips them of their moral and psychological complexity. We will ask ourselves: what elements of these tales provide their staying power? Can there be fidelity to fairytales? Can we adapt them for modern times without destroying them in the process? Prerequisite(s): *None*

**CHL-429A: Rereading Race in Classic Children's Literature**

2 credits

This course will examine a set of classic 19th/20th century texts that have attracted controversy first as historical artifacts, examining their cultural importance at the time they were written. What messages were they disseminating and how did these novels reflect the times in which they were penned? How do we relate to children's literature that was once widely popular, when the viewpoints it espouses become outdated. We will also discuss what role these same works have in 21st century society. When some of the beliefs and messages are outdated, what is left of value in the texts to make them worthy not just of preservation, but of study? On one hand, children are in the process of forming their own identities and thus, might be more impressionable. However, while it might be simpler to ban books whose messages we now find offensive, that also cuts children off from characters whose adventures, problems, and narratives have enriched readers lives for well over a century. We will not focus on the idea of rehabilitating the texts; rather, we will concentrate on discovering ways to bring them into a modern literary conversation about race, gender, and the history of colonialism. Prerequisite(s): *None*

**CHL-429C: Culture Matters in Children's Literature**

4 credits

Pete Seeger, quoting his musicologist father, famously said that "plagiarism is basic to all culture." Taking as its premise the principle that culture is thus essentially a collaborative exercise, this course will examine how American children's literature written in English has moved from its monocultural roots in British literature to one that strives to include modern America's many cultures, including diverse racial and ethnic groups, sexual orientations and identities, and abilities. Students will grapple with issues of representation and intersectionality as they arise from identity politics-of the creators, the gatekeepers, and the putative and actual audiences-and consider how well traditional critical methodologies accommodate them. Can the Other become Us? Should it? Prerequisite(s): *None*

**CHL-430: Writing for Children I**

4 credits

Investigates the process of writing fiction for children through written assignments and class discussion of both assignments and of published books. Examines different narrative forms and techniques and the elements and development of a story. Includes individual conferences and an opportunity to work on individual projects if desired. Requires a willingness to participate and experiment, but previous creative writing experience is not necessary. Prerequisite(s): *None*

**CHL-434: The Child & The Book**

4 credits

Explores accounts of childhood reading through critical analysis and primary reading of fictional and artistic depictions of the child as a reader; reader response accounts of children's responses to literature; adult memoirs of childhood reading; parental accounts of reading with children; writings about children's reading in school and library contexts; an exploration of children's choice book awards. Beginning reader books and early chapter books are primary course text, and the course considered the historical development of these forms. Prerequisite(s): *None*

**CHL-435B: Creators & Ideologies: Author**

2 credits

Provides a unique opportunity to examine the entire body of a writer's work. Develops critical skills through study of the developing, revised, and completed works on writer for children or young adults. Requires corollary readings of literary criticism. A book-by-book exploration of the writer's evolution, style, themes, ideology, and ultimately achievement with an eye to the connections between books and to the author's work as a whole. Prerequisite(s): *None*

**CHL-436B: Nonfiction: Expository**

2 credits

Expository nonfiction studies nonfiction that is presented in a variety of organization patterns, including enumeration (Actual Size by Steve Jenkins); cause/effect (I Face the Wind by Viki Cobb); compare/contrast (Nic Bishop, Spiders), question/answer, fact/opinion and the like. A history of the subgenre, and examination of reader gender preferences, and a discussion of award winners will be included. Books will include those targeted preschool through young adult. Prerequisite(s): *None*

**CHL-438: Greening of Children's & Young Adult Literature**

2 credits

Grounded in literary analysis and respect for the earth, ecocriticism is a way to respond to global injustices and accelerating climate crisis. It asks, what is the role of the humanities in addressing environmental issues and in forming possible solutions? To answer, this course will build a theoretical foundation for ecocriticism as it applies to children's and young adult literature.

Drawing from a diverse range of voices and texts (e.g., *The Lorax*, *The Birchbark House*, *The Hunger Games*, *The Hate U Give*), we will work to decenter dominant paradigms, which privilege (white) human life above all other nature, by troubling ideas of what constitutes wilderness, consciousness, agency, and growth. Prerequisite(s): *None*

**CHL-442: MFA Mentorship II**

*4 credits*

Provides MFA students individual mentoring from a children's book author, editor, or critic to develop a single project from its initial conception to submission in manuscript form to a publishing house. Consult with the program director regarding guidelines and deadlines for submitting mentorship proposal. Prerequisite(s): *CHL-441*

**CHL-450: Independent Study**

*4 credits*

Provides students an opportunity to study a topic of their choosing in the area of curriculum development or literature education. Project should have practical application to the candidate's professional work and represent a model for use by others. Prerequisite(s): *None*

**CHL-507: Make Way: Summer Symposium and Institute**

*4 credits*

Examines all genres of children's literature, from picture-book through young adult novel, nonfiction, and poetry, through a thematic lens. Culminates in a long weekend in which authors, illustrators, editors, and critics of children's literature bring their unique vision to the theme. Past summer symposia have been "The Body Electric" (2011), "Crimes and Misdemeanors" (2009), "Food, Glorious, Food" (2007), "Let's Dance" (2005), "Midnight Gardens" (2003), "Brave New Worlds" (2001), "Halos and Hooligans" (1999), and "As Time Goes By" (1997). Prerequisite(s): *None*

**CNBH-660: Perspectives in Research and Theory in Health Profession Education**

*3 credits*

This course guides students through an exploration of multiple bodies of literature which will serve as a platform for the development of a dissertation topic. Using concept mapping and intensive library research, students explore the theoretical foundations, research methods, and constructs associated with their areas of interest and focus on identifying potentially researchable, answerable, and meaningful questions for further dissertation inquiry. Students master the process of synthesizing literature to form coherent problem statements and identify relevant constructs. At the end of the course, students will identify potential members for a dissertation committee. Prerequisite(s): *None*

**CNBH-662: Applied Statistical Analysis II**

*3 credits*

The course will cover: (i) Correlation and Simple Linear Regression, (ii) Multiple Linear Regression, (iii) Simple Logistic Regression, (iv) Multiple Logistic Regression. The course will make extensive use of statistical software packages (SPSS and/or R). The overarching goal of the course is to provide students with the ability to identify the appropriate statistical method for the data they have or plan to obtain, perform the analysis (using statistical software), and interpret the output in the context of the problem. Prerequisite(s): *None*

**CNBH-666: Quantitative Research Methods**

*3 credits*

Students will design and analyze a rigorous quantitative research study that could potentially inform the design of a future dissertation study and plan for dissemination of results. This includes: Determining the appropriate sampling and recruitment methods, choosing valid and reliable data collection tools, and choosing appropriate statistical tests to answer the research question and create appropriate graphs and tables to communicate the results in a poster session. Prerequisite(s): *None*

**CNBH-690: Dissertation**

*2 credits*

The final course in the dissertation sequence is CNBH 690 Dissertation Research, during which the student will complete the work and pass an oral defense of the research. No student may enter this phase until ready for data collection, meaning that a written dissertation proposal has been defended, approved, and revised, if needed, and all IRB permissions have been obtained. The credits for this course may be spread over a number of semesters, if necessary, as negotiated with the HPED Director. Prerequisite(s): *None*

**CS-412: Introduction to Computer Science**

*3 credits*

Introduces computer science and programming using a high-level programming language (currently Python). Teaches program design in the context of contemporary practices both object oriented and procedural. Presents fundamental computer science topics through initiation and design of programs. Requires significant projects. Prerequisite(s): *None*

**CS-426: Computer Organization and Architecture**

*3 credits*

Studies the structure and function of computer hardware, with an emphasis on performance. Includes history of computers, information representation, hardware components and their functions, buses, internal and external memory, input/output, CPU, and instruction sets. Prerequisite(s): *None*

**CS-432: Data Structures**

*3 credits*

Considers topics including abstract data types and objects, strings, vectors, linked lists, stacks, queues, deques, sets, maps, trees, hash tables and applications of data structures. Includes weekly laboratories. Prerequisite(s): *None*

**CS-521: Web Centric Programming**

*3 credits*

Provides knowledge of the current web technologies, including both client- and server-side technologies and AJAX and mash-ups. Offers indepth study of web architectures; web page creation using the standard HTML5, CSS and JavaScript with jQuery, AJAX and server-side Perl. Studies XML and design of XML schemas and XPath/XSLT. Web services are also examined, including SOA, UDDI, WSDL, SOAP. Prerequisite(s): *None*

**CS-533: Database Mgmt Systems**

*3 credits*

Offers comprehensive examination of the design and implementation of relational database management systems (DBMS). Teaches the logical organization of databases, E\_R design, normalization and use of SQL for data description and retrieval; discusses concurrency and security issues and typical solutions. Includes a major project building web interfaces to databases using PHP and MySQL. Prerequisite(s): *None*

**CS-545: Operating Systems Operating Systems**

*4 credits*

Teaches the function, design, implementation, and management of operating systems, including detailed study of the UNIX system. Topics include concurrent processes, operating system architecture, memory management, I/O, the file system, resource allocation, scheduling, security, concurrency command processing, and shell programming. Prerequisite(s): *None*

**DABA-601: History of Behaviorism**

*4 credits*

In this class we will review the presuppositions of behaviorism and critically analyze those presuppositions. This will be accomplished by reviewing the work of Watson and Skinner. Prerequisite(s): *None*

**DABA-615: Behavioral Research in Education**

*4 credits*

This course examines the conceptual and methodological issues of the application of applied behavior analysis into educational settings. This class is designed to provide the doctoral student with a broad overview of the educational applications of the science of behavior analysis, including general and special education, reading instruction, early intervention, higher education, professional training and development in education, and educational assessment. Prerequisite(s): *None*

**DABA-620: Organizational Behavior Management**

*4 credits*

This course examines the roles that the consequences and context of behavior play in the acquisition, maintenance, and structure of behavior. Thorough knowledge of the principles of operant and respondent conditioning in addition to methods, measurement, and quantification, serve as the basis for this course. This course also examines some of the integrative theories, including the matching relation. Topics will include response differentiation and induction, the generation of complex response units, contextual control, stimulus equivalence, respondent conditioning, choice, molecular determinants of behavior, mathematical models of behavior, the dynamics of behavior during transition states and approaches to linking the analysis of behavior of neural function. Topics addressed at the level of behavior will be extended to some aspect of nervous system function and on neural mechanisms of choice. Prerequisite(s): *None*

**DABA-630: Experimental Analysis of Behavior**

*4 credits*

Overview of behavioral processes. Presents information relating to human and nonhuman learning with a focus on the experimental analysis of behavior. Topics covered include environmental feedback mechanisms, automatic reinforcement, selectionism, multioperant performances, discriminative stimulus control, stimulus equivalence, rule-governed behavior, joint attention, and semantic priming. The course also focuses on research methodologies and critical analysis of research.

Prerequisite(s): *None*

**DABA-640: Scholarly & Professional Activity**

*4 credits*

The purpose of this course is to expose doctoral candidates to the publication process. Candidates will either select a study that they have already completed but have yet to write up or be assigned a completed study by the instructor. The goal of this course is write up the study and submit it to a peer-reviewed journal for publication. Prerequisite(s): *None*

**DEDL-600: Leadership: Decision Analysis Through Change and Transformation**

*4 credits*

Particular attention is given to management and leadership techniques and behaviors that facilitate effective change and transformation efforts. Particular attention will be paid to ethical behaviors in decision making. This course will also examine the planning process as it relates to institutional change and transformation. Specific examples of change and transformation will be examined through real world case studies. Prerequisite(s): *None*

**DEDL-602: Financial Decision Making, Planning, Managing Schools & Facilities**

*4 credits*

This course explores financial aspects of educational institutions with particular emphasis on the use of financial information for decision-making. Specific topics will include financial analysis, budget creation and budget oversight. Educational funding mechanisms will be examined and case studies of financial crisis management will be utilized. Prerequisite(s): *None*

**DEDL-604: Emerging Instructional Technologies**

*4 credits*

Students will identify, analyze and project their roles of emerging technologies to achieve school reform and improvement. This course will enable classroom practitioners to plan for the integration of emerging technologies in instruction, research and assessment. Prerequisite(s): *None*

**DEDL-606: Leadership Assessment and Development**

*4 credits*

This course is designed to help the student examine and develop competencies that characterize successful leaders in education and related professions. Students will analyze theories underlying the assessment of leadership abilities and examine the structure of the construct of leadership. They will also engage in self-assessment, creating a leadership plan that outlines long-term and short-term goals for the development of leadership competencies. Students will be able to update their progress through revision and periodic review of their leadership plan. Prerequisite(s): *None*

**DEDL-700: Independent Study**

*1 credits*

An individual program of reading, research, and writing on an approved topic, under the supervision of a member of the department. Topic and assignments are to be determined by the faculty member and student. Prerequisite(s): *None*

**DEDU-652: Applied Statistical Analysis II**

*4 credits*

DEDU 652 is the second half of a year-long intermediate, applied statistics course that includes the statistical methods most frequently used in medical research. After a review of the topics covered in DEDU 651, the course will cover: (i) Correlation and Simple Linear Regression, (ii) Multiple Linear Regression, (iii) Simple Logistic Regression, (iv) Multiple Logistic Regression. The course will make extensive use of the statistical software package SPSS. Prerequisite(s): *None*

**DEDU-654: Quantitative Research**

*4 credits*

Quantitative research focuses on designing research studies that measure and quantify the relationships between variables. The course will consider sample size, quantitative methodologies and design possibilities, replication, and reliability.

Prerequisite(s): *None*

**DEDU-670: Dissertation Seminar**

*2 credits*

The seminar is designed to assist students in the preparation of their dissertation project proposal. Classes will include presentation and discussion of students' work-in-progress. The course will move back and forth between theoretical considerations and practical ones and we will cover such topics as problems and pitfalls of selecting topics, criteria of acceptability, literature reviews, developing a theoretical framework, selection of methodology, methodological issues prominent within the major topics of the students' different disciplinary fields, issues relevant to data analysis, selection of a dissertation committee, developing a timetable for the completion of the dissertation project as well as procedures for insuring the protection of human subjects. Prerequisite(s): *None*

**DPT-613: Professional Seminar**

*1 credits*

The professional seminar for this semester has been designed to continue some discussion threads from previous professional seminars (DPT 612) and Integrated Clinical Experiences, and elaborate on those concepts in order to prepare for your upcoming full-time clinical experience and future as a physical therapist. Discussion topics will help you continue to develop clinical competency and professional identity. In the first part of the semester, course content focuses on increasing awareness of professionalism and developing professional identity. In the second half of the semester we will focus our presentations to help you understand your role and responsibilities, as you begin to prepare for your initial clinical experience. In addition, you will participate in a simulation lab experience with a focus on home care and working as part of an inter-professional team. All of these activities are designed to help you continue with professional development, and feel prepared, informed and confident in your abilities as you enter into your first full time clinical experience. Integrated Clinical Experiences (ICEs) will also be included within the course. Each student will be assigned to an ICE for 1 day a week for 5 weeks. Experiences will be primarily in either an outpatient orthopedic setting, or home care with the VNA. Prerequisite(s): *None*

**DPT-622: Movement Science**

*3 credits*

This course provides students with the basis for understanding normal human movement. Emphasis is on biomechanics, joint structure, muscle physiology, muscle activity, exercise physiology and neurophysiology. Students explore the interaction between the systems that produce normal human movement and begin to consider how movement is affected by pathological conditions. Prerequisite(s): *None*

**DPT-631: Clinical Medicine**

*2 credits*

In this introductory course, students learn basic concepts that will be utilized throughout the duration of the DPT program and their careers. Students will learn fundamental principles related to imaging, pharmacology, and body systems not covered elsewhere in the curriculum. The course will be framed within the context of the Human Movement System and the International Classification of Functioning, Disability, and Health. Lectures will incorporate active learning strategies and emphasis will be made to incorporate content from the co-requisite course DPT 621 Human Anatomy. The focus of this course will be to lay the foundation of information by introducing students to concepts that they will apply in future courses. Prerequisite(s): *None*

**DPT-633: Concepts and Skills in Physical Therapy II**

*3 credits*

Students learn and apply concepts and skills that are basic to the practice of physical therapy. Students learn how patients and clients move within their environments, and practice teaching and assisting them with the applicable skills. The semester includes lecture, laboratory, and discussion. There is an emphasis on developing professional behaviors and communication skills as well as hands-on skills. Prerequisite(s): *None*

**DPT-653: Evidence Based Practice 2**

*2 credits*

This course builds on learning from DPT 652 and integrates learning from DPT 762. Students determine and write clinically-applicable and answerable questions that relate to diagnosis, prognosis, and interventions for patients with musculoskeletal problems. Using questions as a base, students implement literature searches and critically appraise the articles found based on the search. Students discuss the credibility of the research, including issues of bias, confounding, statistical significance and clinical importance. Emphasis is on discussion of the strength of the evidence and its relevance to the management of their patient. Students build a library of CATs related to management of patients with musculoskeletal conditions. Prerequisite(s): *None*

**DPT-673: Frameworks of Physical Therapy: Musculoskeletal II**

*7 credits*

This course is a continuation of DPT 762. Students expand their knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of musculoskeletal problems and more complex patient cases. Prerequisite(s): *None*

**DPT-712: Professional Seminar**

*1 credits*

The professional seminar for this semester has been designed to build upon the first full-time clinical experience, as well as discussions from previous professional seminars. The emphasis is on re-visiting the PT Code of Ethics and core values as seen through the perspective of the clinical environment to further continue to help define professional identity. To support further professional development students will be asked to complete the first three APTA Professional Modules. We will also work on relaxation/meditation skills in patient education for managing acute and chronic stress. In developing the skills necessary for including mindfulness and meditation in patient education, students will also gain personal health benefits from these practices. As a complement to meditation in managing stress and chronic pain, we will also explore other stress management tools such as cognitive behavioral therapy (CBT), to gain awareness of the influence of perception, thoughts and beliefs on health and behavior change. Integrated Clinical Experiences (ICEs) will also be included within the course. Each student will be assigned to an ICE for 1 day a week for 4 or 5 weeks. These experiences will focus on developing skills in management of patients primarily in a general inpatient setting. Prerequisite(s): *None*

**DPT-714: Professional Seminar**

*1 credits*

The professional seminar for this semester has been designed to build upon your prior clinical experiences, as well as topics from previous professional seminars to help prepare for your final two full time clinical experiences and your future as a physical therapist. The seminar will include discussion topics, guest speakers, and assignments to assist you in preparing for upcoming clinical experiences and move forward with your professional development so that you feel prepared, informed and confident in your abilities to enter into the profession of Physical Therapy. Integrated Clinical Experiences (ICEs) will also be included within the course. Each student will be assigned to an ICE for 1 day a week for 4 weeks in either DPT 713 or DPT 714. Experiences will be in a variety of settings, which include, but are not limited to: neuro (IP or OP), women's health and/or pediatrics. Please refer to Clinical Education Manual for Policy and Procedures. Prerequisite(s): *None*

**DPT-732: Neuroanatomy**

*2 credits*

This course will provide basic Neuroanatomy information in lectures (at Simmons College) and laboratories (at HMS-Harvard Medical School). A systems based approach will be used eg: Motor Systems, Sensory Systems. The material will provide a foundational understanding of neuroanatomy to be applied in the Neuromuscular Physical Therapy I and II courses. Prerequisite(s): *None*

**DPT-742: Health Promotion, Wellness, and Advocacy**

*2 credits*

DPT 742 is designed to provide students with an overview of health promotion issues across the continuum from the individual to the community to the global stage. Beginning with an emphasis on the fundamental role of the physical therapist within the continuum, the course focuses on the leading health indicators and domains that have the greatest influence on the health of individuals and communities. A variety of theoretical frameworks will be explored to provide the foundation for developing strategies to identify current health information and promotion issues, identify and challenge paradigms related to health and healing, and facilitate changes in behavior that lead to more effective patient-practitioner collaborative relationships and improve patient health and outcomes. Within the APTA Vision Statement for Physical Therapy 2020 is language that proposes physical therapists as the practitioner of choice in the area of wellness. Combined with the Service Learning Component (DPT 742L), the goal is to establish a foundation of knowledge and experience designed to enhance the role of physical therapists as health care providers in the realm of health promotion and wellness-centered care for individuals and communities, as a complement to their role in the more traditional realm of restorative care. In addition to classroom discussion and learning, students also design and participate in service learning projects with community partners, organized through the Scott-Ross Center here at Simmons (DPT 742L). This experience provides students with the opportunity to apply health promotion/wellness concepts, theories, philosophies and research to help meet the health needs and missions of various populations and community organizations, respectively. Prerequisite(s): *None*



**DPT-753: Research Seminar: Systematic Review**

*1 credits*

This is the fourth course in the research sequence of this curriculum, for students who opt for, and selected for systematic review. This course is effectively part I of the capstone research course. This is an advanced course focused on the critical review of the scientific literature, building upon content from DPT 652, DPT 653, and DPT 752. The critical review of the literature will be on a topic directly pertaining to physical therapy (e.g. diagnosis, intervention, education, etc.). The course design is to foster collaborative investigation, critique, and writing leading toward dissemination. Prerequisite(s): *None*

**DPT-763: Research Seminar: Faculty Directed Research I**

*1 credits*

This is the alternative fourth course in the research sequence, for students who opt for, and selected, for faculty directed research. This course is effectively part I of the capstone research course. This is an advanced course in research methodology and design, which builds upon DPT 652, DPT 653, and DPT 752. Students complete projects begun during Year II, as designated by the faculty advisor. The course design is to foster collaborative research activities leading toward dissemination.

Prerequisite(s): *None*

**DPT-772: Frameworks for Physical Therapy: Cardio and Pulmonary**

*7 credits*

Students learn and apply anatomy, physiology, epidemiology, and pathology as they explore the issues of disease risk and prevention, as well as medical, surgical, pharmacological, psychological and physical therapies in the management of individuals with cardiovascular and pulmonary diseases. This semester course includes tutorials, lecture and laboratory and parallels the student's integrated clinical experiences. The core foundations for practice are blended into each tutorial case, thus integrating information from previous and concurrent courses. Issues related the care of patients of all ages are explored and discussed. Emphasis is on history taking, system review, physical therapy examination, diagnosis, prognosis, evaluation, and development of a physical therapy plan of care. Further emphasis includes evidence-based physical therapy prevention and intervention of acute and chronic patient problems. Students are also introduced to a disablement model used to understand the progression from disease to disability. Students also practice clinical decision-making, professional communication and documentation. Includes lecture and laboratory sessions. Prerequisite(s): *None*

**DPT-784: Frameworks for Physical Therapy: Neuromuscular II**

*4 credits*

This course is a continuation of DPT 783. Students expand their neuroscience knowledge and repertoire of physical therapy examination, evaluation, diagnosis, prognosis, and management skills for a broader variety of neuromuscular problems and more complex patient cases. Teaching and learning methods include lecture, laboratory activities, patient cases, and small group self-directed, problem-based tutorials, and integrated clinical experiences. Includes lecture and laboratory sessions.

Prerequisite(s): *None*

**DPT-793: Clinical Experience 3**

*5 credits*

Students apply knowledge and skills in patient/client management in a health care setting, and learn to address the physical therapy needs of actual patients and clients under the supervision of a physical therapist. The experience requires students to be in the clinical setting for approximately 40 hours per week for 12 weeks. Prerequisite(s): *None*

**GCS-400: Virtual Orientation**

*0 credits*

This required orientation course introduces all graduate students in the Gwen Ifill College of Media, Arts, and Humanities to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. This course describes program requirements; university, college, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (our learning management system), library resources, and other key tools used to support student learning. Prerequisite(s): *None*

**GCS-405: Contemporary Critical Theory**

*4 credits*

Introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Surveys poststructuralist, psychoanalytic, Marxist, new-historicist, postcolonial, feminist, and gender theory, bringing these perspectives to bear on key literary and historical texts. Prerequisite(s): *None*

**GCS-410: Issues in International Studies**

*4 credits*

This seminar will be a comparative look at European and American imperialism, broadly defined, to examine how colonial encounters and societies shaped intersecting discourses of gender and race. The current generation of feminist and postcolonial scholars has reinvigorated the analysis of empire by placing questions of gender and race at the forefront. Thus the seminar will draw from a broad range of readings, including interdisciplinary theoretical frameworks as well as historical scholarship, across a vast geography: from Africa to Latin America, India to Ireland, and the Pacific to the Caribbean. We will not pretend to cover all these areas comprehensively; rather they will provide a sampling of compelling and multifaceted cases for study. Our temporal focus will be on the eighteenth, nineteenth, and early twentieth centuries, to trace the origins and development of what has been called the "golden age" of Euro-American imperialism. While the chronology of political history therefore plays an important role in our study, we will look beyond political administrators to include the actions and perspectives of less obvious "agents of imperialism" such as travelers, missionaries, slaveholders, photographers, cultural brokers, and capitalists. We will likewise complicate definitions of colonial subjects by taking into account their diverse identities, positions, and forms of resistance, such as the development of indigenous feminist and nationalist ideologies. At times we will adopt an explicitly comparative perspective regarding the workings of gender and race in metropole and colony; but even then we will consider carefully the specific local, human, and material dimensions of imperialism. Prerequisite(s): *None*

**GCS-417: Race Theory**

*4 credits*

This seminar will examine contemporary theories of race and ethnicity from multiple disciplinary perspectives, including sociology, literature, philosophy and the law. We will consider the different theoretical frameworks used by race theorists, such as, post-colonial, feminist, critical legal, and psychoanalytic. Topics covered: racialformation, colonialism, biological racism, civil rights, racial and ethnic injustice, intersectionality, mixed race, social construction of race, and whiteness. Prerequisite(s): *None*

**GCS-450: Independent Study**

*2 credits*

Offers an opportunity to complete research, internship, or fieldwork projects related to the GCS program. Requires consent of a supervising faculty member; approval of the program director; and a brief proposal outlining the focus, purpose, and projected outcome, to be submitted to the program director during the semester prior to registration. Prerequisite(s): *None*

**GCS-455A: Thesis Extension**

*0 credits*

Involves a year-long independent research and writing project culminating in a paper of approximately 60 to 80 pages under the supervision of one reader with expertise in the subject area. Requires permission from the GCS director and advisory board and a proposal approved during the semester before the course is taken. Prerequisite(s): *None*

**GCS-460A: Master's Project Extension**

*0 credits*

Consent of the program director. Involves a research and writing project culminating in a paper of substantial length (30 to 40 pages) that may include an exhibit, film, media presentation, etc. entails integration of materials relevant to the student's specialization. Requires a proposal approved during the semester before the course is taken. Prerequisite(s): *None*

**GCS-465G: Graduate Consortium of Women's Studies: Understanding Pornography and Obscura**

*4 credits*

This course is an interdisciplinary exploration of ways of feminist thinking, knowing, listening, and speaking in the interest of producing scholarship that instigates change. Together we will grapple with feminist approaches, theories, and epistemologies that form the intellectual bases necessary to conduct feminist research both within and across the disciplines. Prerequisite(s): *None*

**GCS-467G: Graduate Consortium of Women's Studies**

*4 credits*

Peace Keeping operations involving both military and civilian personnel have been deployed in a number of countries such as Bosnia, Kosovo, East Timor and Afghanistan. These interventions have come about following intense levels of violence, breakdown in law and order, systems of governance and social systems as well as violations of human rights. This course is designed to review the phenomena of conflict, forced migration and militarization from a gender perspective to highlight the policy and operational implications that arise from this analysis. The gendered nature of conflict and intervention will be explored from a multi-disciplinary framework involving anthropology, sociology, policy analysis, philosophy and the arts.

Presenters will utilize literature, poetry, film, witness testimonies from the field, ethnographic narratives and other resources to explore the complex ways in which women and men experience, manage and respond to violence and situations of protracted crisis. Prerequisite(s): *None*

**GCS-480: Gender/Cultural Fieldwork**

*4 credits*

Offers an opportunity to conduct field research for five to ten hours per week under the direction of a Simmons advisor. Involves gathering empirical information for a study of approximately 20-30 pages. Requires a proposal approved during the semester prior to the fieldwork and may require approval from the institutional review board for research involving human subjects. Prerequisite(s): *None*

**GEDUC-401: Seminar in Teaching and Learning at the Elementary Level**

*4 credits*

Develops integrated curriculum units and explores different models of curriculum design, lesson plans, and interdisciplinary teaching; teaches strategies to modify curriculum to accommodate different developmental levels and learning styles; and addresses issues of classroom management and parent communication. Develops appropriate assessment and evaluation procedures, measuring student progress. Requires practicum placement. Prerequisite(s): *None*

**GEDUC-403: High School Internship Practicum Seminar In Teaching & Learning**

*4 credits*

Students analyze the structure and organization of high schools and consider models of effective classroom management. Focus is on ways to individualize and adapt curriculum to provide for individual differences in a given classroom with particular emphasis on involving students in active learning. Appropriate attention will be given to the developmental needs of the adolescents. A pre-practicum and/or practicum placement is required with this course. Prerequisite(s): *None*

**GEDUC-405: High School Practicum Seminar In Teaching & Learning**

*4 credits*

Students analyze the structure and organization of high schools and consider models of effective classroom management. Focus is on ways to individualize and adapt curriculum to provide for individual differences in a given classroom with particular emphasis on involving students in active learning. Appropriate attention will be given to the developmental needs of the adolescents. A pre-practicum and/or practicum placement is required with this course. Prerequisite(s): *None*

**GEDUC-445: Educational Psychology**

*4 credits*

Examines the implications of psychology for teaching children and adolescents, emphasizing cognitive, social, and emotional development. Also covers learning styles, motivation, assessment, and evaluation. Requires individual presentations and papers that emphasize integration of students educational experiences, theory, and practice. Prerequisite(s): *None*

**GEDUC-450: Independent Study**

*2 credits*

For graduate students only. Prerequisite(s): *None*

**GEDUC-460: Teaching Strategies for the Inclusive Classroom**

*4 credits*

Examines a variety of teaching strategies applicable to students in heterogeneous classrooms: techniques to individualize instruction and promote mastery learning; development of cooperative learning strategies; and consideration of specific classroom and behavior management procedures. Requires fieldwork. Prerequisite(s): *None*

**GEDUC-464: Reading & Language Arts for the Elementary Classroom**

*4 credits*

Considers methods of assessment and instruction in creating comprehensive literacy programs with reference to the ELA Frameworks throughout; decoding strategies including phonemic awareness and phonics skills; comprehension strategies; guided reading; literature circles; the writing process; and the integration of children's literature and poetry. Requires two mornings a week of fieldwork if taken concurrently with GEDUC 467. Prerequisite(s): *None*

**GEDUC-471: English Curriculum At the Middle or High School Level**

*4 credits*

Considers issues in the teaching of high school and middle school English, including selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories. Includes observation and aiding experiences in inclusive English classrooms. Prerequisite(s): *None*

**GEDUC-473: City on a Hill Seminar**

*4 credits*

This Seminar is intended to combine the mission of the Certification Program and the mission of City on a Hill Charter Public Schools. The Department of Certification at City on A Hill graduates qualified, resourceful, skilled teachers committed to improving and advancing urban public high schools. City on a Hill Charter Public Schools graduate responsible, resourceful, respectful democratic citizens prepared to advance community, culture, and commerce and to compete in the 21st century. Prerequisite(s): *None*

**GEDUC-476: Science Curriculum at the High School or Middle School Level**

*4 credits*

Introduces middle and high school science teaching: specific problems, instructional materials, and teaching techniques. Emphasizes observing and aiding inclusive science classes. Prerequisite(s): *None*

**GEDUC-479: Practicum: World Languages (5-12)**

*4 credits*

Assigns supervised teaching responsibilities in a world language classroom. Involves planning and implementing daily class lessons for at least 150 hours of direct teaching, as well as development of curriculum materials and demonstrated service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars, and documentation of a minimum of 135 hours of direct instruction. Prerequisite(s): *None*

**GEDUC-481: Practicum: Middle School (5-8)**

*4 credits*

Assigns supervised teaching responsibilities in an inclusive classroom at the fifth grade to ninth grade level. Involves demonstrating effective classroom management procedures, implementing daily class lessons, developing long-range curriculum materials, and demonstrating effectiveness in serving students who are below the expected classroom instructional level. Requires documentation of a minimum of 135 hours of direct instructional time. Prerequisite(s): *None*

**GEDUC-488: Pre-Practicum**

*4 credits*

Requires students to observe, assist, and teach in a 1-12 classroom under the supervision of a professionally licensed supervising practitioner at the field and level of the license sought. Offers an opportunity to develop and teach lesson plans and a mini-curriculum unit, provide service to one student requiring modification in his/her educational program, and demonstrate effective classroom management skills. Prerequisite(s): *None*

**HCA-450: Independent Study**

*1 credits*

An independent study should be designed so that a student is able to obtain new knowledge or experience under the supervision of a member of the faculty. Independent studies can be 1, 2, or 3 credits. Independent studies may be a project designed by the student or involve assisting a member of the faculty in work that (s)he is doing. The student is expected to do approximately 30 hours of work for each credit of an independent study,. Approval of the supervising faculty member and Program Director are required for independent studies. In order for this approval to be given, the student must complete the Independent Study Form and have it signed by the supervising faculty member and Program Director. It is the student's responsibility to provide periodic updates to the supervising faculty member on the work of the independent study. Usually, a student should not do more than 3 credits of independent study. Prerequisite(s): *None*

**HCA-500: Health Care Accounting**

*3 credits*

This course introduces students to basic concepts relating to the business side of health care organizations and ways in which business performance is measured. How are data to be collected? How are those data summarized into measures and analyzed? Students learn the foundations of health care accounting and the basic concepts and skills in financial management. Students also demonstrate competence in writing simple business memos. The course also lays the foundation for the HCA

curriculum in quantitative and financial analysis and analytic thinking. (3 credits for MSN nursing students.) Prerequisite(s):  
*None*

**HCA-502: Quantitative Analysis for HCA**

*2 credits*

This course introduces students to the basic concepts of data analysis in the context of the healthcare organization. The course will stress problem solving and manipulating the data provided. The general objective is to familiarize the student with the use of statistics within the healthcare data environment and to prepare them for applications courses in fieldwork, research methods and competitive strategy and marketing. The course is designed to give students experience using basic statistical tools to analyze and interpret data. The emphasis is on multiple regression, t-tests, Chi-square and ANOVA. The course is also concerned with the reliability and validity of data and conclusions. Statistical software is used in this course. Prerequisite(s):  
*None*

**HCA-504: Health Economics**

*3 credits*

This course presents the principles of microeconomic theory as it applies to health care. It answers questions like; how do markets work? What is competition and what does it do? What role does health insurance play? How do regulations in health care influence market behaviors? What other differences in health care make markets work differently? What gives rise to the "nursing shortage"? Why are health care costs so high and what drives the increases? What determines the levels of incomes of nurses and physicians? Why are there often conflicting theories about how markets work, and how are they tested? Students will demonstrate mastery of basic principles by writing short research papers and participate in class discussions.

Prerequisite(s): *None*

**HCA-509: Health Care Finance I**

*3 credits*

This course presents basic concepts of finance and financial management in health care organizations. Along with the subsequent course HCA 534, this course is intended to prepare student competence in the basic business principles and analysis approaches that relate to keeping the health care organization financially viable. The main concepts covered include financial statement analysis, capital budgeting, using debt financing, product costing, and decision analysis techniques. In the course, students will utilize case analysis; excel spreadsheet modeling and short papers. Prerequisite(s): *None*

**HCA-515: Ethical Analysis & Social Values**

*1 credits*

This course presents an ethical analytic framework for students to connect ethical philosophy to the derivative principles of beneficence, nonmaleficence, autonomy and justice. Cases in both business and biomedical ethics are discussed. Students review the published professional codes of ethics for the health management profession; and assess their social values and the relationship of these values to behavior. Prerequisite(s): *None*

**HCA-521: Human Resource Management**

*2 credits*

This course is concerned with the management of human resources in health care organizations. It begins with consideration of the human resource function as carried out by managers of units. Major areas covered include recruitment, interviewing and selection; retention (including compensation and benefits); diversity; performance management; and career development. The latter part of the course is devoted to the laws and regulations that frame human resource management including employment law and OSHA; fair employment practices; wrongful termination and privacy; National Labor Relations Act (and unions) and strikes and boycotts. Prerequisite(s): *None*

**HCA-523: Health Care Marketing**

*2 credits*

The continued viability of health care organizations depends in large measure on the strategic sophistication of their leadership and their ability to market their products effectively. In this portion of the curriculum, students will learn the concepts and skills required to: develop a strategic vision for a health care organization, taking into account the values of senior management; use economic models to determine the competitive position of a health care organization; recognize product life cycles; assess the effect of an organizations culture on its strategy; and evaluate economic and social barriers to entry and exit of a health care organization. The course also includes the key marketing concepts of SWOT analysis, competitive intelligence, social marketing, market segmentation, market positioning, branding, product differentiation and niche marketing. Prerequisite(s): *None*

**HCA-530: Organizational Strategy**

*3 credits*

This course is designed to (1) enable students to assess a health care organization's competitive position; (2) introduce the rationale for a strategic vision and the framework by which a strategic vision can be created; (3) introduce a framework for analyzing a turbulent external environment; and (4) give students experience in crafting recommendations appropriate to the market and the organization's capabilities and strategic objectives. The course emphasizes the use of information technology for weak signal issue surveillance and strategic intelligence gathering. By means of case analyses as well as field application (by creating a strategy for one's own institution), this course emphasizes the development of higher-level analytic and strategic competencies. Prerequisite(s): *None*

**HCA-533: Leadership and Change**

*3 credits*

This course focuses on the institutional and community leadership arenas and the roles of the leader in each: to contribute actively to the creation and maintenance of an outstanding organizational culture, and to advocate effectively for the health and development of the larger community. Students will be encouraged to take a coaching/mentoring perspective in terms of leading professionals, navigating political shoals, managing overt and covert resistance, and organizational development. Emphasis is on discerning organizational culture and evaluating likely momentum as well as inertia regarding change; as well as selecting among change models and tactics, based on a better understanding of the deep structures characterizing the organization. Prerequisite(s): *None*

**HCA-540: Fieldwork**

*2 credits*

At the end of the program, students are required to do two credits of fieldwork with supervision by a faculty member and a field preceptor. Field projects are designed by students and faculty so they round out a student's leadership "portfolio" in terms of the NCHL Leadership Model, skill acquisition and career development. The field projects are presented and defended to the faculty and fellow students. Students choose from the following options for fieldwork: 1. A health care research, management research, or policy-analysis paper of publishable quality (the potential journals must be identified and the research be designed, conducted, and reported according to one of the journals standards) 2. A short-term internship within a health care institution (a project must be described and submitted, demonstrating quantitative and/or financial analytic competency). Prerequisite(s): *None*

**HIST-400: Virtual Orientation**

*0 credits*

This required orientation course introduces all graduate students in the Gwen Ifill College of Media, Arts, and Humanities to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. This course describes program requirements; university, college, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (our learning management system), library resources, and other key tools used to support student learning. Prerequisite(s): *None*

**HIST-402: Asia to the 18th Century**

*4 credits*

Studies the ancient civilizations that dominated the lives of Asian societies to the eve of the massive European encroachment. Discusses the influence of Buddhism, Islam, and Confucianism upon these many cultures and societies. Prerequisite(s): *None*

**HIST-414: African Diaspora**

*4 credits*

This course is an overview of African Diasporic history, from the transatlantic slave trade through Black Lives Matter. We will explore how the diaspora came into being, as well as how people of African descent across the globe have resisted their subjugation, exploitation, and political and social exclusion. Prerequisite(s): *None*

**HIST-431: Understanding Islam & Historical**

*4 credits*

Examines Islamic society from its beginning to roughly 1800. Covers issues such as the rise of Islam in the Arabian Peninsula, the creation of Islamic dynasties, and the establishment of Islamic law, and familiarizes students with a wide range of topics and diverse chronological periods. Prerequisite(s): *None*

**HIST-440: The Atlantic World, 1500-1800**

4 credits

Examines interactions between the Americas, Africa, and Europe in the early modern era. Special consideration of the Atlantic slave trade, the development of transatlantic colonial empires - especially the Spanish, British, French and Dutch empires - and interactions between American Indians and white colonizers. Covers social, economic, and political change. Prerequisite(s): *None*

**HIST-449: US Foreign Policy, 1945-Present**

4 credits

Analyzes the U.S. ascendance into global leadership, and America's role in international politics from the Cold War to the present. Explores the historical evolution of American foreign policy and examines in-depth main foreign policymaking actors. Also considers the influences of U.S. foreign policy on the present-day volatile international system. Prerequisite(s): *None*

**HIST-455A: History Thesis**

4 credits

Involves independent research based on archival primary sources culminating in a paper of approximately 60 to 80 pages under the supervision of two historians with expertise in the subject area. Requires consent from the history archives management director and a proposal approved during the semester before the course is taken. See program director for guidelines and due dates to submit proposals. Prerequisite(s): *None*

**HIST-455C: Thesis Extension #2**

0 credits

Involves independent research based on archival primary sources culminating in a paper of approximately 60 to 80 pages under the supervision of two historians with expertise in the subject area. Prerequisite(s): *None*

**HIST-470: Internship**

4 credits

In collaboration with the Career Education Center and under supervision by a department faculty member, students intern 10 to 15 hours a week (for four credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice. Prerequisite(s): *None*

**HIST-529: Film & Historical Representation**

4 credits

Studies the intersection of history and film studies and how film and the practices of historical investigation interact. What constitutes "evidence" in film and how can this evidence be used? How can one think about history via the medium of film? There will be weekly screenings of fiction, nonfiction, documentary, and experimental films. The film selections come from across the globe and focus on a range of historical subjects. There will also be readings in history, theory, and film criticism. Prerequisite(s): *None*

**HIST-561: Seminar in Latin American History**

4 credits

Concentrates on forms of contact between people in different parts of the world. Examines how encounters across borders inform, affect, and relate to issues such as trade, the environment, conflict, notions of other, gender perceptions, and colonialism. Prerequisite(s): *None*

**HIST-562: Reform and Revolutions in Asia**

4 credits

Examines revolutions and reforms in modern Asia, focusing primarily on the watershed events occurring in the 20th century. Topics include comparisons between bloody or non-violent revolutions and gradual or radical reform. Prerequisite(s): *None*

**HIST-565: Seminar: 9/11 Narratives**

4 credits

This course examines narratives connected to September 11th and focuses on the debate within academic, and policy circles, on terrorism as a form of warfare, on globalization and 9/11, and on the nature of the post-9/11 zeitgeist. The class provides an understanding as to how these narratives affect how we interpret the event, its causes and subsequent decision-making. Incorporating a variety of different types of sources such as journalistic accounts, novels, films, YouTube clips, Islamist writings and perspectives from philosophers, the course also considers how the emotional impact of the event has affected

interpretations of both recent history and the *longue duree*, definitions of security and dialogue between the West and the Islamic world. Prerequisite(s): *None*

**HIST-568: Seminar in Public History: Sites of History**

*4 credits*

Examines the theory and practice of public history for those who plan to apply their academic historical studies in public settings. Focuses on the rich, complex, and sometimes fraught relationship between academic historians and public historians, as seen in public venues. Prerequisite(s): *None*

**HIST-571: Seminar in Early American History**

*4 credits*

Studies the development of a new society and culture in British America from the settlement of Jamestown in 1607 through the War for Independence. Focuses on varied developments in New England, the Middle Colonies, and the South, with special attention to political institutions, social structure, race relations, and gender roles. Prerequisite(s): *None*

**HIST-571B: Lives of Faith: Biography & Autobiography**

*4 credits*

The course will use autobiography and biography to understand the variety and diversity of religious beliefs in American history. The lives of these men and women also provide small windows into the complexity and creativity of religious experience in the nation's past. Prerequisite(s): *None*

**HIST-573: Seminar in Nineteenth-Century American History**

*4 credits*

This seminar examines how ideas about race and ethnicity took shape in the 19th-c. U.S. It integrates African-American histories of slavery, emancipation, citizenship, and urban migration; the Native American experience of territorial conquest and cultural resistance; and waves of immigration from Europe, Asia, Mexico, and the Caribbean. Prerequisite(s): *None*

**HIST-575: Cold War Culture**

*4 credits*

Focusing on the 1950s and early 1960s, this seminar examines the ways in which the Cold War shaped American family life, domestic politics, popular culture, conformity and youth rebellion, increasing demands for civil rights, and changing gender roles. Readings range from historical scholarship to fiction, autobiography, and film. Prerequisite(s): *None*

**HIST-577: Topics in Modern Europe**

*4 credits*

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include Post- 1989 Europe, history and memory, and war and society. Prerequisite(s): *None*

**HIST-579: Expansion & Empire in U.S. History**

*4 credits*

This seminar traces both violent and non-violent American territorial expansion from its colonial origins through the articulation of Manifest Destiny, to the overseas colonies that the U.S. acquired after the Spanish-American War. We attend especially to factors of race, gender, citizenship, and political and cultural integration versus separation. Prerequisite(s): *None*

**HPED-500: Independent Study**

*1 credits*

The independent Study offers students an opportunity for in depth study of a topic of interest. With the approval of the instructor, students will prepare and submit a proposal for study that includes the significance of the study, learning objectives of the experience, and the methodology to achieve those objectives. Prerequisite(s): *None*

**HPED-503: Principles of Assessment and Teaching**

*2 credits*

Offers practical strategies to help educators assess skills of the learner, plan and evaluate teaching activities, assess each learners academic strengths and weaknesses. This course introduces students to informal assessment, teaching, and learning strategies, and methods to monitor learner progress and evaluate the impact of the prescriptive strategies. Reviews current research in the field. Prerequisite(s): *None*



**HPED-506: Organization, Leadership and Change**

*2 credits*

Examines principles of effective leadership, organizational structure, and techniques for facilitating and responding to institutional change. Explores the impact of demographics on policy and practice and program evaluation. Analyzes contemporary operational and administrative problems and trends in health professions education. Prerequisite(s): *None*

**HPED-508: Theories & Practice of Adult Education**

*2 credits*

Focuses on the characteristics of the adult learner, common theories of adult learning, and a comparison and contrast of education and training. Addresses effective instructional design for adult learners. Students will discuss the cycle of providing student feedback and evaluating teaching effectiveness. Prerequisite(s): *None*

**HPED-520: Trends in Health Profession Education**

*3 credits*

This is the beginning "gateway" course for the Health Professions Education program. The course reviews some of the national and international trends that are affecting health professions education and defining new teaching and learning needs in the health professions. It introduces basic elements of educational theory, practice, and research related to health professions education. It also introduces concepts of leadership and innovation related to health professions education program design and development. Prerequisite(s): *None*

**HPED-530: Principles of Inquiry & Evidence in Education**

*3 credits*

This course introduces students to principles of research design, critical reflection, and methodological rigor that inform practice in health professions education. Particular attention is paid to the skills required for collecting, interpreting, and evaluating educational data and evidence, developing answerable educational questions, and addressing threats to validity. Other topics include the visual presentation of data and techniques for summarizing and organizing research literature. Prerequisite(s): *None*

**HPED-540: Curriculum Development, Program Design, and Evaluation**

*3 credits*

In this course, students develop the knowledge and skills needed to design, deliver, and assess effective courses and training programs for both in-person and online learning environments. Students discuss research on a variety of evidence-based, inclusive, equitable, learner-centered teaching strategies, including problem-based learning, discussion, interactive lecture, and other innovative approaches, as well as a variety of techniques for assessing learning, and will then apply this knowledge to designing a course and lesson plan using the backward design model. This course also includes an applied component in which enables the student to design, deliver, and assess a short online lesson for the class on a topic related to teaching methodology, design, and/or assessment. Prerequisite(s): *None*

**HPED-550: Independent Study**

*3 credits*

An individual program of reading, research, and writing on an approved topic, under the supervision of a member of the department. Topic and assignments are to be determined by the faculty member and student. Prerequisite(s): *None*

**LIS-401: Foundations in Library & Information Sciences**

*3 credits*

This course is an introduction to the field of library and information science, exploring information professions, services, and institutions, as well as addressing fundamental concepts and theories of information. Topics which will be the subject of discussion and study include settings in which an information professional might work (libraries, information centers, archives, and the information industries); the history of the information professions; the organizational structures of information institutions; the information needs of users and their information-seeking behavior; and information concepts, theories, and practices. The class will engage with current issues and trends affecting the information professions in today's society. Assignments may include presentations, posters, papers, case studies, examinations, and written exercises. Prerequisite(s): *None*

**LIS-404: Principles of Management**

*3 credits*

Designed to acquaint students with the basic management functions of planning, organizing, staffing, directing, and controlling. The course is intended to help provide understanding of human interactions in the workplace and develop the practical

problem-solving skills needed to handle managerial problems professionally. Approaches to managing, from authoritarian to participative to laissez-faire, are examined. Readings, case studies, critical incidents, simulations, and discussions.  
Prerequisite(s): *None*

**LIS-406: Management & Evaluation of School Library Programs**

*3 credits*

A critical review of the issues and trends in management, program development, and evaluation of contemporary school library media centers at the elementary, secondary, and district levels in the United States. Students in this course will complete 15 pre-practicum fieldwork hours in the context of an assignment involving the development of an observation protocol (a method associated with evaluation research) and an interview with a school library media specialist. Prerequisite(s): *None*

**LIS-408: User Instruction**

*3 credits*

This course offers an overview of user instruction, including needs assessment, planning, educational strategies, and evaluation of programs in all types of libraries. Students will critically evaluate concepts of information literacy, learning theories, and the goals of user instruction and apply best practices principles in development of user instruction program modules for either oral presentation or online tutorials. Readings, discussion, guest lectures, oral presentations, and a term project may be included. Prerequisite(s): *LIS-407, LIS-415*

**LIS-412: Library Programs & Services for Young Adults**

*3 credits*

This course examines the planning and delivery of information and recreational services to meet the diverse needs of young people between the ages of 12 and 18 in public libraries and school library/media centers. Examination of the developmental tasks of adolescents and relevant social, educational, and demographic trends. Emphasis on the development of library policies and collaboration with youth-serving community agencies. Attention to communication and program skills and the promotion, funding, and evaluation of library programs and services for teenagers. Prerequisite(s): *None*

**LIS-415: Information Organization**

*3 credits*

The phenomena, activities, and issues surrounding the organization of information in service of users and user communities. Topics include resource types and formats, information service institutions, markup, descriptive metadata, content standards, subject analysis and classification, and the information life cycle. Readings, discussions, examinations, and oral and written exercises. Prerequisite(s): *None*

**LIS-417: Subject Cataloging and Classification**

*3 credits*

This course addresses the theories, principles, and practices of subject cataloging and classification. It covers the application of national standards to the creation of bibliographic records and to the construction of catalogs in libraries and other information environments. It teaches the concepts of subject cataloging including: understanding the various approaches to and pitfalls in determining aboutness; the theoretical foundations, structure, and the application of LCSH in subject cataloging; the application of the policies in the LC Subject Heading Manual; and complex number building in Dewey Decimal Classification and Library of Congress Classification. The course also includes examinations of the history and theoretical foundations of subject cataloging and classification and explores other subject access systems from around the world (e.g. UDC, Colon, Bliss, Expansive classification, PRECIS, AAT, and MeSH). May include readings, discussions, presentations, exams, exercises, and individual or group projects. Prerequisite(s): *LIS-415*

**LIS-420: Mod Pub & Librnshp Modern Publishing and Leadership**

*3 credits*

The course focuses on the book publishing industry and its relationship to the library profession. Students examine all the segments of the publishing process: editorial, design, manufacturing, marketing, and sales. The course explores current issues in the book publishing industry; it helps librarians develop critical skills to evaluate books; it clarifies aspects of copyright as related to printed material; and it provides information about ways libraries can influence what appears in print and can take advantage of current conditions in the publishing marketplace. Also included are guest speakers from the publishing industry, media presentations, and individual research papers. Prerequisite(s): *None*

**LIS-422: Literacy & Services to Underserved Populations: Issues & Responses**

3 credits

This course provides an overview of the social, economic, and political impact of adult functional illiteracy in the United States; it discusses the issue at both the federal and state level with implications for library involvement at the community level. Emphasis will be placed on the analysis of the literacy needs of a community and at the development and implementation of programs to meet that need. It will introduce advocacy, training, budgeting, staff recruitment, student assessment and instruction, publicity and program evaluation of both traditional and innovative library-based literacy/ESOL programs; it will suggest approaches to serve traditionally underrepresented communities by exploring how to improve equity of access to those populations. Prerequisite(s): *None*

**LIS-425: History of the Book**

3 credits

The course will cover a wide variety of topics concerned with the history and development of the book, both as a physical object and as the bearer of intellectual content. Therefore, the lectures/discussions will look at two different kinds of phenomena: the physical properties of the objects that carried written and pictorial texts and the intellectual use to which books have been put. A third area that the course will address picks up the miscellaneous but important issues of the world of libraries; the antiquarian and out-of-print book trade; remainders; handling, storing, caring for, repairing, and conserving books; legal considerations of book/text ownership and use; and other areas of book history. Students will be introduced to the extensive vocabulary of the book world. With a mastery of this new vocabulary, the students will have a grasp of a subject of extraordinary breadth, boundless fascination, and endless debate. As Milton said, "A good book is the precious life blood of a master spirit." This course will explain why. Prerequisite(s): *None*

**LIS-430: Business Information Sources & Services**

3 credits

A survey of print and electronic information sources as well as coverage of basic business concepts is provided. It will include sources basic to business, finance, trade, company and industry reference and be both national and international in scope. The objective will be to familiarize students with source material including government sources and statistics, industry and trade literature, used for business research. Attention will also be paid to the information needs of business people and researchers as well as the issues and concerns associated with business information gathering and research. Prerequisite(s): *LIS-407*

**LIS-433: Oral History**

3 credits

This course is in three components: 1) studying the ethics and responsible practice of oral history; 2) developing a project to document a life, event, occupation, family, institution or experience; 3) archiving, providing access, and preserving audiovisual recordings. Students are required to secure a recording device to perform oral history interviews and to learn to use audiovisual editing software. Prerequisite(s): *None*

**LIS-435: Music Librarianship**

3 credits

Scope, types, and functions of music libraries; their physical and intellectual organization and administration. Included are principles and techniques of selection, acquisition, classification, cataloging, binding, storage, and dissemination of music materials; principles, techniques, and materials of music reference and research; music publishing and recording, including listening facilities; and philosophy and functions of the music librarian. Ability to read music and substantial music literature background required. Prerequisite(s): *None*

**LIS-438: Introduction to Archival Methods and Services**

3 credits

Fundamentals of a wide range of archival activities including appraisal, acquisitions, arrangement, description, reference, and access. Overview of history and terminology of the profession. Discussion of the types and varieties of archival repositories and the value of historical records beyond traditional research use. Course includes a required 60-hour internship completed in an archives or manuscript repository. Prerequisite(s): *None*

**LIS-440: Archival Access and Use**

3 credits

Explores access to and use of archives and manuscript collections within the framework of archival description and representation. How archives are described and the surrogates that are used to represent them profoundly impact their access and use and are central to the archives profession. Students will explore various types of archival use including exhibits (physical and virtual) in addition to the creation of surrogates for primary sources and will gain a theoretical and practical

understanding of EAD (Encoded Archival Description) as well as other emerging metadata standards. Prerequisite(s): LIS-415, LIS-438

**LIS-442: Establishing Archives and Manuscript Programs**

*3 credits*

Developing a knowledge base that encompasses a variety of competencies around sustaining an archives is vital for archivists who often work in small one or two person repositories or may face the challenges of establishing new repositories. This course will analyze the requirements of such small or emerging programs and focus on the ways to develop strategic plans, locate and pursue sources of funding, market and design outreach, understand the physical and intellectual resources of an archival facility; and sustain program growth. The class will also examine these issues within the context of different types of archives (i.e. government, academic, historical societies). Prerequisite(s): LIS-438, LIS-440

**LIS-444: Archiving and Preserving Digital Media**

*3 credits*

The preservation and retention of media in digital environments are increasingly urgent issues for archival digital repositories. This course focuses on archiving and preserving a wide variety of digital media (primarily text, image, sound, moving images, and web sites) as well as thinking in a long-term way about overcoming the many challenges. Topics under discussion will include the characteristics of digital media that make a difference in their long-term preservation, media formats, rights issues, digital asset management, each addressed theoretically, historically, and practically. Please note: This class is not limited to Archives concentrators. Prerequisite(s): *None*

**LIS-445M: Metadata**

*3 credits*

This course will cover the theory and practice of metadata as it is applied to digital collections. It will provide students with a comprehensive overview of current metadata standards in the library, archives, and visual resources communities, and offer them an opportunity to get hands-on practice using selected standards. It will examine the role of metadata in the discovery, delivery, administration, and preservation of digital objects, and consider current and emerging issues in metadata. The course will address all aspects of metadata, including creation, management, and use. In-class exercises and assignments will provide students with the opportunity to apply specific content and structure standards. Prerequisite(s): LIS-415

**LIS-447: Collection Maintenance**

*3 credits*

This course in preservation management deals with the planning, implementation, and management of an effective collections maintenance program, including an effective repair program for a small/medium general collection. Topics include developing criteria for the selection of items in need of repair, binding, or replacement; learning the proper repair and housing techniques for bound and unbound materials in order to be able to administer an in-house repair program; selecting and processing materials for remote storage facilities; the cost factors involved in developing a collections maintenance program for general collections; and selecting and managing staff, space, equipment, and supplies for such a program. This course takes place at the North Bennett Street School. Prerequisite(s): *None*

**LIS-449: Rare Book and Special Collections Librarianship**

*3 credits*

With the growth of the Internet and the proliferation of electronic applications in librarianship, the role of the Special Collections and Rare Book library has not gotten simpler. In fact, the new technology has added a layer of complexity to the life of the librarian, while many operations remain unchanged. Often, Special Collections/Rare Books Departments are like a library in microcosm, for many of these departments do all of what the parent institution does, in both technical and public services. On top of this, many administrators look to the Rare Books Department and use the department's facilities and holdings for public relations and other fund-raising activities. This course is designed as a practical introduction to Rare Book and Special Collections Librarianship, to cover the many issues of these departments' responsibilities for the neophyte as well as the experienced librarian. Prerequisite(s): *None*

**LIS-451: Academic Libraries**

*3 credits*

This course surveys the history, staffing, organization, development, and future of college and university libraries. Common issues-including managing change, scholarly communication, publishing, information technology, advocacy, evaluation and assessment, planning, budgeting, and higher education-will be addressed within a context that connects academic libraries, and their infrastructure, with their parent institutions. Prerequisite(s): *None*

**LIS-453: Collections Development and Management**

*3 credits*

Activities through which library collections are systematically developed and managed are explored, especially the formulation and implementation of written collection development policies. Other specific topics include identification of user needs; collection evaluation; fund allocation among competing departments, subjects, and/or media; selection methods; intellectual freedom; storage alternatives; and cooperative collection development. Course includes readings, guest lectures, and a term project in which a collection development policy for a real information agency is prepared. Prerequisite(s): LIS-407, LIS-415

**LIS-455: Usability & User Experience Research**

*3 credits*

This course covers the conceptual frameworks and applied methodologies for user-centered design and user experience research. Emphasis is placed on learning and practicing a variety of usability research methods/techniques such as scenario development, user profiling, tasks analysis, contextual inquiry, card sorting, usability tests, log data analysis, expert inspection and heuristic evaluation. Rather than a Web or interface design course, this is a research and evaluation course on usability and user experience with the assumption that the results of user and usability research would feed directly into various stages of the interface design cycle. Assignments may include usability methods plan, user persona development, scenario and task modeling, card sorting, usability testing project, and user experience research project. The usability test project will use actual real-time cases from organizations in the Greater Boston area. Usability experts and research specialists will be invited as guest speakers to present in class and some will serve as mentors/site supervisors for the usability testing project. Field trips to local usability labs will be arranged. Simmons GSLIS Usability Lab (<http://slis.simmons.edu/usability/>) will be used as the platform for class projects/assignments. Prerequisite(s): *None*

**LIS-457: Digital Publishing**

*3 credits*

Digital publishing has fundamentally altered who can be a publisher along with the formats and devices in which the content is consumed. This survey course focuses upon the technologies and the forces that shape them. Emphasis is upon how to select, manage, and evaluate these options both professionally and personally. Many of these systems are turn-key and/or payroll technologies deployed in cloud computing, tablet, and mobile applications that can be used in library, archives, museums and other institutions. There are many issues to consider including digital rights management, accessibility design, and privacy policies as we typically cannot design around or legally alter the content of these products. This course will also include discussion of micro-publishing venues, markup formats, and multimedia integration. Other considerations will include publishing on demand, crowd-created content, and international concerns. Prerequisite(s): *None*

**LIS-459: School Library Teacher Pre-Practicum**

*3 credits*

Students complete structured field experience activities in elementary and secondary school libraries. Students will document their field experiences, make reflective written responses to readings and activities, and complete carefully designed learning projects that will help them develop professional skills, knowledge, and resources. This course fulfills 30 of the mandated 75 hours of pre-practicum field experience in preK-12 libraries for Massachusetts initial certification. Prerequisite(s): *None*

**LIS-461: Curriculum & Instructional Strategies**

*3 credits*

This course provides an in-depth look at the pedagogy of teaching and learning including an analysis of the research base that informs the application of specific strategies used for effective instruction. Students will examine the organization, structure, and content of the Massachusetts Curriculum Frameworks, the Common Core State Standards, and the AASL Standards for the 21st Century Learner. Students will prepare lessons, teach, participate in peer reviews, and begin to develop as reflective practitioners. Students will develop an understanding of the wide range of instructional strategies as they learn to create and implement standards-based lesson plans. Students will learn how to assess these lessons, resulting in data that correlates to student achievement. Prerequisite(s): LIS-459

**LIS-463: Library Automation Systems**

*3 credits*

This course provides an overview to the historical, current, and future automation and technological concerns facing information professionals in a variety of library information settings. It examines various functional components of automated library systems in acquiring, harvesting, organizing, maintaining, accessing, circulating, and disseminating collections. The course covers the process and principles of managing and evaluating library automation systems, including functional specifications, needs assessment, vendor review, RFPs, system implementation and customization, systems integration, and usability testing. It also addresses state of the art library automation trends, including incorporating new technologies such as

wikis, RSS feeds, user tagging, and participatory services into library systems. Class activities may involve presentations and demos from vendors and systems librarians and possible site visits. Course requirements may include exercises using components of one or more integrated library systems (ILS). Projects may include vendor profiling, comparative analysis of online public access catalogs (OPACs) and other ILS modules, RFPs for library system products, and investigative reports on Library 2.0 technologies. Prerequisite(s): *LIS-415 and LIS-488 or LIS-460*

**LIS-465: Knowledge Management**

*3 credits*

This course will cover the entire knowledge management cycle from knowledge capture and codification, to sharing and communities of practice, transfer and application. It will also include major theories and models in knowledge management. Students will learn to apply the case study research design in knowledge management, and look at cases discussing the role of knowledge management in organizational improvement. Contemporary knowledge management software (including knowledge creation and sharing in social networking websites) will be covered. Finally, the course will explore knowledge management not just from the organizational perspective, but also from the individual perspective. Prerequisite(s): *None*

**LIS-467: Web Development and Information Architecture**

*3 credits*

Organizing and structuring content to help individuals, communities, and organizations find and manage internal and external Web-based resources and services. Application of current coding, metadata, and style standards to create Web documents. Evaluation of Web site quality and usability, and assessment of resource discovery tools. Strategic planning and user needs analysis for information architecture. Content inventory, organization, and management in support of wayfinding and navigation. Design documents for prototyping large Web sites. Readings, essays, design projects, in-class presentations. Prerequisite(s): *None*

**LIS-471: Photographic Archives**

*3 credits*

Photographs as visual information. Problems of meaning, context, and definition. Responsibilities of the photo archivist. History of major types of photographic artifacts and development of photographic genres. Characteristics of 19th century processes. Special problems of subject access and remote access. Utilization by scholars, visual researchers, and communication industries. Onsite examination of management practices in a variety of institutions. Guest specialists include, when possible, visitors from special libraries, historical societies, major archives, museums, and picture agencies. Prerequisite(s): *None*

**LIS-473: Information Visualization**

*3 credits*

Information visualization is the interdisciplinary study of the visual representation of large-scale collections of non-numerical information, such as library and bibliographic databases, networks of relations on the Internet, query and retrieval set relationships. Collections of digital objects -- text-based and digitized visual resources -- are part of a larger stream in information work of presenting large volumes of data in graphic forms from library, archive, museum and scientific work. Traditionally information visualization has been associated largely with information retrieval, data mining and information graphics with purposively design explanatory images, but as the volume of digital resources grows and visualizing techniques are simplified, library systems, digital libraries, and special-purpose information systems in both the sciences and humanities turn to visualization techniques to display, explain, and help users establish meaning from the retrieved data sets. This course complements Visual Communication (LIS 470), Photographic Archives and Visual Information (LIS 471) and similar visual resource-centric classes as well as born-digital-oriented materials, stored and processed. It may be studied on its own or be an application of what is learned in Data Interoperability and XML classes. Prerequisite(s): *None*

**LIS-475: Organizational/Information Ethics**

*3 credits*

The course will examine the ethical implications of decisions made within various organizational contexts regarding issues such as property ownership, strategy formulation, the utilization of computer technology, employee relations, accountability, conflicts of interest, as well as other topics relevant to today's managers. Participants will examine the ethical implications of cases at the individual, organizational, and societal levels. The course will assist professionals to clarify and apply their own moral standards and ethical norms, beliefs, and values to unfamiliar, complex situations in which the appropriate application of these values may not be obvious. The course makes no effort to dictate what is "right," "proper," and "just"; that is left to the individual's own moral standards of behavior and ethical systems of belief. Prerequisite(s): *None*

**LIS-477: Digital Asset Management**

3 credits

Discusses digital asset management for libraries, archives, and museums. Prerequisite(s): LIS-488 or LIS-460

**LIS-482: Library Programs and Service for Children**

3 credits

This course examines trends and techniques in planning and delivering public library services to children and their families. Attention is paid to the learning needs and recreational interests of children through the various stages of childhood. Students have opportunities for observation and practice of storytelling and other program techniques. Emphasis on planning, developing, funding, publicizing and evaluation of services and programs. Prerequisite(s): *None*

**LIS-484: Theories of Information Science**

3 credits

This course covers the fundamental concepts and theories pertaining to information science. The course content includes core concepts and theories, information context, user and needs, information seeking and behavior, information interaction and retrieval, information use, and other related topics. Through this course, students will examine, analyze, and synthesize professional and scholarly work in this field, develop an understanding of the history of the field, and project the future of information science and their own leadership role within it. Assignments may range from literature search, opinion paper, annotated bibliography, in-class presentations on theories and models, to oral history interviews of persons in the field. This is a required course for master's students in the IST concentration. IST students are advised to take the course early in their program of study. Prerequisite(s): *None*

**LIS-486: Systems Analysis in Information Services**

3 credits

From a foundation of systems theory, the software- and systems-development life cycle, intergroup communication, Systems Analysis & Design considers all aspects of the analysis of information systems documentation (needs analysis, feasibility study) and improved systems design (logical and physical design [e.g., technical needs; input and output requirements such as forms, screens, reports, networking, pseudocoding, UML and object-data models, SQL, evaluation and documentation]). The course also covers management, personnel, and resource issues of project management, such as "build-or-buy" analysis & communicating with user groups. By casting libraries as small enterprises, students work with a specific library information systems project, such as a digital library project, to construct a professional-grade project analysis, in the form of a project portfolio, and present their analysis to the class. Prerequisite(s): LIS-488 or LIS-460

**LIS-488: Technology for Information Professionals**

3 credits

This course provides the conceptual foundation and context of computing, Internet and related technologies as used in information-intensive professions. With an emphasis both on concepts (along with an emphasis on terminology that appears in the professional literature) and skills (interactive demos and/or hands-on sessions), the course encourages students in trying out and learning new pieces of technology. The course provides an overview of topics such as how computers work (hardware, software, history of IT); networking; internet, related technologies and the future of WWW; content management systems; RDBMS and XML; ethics; security; information search and retrieval; the impact and implications of technological change on libraries, archives and other information centers; technology today and tomorrow; and other related topics. Along with providing the general technology foundation needed before taking other technology courses offered at SLIS, this course also introduces some of these other courses. Students are strongly encouraged to take this course early in their course program. Prerequisite(s): *None*

**LIS-490: International and Comparative Librarianship**

3 credits

Comparison of American and foreign library systems in terms of national differences in philosophy, objectives, and services. Evaluation and comparison of collection policies, technical processes, public services, professional training, management, and facilities. Selected in-depth area studies. International cooperation and major projects in the information fields; contributions of international organizations. Guest lectures, presentations, and individual research projects. Prerequisite(s): *None*

**LIS-495: Practicum Equivalent Experience (PreK-12)**

3 credits

The Practicum Equivalent Experience provides students with the opportunity to apply in a school setting the skills and knowledge that he/she has learned throughout the School Library Teacher Program. If a student is currently working in a school library as "the teacher of record," he/she can choose to substitute one of the practica with a Practicum Equivalent Experience.

The Practicum Equivalent Experience allows the student to receive credit for work experience gained at the school in which he/she is employed. The Practicum Equivalent Experience is done under the direction of a college supervisor and supervising practitioner. The minimum time requirement for a Practicum Equivalent Experience is 300 clock hours. Registration is made by arrangement with the Director of the School Library Teacher Program. LIS 495 is a capstone experience which is completed after all pre-practicum course work has been completed. Prerequisite(s): *None*

**LIS-499: Practicum (7-12)**

*3 credits*

This is an educational field-based experience at the 7-12 grade level for students needing a practicum as certification requirement. Students will have the opportunity to practice school library skills and methods under the direction of a college supervisor and supervising practitioner. A minimum of 100 clock hours will be arranged. Registration is made by arrangement with the Director of the SLT program. Prerequisite(s): *None*

**LIS-501: Internship in Library & Information Science**

*3 credits*

The internship involves a minimum of 130 hours of field experience that represents an important learning experience for the student. As a 3-credit course, it has a significant hands-on learning component. Through discussion with key personnel in the organization and working under professional librarian supervision the student gains hands-on experience in the information environment. Prerequisite(s): *Complete 18 credit hours, LIS-415, LIS-488*

**LIS-503: Cultural Heritage Field Study**

*3 credits*

This course is a focused practical experience combined with a related classroom component that addresses and experiments with the digital convergence of cultural heritage information. Using a case study approach, students will work in small teams (normally no more than three students) on projects identified by the cultural heritage site and pre-approved by the instructor. The practicum will include site visits as well as experimentation and problem solving in the Digital Curriculum Laboratory located at GSLIS. The classroom component applies the theoretical framework for cultural heritage convergence introduced in the "Concepts" course and offers students opportunities to share and discuss their projects within the framework. The instructor will work individually with each team throughout the project. Prerequisite(s): *LIS-432 or LIS-446*

**LIS-505: Special Topics: the Recordkeeping World International Perspectives on Managing Archives and Records**

*3 credits*

The development of archival theory and practice has brought contributions from around the world. In addition, contemporary issues related to access, accountability, and memory offer plenty of examples and discussions from international archival contexts. This course introduces students to a diverse number of archival issues analyzed from an international perspective. Topics include historical developments of theory and practice in Archives and Records Management, archival solidarity, social justice, standards, and community archives. Students analyze these topics within the transnational environment offered by the collaboration between the School of Library and Information Science and the Department of Information Studies at University College London. Prerequisite(s): *None*

**LIS-505B: Readers Advisory**

*3 credits*

This course is designed to teach students how to meet the popular reading needs of adult public library users. Genre fiction, literary fiction and non-fiction titles along with readers' advisory resources and tools are explored. The relationship of readers' advisory services with reference, and other library programs, research on adult reading, and with popular reading in an information society will be examined. While the course introduces the basic principles of reader's advisory work, subjects or genre, because of the immense body of literature available, will be covered in a brief, introductory manner. The fiction genres included are adventure, western, mystery/crime, science fiction, fantasy, romance, historical fiction, Christian fiction, and horror. Non-fiction subjects include how-to-do-it, biography, self-improvement, and consumer health. Readers' advisory services including the interview, book lists, and book discussion groups are examined. Relevant research, trends and issues related to readers advisory are discussed. In order to supplement Readers' Advisory, the course will also review trends in popular culture. Books and short stories have always been an excellent resource for movies, television shows, Internet memes and other media. Libraries no longer deal with just printed materials. Users come into our organizations looking for a variety of media, including movies, music, and online materials. In addition, it's important to note, this use of popular culture is not limited to just public libraries. Many academic libraries include a section for 'pleasure reading', the ability to check out or stream movies, and/or unrestricted Internet access. In order to serve our patrons, librarians need to have a strong familiarity with popular culture as it is becoming a growing part of patrons' needs. Prerequisite(s): *None*



**LIS-505D: Multiple Literacies**

*2 credits*

Information literacy has been a defining focus for libraries for several decades. Academic and public libraries draw on information literacy standards and definitions to organize their instruction, and to make direct connections between their work and the educational mission and goals of their parent institution or community. The ACRL competencies are in the midst of a major revision which will greatly impact how these standards are understood and applied. In the meantime, a host of new literacies (digital literacy, financial literacy, health literacy, archival literacy/intelligence, media literacy, metaliteracy, etc.) have been developed. Information professionals need to understand each of these literacy areas—from their various definitions and conceptualizations, to the frameworks that organize them, to stakeholder expectations related to them, to how they are applied in the field—in order to develop instruction programs, services, and collections to support them. This course will delve into these multiple literacies, examining the frameworks that underpin them, analyzing their relationships to one another as well as to related fields such as education and psychology, and determining how information professionals can respond to and support learning around these literacies. There is also a social justice aspect to supporting the development of multiple literacies. This course will examine the idea of information literacy as a human right, and explore the potential of various literacies to affect socio-economic status, self-efficacy, and democratic/participatory government. Prerequisite(s): *None*

**LIS-505F: Digital Humanities**

*3 credits*

The Digital Humanities Seminar is an overview of the rapidly emerging field of digital humanities. Among the areas covered in depth are history, print culture, narrative and games, art and music, as well as social sciences such as linguistics and sociology. The course emphasizes information interaction and management and it will include modules aimed at developing skills such as with GIS, with the Omeka content management system, and with established and emerging standards such as the TEI and the Open Annotation framework. Because this course will combine students from Yonsei University and from Simmons College cross-cultural issues will be highlighted. The language of instruction is English. Prerequisite(s): *None*

**LIS-505H: Copyright**

*1 credits*

Copyright is an area of interest and necessity for all LIS professionals. Codification of the federal law brings some level of certainty and clarity to this area, but exceptions and practices abound. Making mistakes can be incredibly costly financially, and also in terms of public relations, for institutions and individuals who violate these laws. And yet, copyright violations are rampant in the area of library and education. A non-profit or educational status will does not give license to violate copyright; and librarians or archivists are often the ones charged with explaining and enforcing policies across their organizations. Prerequisite(s): *None*

**LIS-505J: Radical Librarianship: Critical Theory & Praxis**

*3 credits*

Drawing on critical theory from across disciplines, this course will examine the role of the library as an inherently political/cultural institution and consider the ways in which libraries and librarians can work to perpetuate or challenge the status quo. We will analyze major theories/theorists (e.g., Habermas, Freire, Chatman, Giroux, feminist theory, critical race theory, critical literacy/information literacy). Beyond examining theory, we will analyze how libraries actualize these theories (or not) and what more librarians could do to move beyond reflection and put theory into action. Prerequisite(s): *None*

**LIS-505L: Introduction to Social Network Analysis**

*3 credits*

This course intends to give students a general introduction to doing social network analysis. The focus is on methodology, from data collection to data analysis (using UCINET software). Since methodology and theory is inseparable, this course is also about social network theory. What this course is not is a review of mathematics graph theory and computer programming on network analysis. Networks can be found everywhere. Relatives are a kind of a network connected by blood relationship with each other. In schools and companies, people are interconnected with all the way through a variety of other people living in the network. Not only is the relationship between people represented by the networks. Subway map is a network of subway stations. Interlibrary loan services are a network of libraries. Social network sites connections are a network of cyberspace. Citation map is a network of documents, institutions, nations, or patents. The spread of avian flu genes can be represented as a network that is based on genetic link between each other. The fact itself that so many things in the world can be represented as a network is simply a good reason to explore and analyze networks. With the rise of the network view, social network analysis is gaining attention in researchers, journalists, and the general public. It becomes increasingly popular in library and information science, physics, medical science, biology as well as in sociology, economics, and business administration. Network analysis helps better understanding the interdependence between the network components and provides an important solution for improving the efficiency and effectiveness of the entire network. Regarding the Silicon Valley innovations, the social network

view focuses on the employee connections and communication networks across organizations while the traditional view is focusing on an individual employee's high educational level and expertise. This course will present an introduction to various methods, concepts, and applications of social network analysis drawn from the social and behavioral sciences. Topics to be discussed include a basic introduction to social networks, graphs and matrices, social network data collection, degree and density, centrality and power, structural holes and broker, cohesive subgroup, position and role, and visualization of social networks. Prerequisite(s): *None*

**LIS-505N: Cyber Security & Information Literacy**

*3 credits*

This course will explore issues of online privacy and security in relation to higher education and give librarians the tools and understanding to protect their own and their patron's identities and information. The course will begin by framing online privacy and security within the ACRL Framework for Information Literacy, identifying the roles and responsibilities of academic librarians to address these issues in the context of library instruction. Students will analyze the issue from the perspectives of both information professionals and private citizens, including considering questions such as: What kinds of information are we creating and retaining about ourselves and our users? What are the implications if we ask our users to interact with us through social media, either as part of class instruction or as "friends?" How well do our patrons understand issues of privacy and security, and their own rights as they post and share information online? The course will include specific attention to cyberethics and issues of digital citizenship, or the roles and responsibilities of individuals as they create and share information and engage with each other in a digital environment, and will address potential hazards and traps such as accessing contraband materials, engaging in microaggressions, and violating copyright. Prerequisite(s): *None*

**LIS-531G: Web Development and Information Architecture**

*3 credits*

Organizing and structuring content to help individuals, communities, and organizations find and manage internal and external Web-based resources and services. Application of current coding, metadata, and style standards to create Web documents. Evaluation of Web site quality and usability, and assessment of resource discovery tools. Strategic planning and user needs analysis for information architecture. Content inventory, organization, and management in support of wayfinding and navigation. Design documents for prototyping large Web sites. Readings, essays, design projects, in-class presentations. Please note: This is a new course being offered beginning in the 2005-2006 academic year; it incorporates the content that was previously offered in LIS 520R (Information Services and the World Wide Web) and LIS 520X (Introduction to Information Architecture), and some of what was formerly in LIS 457 (Digital Publishing). Prerequisite(s): *LIS-407 and LIS-488*

**LIS-531L: Library Programs and Services for Young Adults**

*3 credits*

This course examines the planning and delivery of information and recreational services to meet the diverse needs of young people between the ages of 12 and 18 in public libraries and school library/media centers. Examination of the developmental tasks of adolescents and relevant social, education, and demographic trends. Emphasis on the development of library policies and collaboration with youth serving community agencies. Attention to communication and program skills and the promoting, funding, and evaluating of library programs and services for teenagers. Please note: This is a new course being offered beginning in the 2005-2006 academic year; it incorporates some content that was previously offered in LIS 483. Prerequisite(s): *None*

**LIS-531Z: Data Interoperability & Web-Based Resources**

*3 credits*

As a result of simplified computer technology and popularity of creating websites, relational databases, and xml files, anyone in a data-centric work environment (librarians, archivists, web designers, information architects, etc.) almost faces the question of how to solve access and interoperability of locally-created and third-party data resources. Data interoperability is seen as critical in business processes, medical work, eGovernment, public safety, controlled vocabularies use and the technical core of Web 2.0 activities. This course explores, using web-oriented scripting and programming, means to bridge heterogeneous resources. It will provide the computing foundations for access, manipulating, exporting, and creating new information objects and will enable the student to confront the question of data interoperability on a stronger technical footing. Through lectures and demonstrations, students will see the Internet as a client/server architecture, what is necessary to communicate between C/S using different techniques, and various data stores (flat files, xml, rdbms), and to address real-world information resource need and practices in libraries, archives, and other information-centric organizations. Students will document the need, design screens and identify data, and adapt scripts, such as php, and programming code, such as Java, to create solutions. The course includes discussion of library applications of newer applications (e.g., mashups, drupal and so on). The course will help students to address real-world information resource need and practices in libraries, archives, and other information-centric organizations. Prerequisite(s): *LIS-488 or LIS-460*

**LIS-532E: Archives & Cultural Heritage Outreach**

3 credits

Outreach and advocacy are critical components of successful archives and cultural heritage programs, encompassing broad areas of user concerns from digital exhibits to educational programs, to social responsibility. Students explore the principles of outreach as well as strategies for identifying partners and the needs of diverse user populations. They learn how to develop public and educational programs including exhibits, and publicity and marketing tools for many audiences. Students also examine professional ethics and core values of advocacy and social responsibility in national and international settings.

Prerequisite(s): LIS 407 and LIS 438 or LIS 432

**LIS-532H: School Library Programs and Services**

3 credits

This course engages students with a range of educational issues, ideas, current trends, government laws, and regulations that are integral to providing appropriate school library programming and services to elementary, middle, and high school students. Topics include special education, learning disabilities, differentiation, equity, standardized testing, English Language Learners/Sheltered English Immersion, the role of the library in reading instruction, curriculum development, collaborative planning with teachers, and the integration of technology into teaching and learning. Prerequisite(s): None

**LIS-532J: Introduction to Programming**

3 credits

Introduces computer science and programming using a high-level programming language (currently Python). Teaches program design in the context of contemporary practices both object oriented and procedural. Presents fundamental computer science topics through initiation and design of programs. Students learn to think logically and to apply this thinking to debugging computer programs. Prerequisite(s): None

**LIS-532L: Curriculum & Instructional Strategies For the School Library Teacher**

3 credits

This course provides an in-depth look at the pedagogy of teaching and learning including an analysis of the research base that informs the application of specific strategies used for effective instruction. Students will examine the organization, structure, and content of the Massachusetts Curriculum Frameworks, the Common Core State Standards, and the AASL Standards for the 21st Century Learner. Students will prepare lessons, teach, participate in peer reviews, and begin to develop as reflective practitioners. Students will develop an understanding of the wide range of instructional strategies as they learn to create and implement standards-based lesson plans. Students will learn how to assess these lessons, resulting in data that correlates to student achievement. Prerequisite(s): LIS-532M

**LIS-532N: Advanced Information Sources and Service**

3 credits

This course focuses on the information behaviors and services, as well as the structure and dissemination of information within the broad subject/discipline areas, of the humanities, social sciences, and sciences. Students will explore standard and emerging information sources, and learn the structure and properties of the information sources as they relate to information generation, dissemination, and use, within each area, with an emphasis on searching, evaluating, and using sources within the structure of the discipline. Students will also explore the information behaviors of scholars and researchers within these disciplines, to understand the preferred sources, research methods, and communication behaviors within the fields. The course will explore issues related to information sources and services within these subject areas, including developing and managing collections, providing audience and discipline specific research support and instruction, reading and using research literature.

Prerequisite(s): LIS-407

**LIS-593D: Information Visualization**

3 credits

Information visualization is the interdisciplinary study of the visual representation of large-scale collections of non-numerical information, such as library and bibliographic databases, networks of relations on the Internet, query and retrieval set relationships. Collections of digital objects -- text-based and digitized visual resources -- are part of a larger stream in information work of presenting large volumes of data in graphic forms from library, archive, museum and scientific work. Traditionally information visualization has been associated largely with information retrieval, data mining and information graphics with purposely design explanatory images, but as the volume of digital resources grows and visualizing techniques are simplified, library systems, digital libraries, and special-purpose information systems in both the sciences and humanities turn to visualization techniques to display, explain, and help users establish meaning from the retrieved data sets. This course complements Visual Communication (LIS 470), Photographic Archives and Visual Information (LIS 471) and similar visual

resource-centric classes as well as born-digital-oriented materials, stored and processed. It may be studied on its own or be an application of what is learned in Data Interoperability and XML classes. Prerequisite(s): *None*

**LIS-601: Independent Study Doctoral**

*2 credits*

Independent Study offers an opportunity for the doctoral student to pursue individual study related to aspects of management not covered in detail in the regular course offerings. Independent Study may be a reading course, a group investigation of a topic of mutual interest, or a directed research project. An end result will be an oral presentation to the faculty supervisor and the Committee on Doctoral Studies, as well as a possible paper of publishable quality. Prerequisite(s): *None*

**LIS-620: History, Concepts, and Research Opportunities**

*3 credits*

LIS 620 serves as a foundation and a cohort-building course. The course takes an international perspective in exploring historical developments, current issues, and research activities of interest to library and information science, archival studies, and related information fields. It reviews the history and major developments in LIS education and considers the role of scholarship in higher education. It introduces key topics related to the research process, including problem identification, funding opportunities, the communication of findings, use of human subjects, research ethics, and research misconduct. Assignments include papers, presentations, leading classroom discussion and completion of the Simmons College Institutional Review Board "Investigator 101" module. This is the required first course for SLIS Ph.D. students. MS students admitted with the permission of the instructor. Prerequisite(s): *None*

**LIS-642: Applied Statistics for Library & Information Science**

*3 credits*

This course covers basic statistical methods and tools for exploratory data analysis in social sciences, focusing on basic concepts of probability theory, experimental design, descriptive statistics, inferential statistics, and regression analysis. Prerequisite(s): *None*

**MATH-400: Math for Elementary School Teachers**

*4 credits*

Covers topics that elementary school teachers will be expected to teach, including number systems, number operations and their meanings, geometry, measurement, functions and algebra, elementary statistics, and probability. Prerequisite(s): *None*

**MHEO-415: Epidemiology**

*3 credits*

This course introduces students to the principles and core concepts of epidemiology (the study of determinants and distribution of diseases in a population). Students will learn conceptual and practical issues in designing and analyzing data from epidemiologic studies. Students learn foundational concepts, including chains of transmission, disease outbreak investigation, study designs, prevalence and incidence rates, risk ratios, bias and confounding, and screening models and considerations. Students learn to critically evaluate scientific studies and gain skills in effectively presenting research findings. Prerequisite(s): *None*

**MHEO-425: Biostatistics**

*3 credits*

This course introduces students to statistical methods for public health practice. Students will review descriptive statistics, hypothesis testing, and bivariate techniques briefly before moving on to the application of multivariate regression analysis to prediction and causal models. Sampling and power analysis in public health contexts will be addressed, and students will gain proficiency in evaluating statistical scientific studies. Prerequisite(s): *MHEO-415 and MHEO-410*

**MHEO-440: Health Policy Analysis & Change**

*3 credits*

This course prepares students to analyze health systems and policies. Students study the history and foundations of the U.S. health system and engage in international comparative analyses through a lens of access, efficiency, and quality. Students learn core concepts of health care financing and insurance and examine coverage gaps. Students also examine law and policy processes and study how health is impacted by policies within and outside of traditional health domains, including education, transportation, housing, welfare, and labor and consider opportunities and policy frameworks amenable to change. Prerequisite(s): *MHEO-420 and MHEO-425*

**MHEO-450: Environmental Health & Justice**

3 credits

This course examines the interdependency and interrelationships humans have with the natural and built environment, focusing on population health consequences. Students examine pressing environmental health challenges, including climate change, population growth, water and air pollution, food quality and scarcity, toxins, occupational hazards, and waste production. Students study how poverty and inequality exacerbate such concerns, examining environmental racism, gentrification, natural resource extraction, toxic dumping, and other challenges. Environmental justice serves as a guiding framework as students analyze the impact and potential of policy frameworks. Prerequisite(s): *MHEO-435 and MHEO-440*

**MHEO-470: Global Health & Political Econ**

3 credits

This course examines global health challenges through a political economic lens. Students study the global burden of disease and intersections with poverty and inequality. They critically analyze historic and contemporary contexts and forces shaping health outcomes, including colonialism and imperialism, globalization, labor and migration systems, war and militarism, privatization, trade, aid, development. Students consider the roles and promise of various institutions, including national and global governance institutions, for-profit organizations and corporations, and nonprofit and nongovernmental organizations in shaping global health outcomes. Prerequisite(s): *MHEO-430*

**MHEO-474: Public Health Project Plan II**

1 credits

This course provides students with the necessary ethical and structural tools to design their Health Equity Change Project (HECP), encompassing the applied practicum and integrative learning experience. Students frame and analyze their practicum objectives from an ethical perspective and create a logic model to approach their practicum from a realistic perspective. Ultimately, students develop and submit a final HECP proposal that builds upon their learning across the curriculum and that will guide their applied practice and integrative learning experience in the final terms of the program. This proposal serves as the basis for program approval to begin the HECP experience in subsequent terms. Prerequisite(s): *MHEO-473*

**MHEO-476: Health Equity Change Project II**

2 credits

This course serves as the second in a two-course sequence that incorporates the integrative learning and practice experience for the MPH degree. Through an applied practicum experience across two terms, students gain skills in designing, implementing, and evaluating a project to address a health inequity. In this course, students implement and evaluate the project they designed during the prior course, in consultation with their practicum supervisor and community and organizational partners. Students produce a final report and portfolio, evaluating their project and analyzing their attainment of program learning competencies. Prerequisite(s): *MHEO-475*

**MHEO-486: Strategic Comm for Health Equity**

3 credits

This skills-based course builds from and expands upon the traditions of Health Communication, where students learn communications theories and applications, and consider how to leverage these skills to advance health equity. A broad array of communications strategies and approaches are examined and practiced as students refine their own oral and written communication skills, including persuasive and strategic communication, public speaking, storytelling, marketing and public relations, print and visual media, and digital and social media. Students analyze opportunities for enhancing communications with, among, and between various audiences and communities toward mobilizing social and structural change processes, and learn how to target and activate audiences toward addressing socio-structural determinants of health. Prerequisite(s): *MHEO-465 and MHEO-470*

**MPP-502: Social Policy**

3 credits

This course examines social welfare programs and policies that affect the nonelderly poor in the u.s., emphasizing how they have evolved over the last five decades and how they might be reformed so as to further reduce poverty. The course emphasizes understanding what we know from social science research about the strengths and weaknesses and the intended and unintended effects of these policies and how they are influenced by and how they affect labor market outcomes and family structure. Prerequisite(s): *None*

**MPP-504: Quantitative Analysis**

*3 credits*

This course introduces students to multivariate statistical methods for public policy analysis, covering multiple regression, logistic regression, and power analysis. Students are assumed to have completed an introductory statistics course as a prerequisite for this course. Students will use SPSS, a statistical package for the social sciences. Prerequisite(s): *None*

**MPP-570: Internship**

*3 credits*

The opportunity guides students through an internship program in a workplace setting within our Simmons University partnerships. It focuses on the essential skills and competencies for getting started and being successful in the workplace, as well as readings and written reflections on the link between academic and career goals within Public Policy. Prerequisite(s): *None*

**NURS-421: Microbiology**

*4 credits*

This course will investigate fundamentals of microbiology with an emphasis on aspects of medical microbiology that are of particular significance to clinical infections and therapeutic interventions. We begin with a survey of the microbial world, learning about bacteria, viruses, and eukaryotic pathogens including fungi and parasites. Key examples of each microbe class will be analyzed in detail in terms of pathogenesis and treatment. We then investigate the immune responses to infection with microbes, and learn about strategies that microbes have to defeat these immune defenses. An understanding of clinical strategies to prevent or combat infectious diseases including vaccination and drugs follows this discussion. Prerequisite(s): *None*

**NURS-423: Advanced Pharmacology Across Life Span II**

*2 credits*

This course is designed to meet the needs of the nurse practitioner prescriber in the primary care setting. It builds on acquired knowledge from nursing, pharmacology and pathophysiology. While emphasizing the pharmacological knowledge required by the advanced practice nurse to safely treat patients with common physical and mental illnesses, the course facilitates student awareness of clinical pharmacokinetics and pharmacodynamics in the management of common disease processes occurring throughout the life span. The course also meets the requirements for basic pharmacology preparation required for prescribing privileges in Massachusetts. Prerequisite(s): *None*

**NURS-426: Variances in Health Patterns of Adults and Elders I**

*2 credits*

This course introduces the concepts of functional health patterns that optimize the health of individuals, families, and communities across the life span. The student integrates knowledge from the sciences, liberal arts, and nursing science into nursing practice with a major emphasis on functional health patterns. This nursing approach is holistic, with consideration given to physiological, psychological, socio-cultural development, and spiritual needs of the individual, family, and aggregate. The nursing process is utilized in the identification of all functional health patterns of clients who as individuals and aggregates are vulnerable and at risk for variance. Opportunities are provided to implement fundamental nursing care in the sub-acute care and community settings. Includes lecture and laboratory sessions. Prerequisite(s): *None*

**NURS-435: Integ Pharmac Pathophys**

*4 credits*

This course focuses on the pharmacological and pathophysiological applications necessary for individual patient needs using a systems approach. Topics include specific drugs, classifications, side effects, and interactions with other therapies. Prerequisite(s): *None*

**NURS-439: Biochemistry**

*4 credits*

This course will investigate the biochemistry important to human health. We begin with a study of concepts foundational to biochemistry including basic chemical and nutritional principles of biomolecules, and then investigate the importance of proteins and the genetic processes that give rise to proteins. We will study functional classes of proteins, including enzymes examining specific examples such as the biochemistry of hemoglobin. This will lead to understanding bioenergetics, including carbohydrate, protein and lipid metabolism, and the metabolism of these biomolecules and nucleic acids. Finally we investigate the themes that reinforce and integrate these biochemical principles and then complete our investigation with the process of biotransformation. Prerequisite(s): *None*

**NURS-448: Variances in Health Patterns of Clients with Psychiatric and Mental Illness**

4 credits

In this course, which builds on Variances of Health Patterns of Adults and Elders I, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the client experiencing psychiatric and mental illness. Students apply knowledge of functional health patterns that form the basis for the delivery of care to these clients across the life span. Clinical experiences will be offered in inpatient and community psychiatric/mental health settings where students have the opportunity to care for clients and participate in creating the therapeutic milieu. Includes lecture and laboratory sessions. Prerequisite(s): *None*

**NURS-450: Independent Study**

1 credits

An individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing is provided. Analytic approaches are developed to enhance critical thinking. The processes of library research, clinical research, or analysis of advanced clinical practice are utilized. Prerequisite(s): *None*

**NURS-455GR: Clinical Decision Making & Complex Care**

4 credits

As a final nursing class, this course will focus on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. The course focuses on nursing care of patients across the life-span, but will have a particular emphasis on the adult and geriatric patient. New knowledge will be assimilated with previously learned knowledge to add depth and breadth to the synthesis of knowledge necessary to provide holistic care for patients and families in challenging health care circumstances. The independent preparation and critical thinking required for the synthesis and acquisition of new understandings for this course will serve as a model for the ongoing professional development of the nurse as a lifelong learner. Students will be expected to prepare for each class by responding to NCLEX-type quizzes each week prior to class. Students will come to class prepared to apply integrated knowledge to case study situations developed by the faculty. Prerequisite(s): *None*

**NURS-459: RN Internship II**

1 credits

This internship offers the newly-licensed registered nurse the opportunity to practice as a registered nurse in a precepted clinical generalist setting. It is required of all students in the spring semester of the second year for 24 hours a week, and in the summer semester of the second year for 32 hours a week. This experience provides the clinical foundation upon which to build advanced practice knowledge and clinical experience. Prerequisite: Massachusetts nursing licensure. (1 credit each semester) Prerequisite(s): *None*

**NURS-492: Health Assessment**

4 credits

This course develops the students skills in the collection of a systematic health history and performance of a physical examination of the adult and pediatric client. Emphasis is on the attainment of motor and perceptual skills at the level of the beginning nurse practitioner. The student also learns how to record findings according to the Problem-Oriented Record System. Includes lecture and laboratory sessions. Prerequisite(s): *None*

**NURS-495: Contemporary Issues & Role Development for Advanced Practice Nursing**

4 credits

This course builds upon NUR 454 Leadership and Management and gives the student an opportunity to explore the issues that are currently influencing both Registered Nurse practice and Advanced Nursing Practice and identifies the nursing role in improving the nation's health. Historical and theoretical foundations will be explored to examine the process of role development at all levels of nursing including Advanced Practice. Strategies and opportunities for role development of the Registered Nurse and Advanced Practice nurse will be discussed in light of the political, professional, and economic factors that are affecting today's health care system. Prerequisite(s): *None*

**NURS-501: FNP II Primary Care Nursing of the Child Bearing Family**

4 credits

This is the second course in the sequence of the FNP Primary Care core curriculum. The focus of NUR 501 is on the holistic care, Ob/Gyn of the low risk childbearing woman and her newborn/infancy applying a developmental theoretical and family perspective. The clinical component provides the opportunity to integrate the theoretical content from prior courses and apply it to clinical practice. Throughout the weekly clinical conferences and clinical practice preceptorship experience, the beginning student family nurse practitioner will achieve the skills needed for patient-centered, safe, effective, quality primary care of the childbearing family in the ambulatory care setting. Includes lecture and laboratory sessions. Prerequisite(s): *None*

**NURS-503: FNP IV Primary Care Nursing**

*4 credits*

This is the third of three courses in the theory and practice of Family Primary Care Nursing. The course offers the opportunity to synthesize learning from prior courses including prior family clinical and theory courses, pathophysiology, health promotion, pharmacology and health assessment. Content will include selected topics in Adult/Geriatric and Pediatric Primary Health Care. An additional focus will be the integration of professional issues as well as legal and ethical considerations in FNP practice. Includes lecture and laboratory sessions. Prerequisite(s): *None*

**NURS-507: Scholarly Inquiry I**

*3 credits*

This course provides the philosophical and historical basis for the development of nursing science and the relationship of nursing theory, science, practice, and research from a qualitative perspective. Students analyze theories, concepts, and research methodologies within the perceived worldview. Prerequisite(s): *SNHS-410*

**NURS-509: Research Practicum**

*3 credits*

This practicum experience focuses on the implementation of a research proposal, and the dissemination of the research findings. Students will implement identified research projects and work within one of three methodological approaches: qualitative research, quantitative research, or valuation research. Individual faculty advisement of student projects is the cornerstone of this course. Prerequisite(s): *None*

**NURS-515: Advanced Leadership**

*3 credits*

This course builds on materials introduced in previous nursing administration courses, adding to the theoretical foundations of leadership and management. Students develop further in the role of nursing administrators through use of critical thinking, decision making, conflict resolution, problem solving and communication strategies. The course will provide management and leadership theory and offer students practical problems as a method of applying theory to practice. Ethics, legislative and advocacy issues as a component of leadership and management decision making will be explored. Emphasis on the management functions of planning, organizing, staffing, directing, and controlling will be covered. This final nursing course focuses on personal reflection of the American Organization of Nurse Executive Competencies (AONE) as the student prepares to assume and/or advance in the role of a nurse leader. Prerequisite(s): *None*

**NURS-520: Quality & Safety in Nursing**

*3 credits*

This course reviews the theoretical frameworks and methods to design and implement clinical quality, process improvement and performance management. The content will address approaches to creating a culture of quality and safety in health care settings and will examine the importance of leadership and collaboration in strategic planning and quality management. Evidenced based practice; the implications of variation in practice, the difference between research and clinical quality improvement; measurement, statistical tools, quality structure, process and outcomes will be addressed. Prerequisite(s): *None*

**NURS-560: Advanced Health Assessment: Pediatrics**

*2 credits*

This course introduces the student to the essential competencies necessary to provide primary health care to clients of diverse populations. The course addresses the history-taking process with an emphasis on communication strategies. Students engage in study that will assist them in understanding the developmental and cultural needs of clients as they relate to the delivery of primary health care. Theories and conceptual models from nursing and related disciplines are integrated. The cognitive processes underlying diagnostic and clinical decision-making are introduced. Common health issues encountered in primary care are presented in case studies where students implement the process of clinical decision-making. Prerequisite(s): *NURS-404; NURS-560A (recommended)*

**NURS-561: Primary Health Care Nursing I: Pediatrics**

*3 credits*

This course provides the student with the clinical practice experience to develop the skills essential to the advanced practice role of nurse practitioner. Assessment and diagnosis of clients with episodic and chronic illnesses and the development of a management plan of care under the supervision of nurse practitioner faculty and preceptors are emphasized. The problem-based learning, case-study format of this course allows students to explore the issues relevant to the assessment, diagnosis, and management of clients with primary health care needs. Students develop clinical goals that guide their clinical decision-



making. Evaluation of student progress is made routinely by student self-evaluation and feedback from faculty and nurse practitioner preceptors. Prerequisite(s): *None*

**NURS-562A: Clinical Decision Making II: Pediatrics**

*3 credits*

This course builds upon the principles of primary health care nursing of the parent-child dyad presented in NURS 560 and NURS 562 and includes the two components of clinical practicum and clinical decision-making seminar. Students develop clinical goals and objectives which guide clinical experience and which direct self-evaluation of clinical achievements. Evaluation of student progress is made routinely by nurse practitioner preceptors and nursing faculty. Prerequisite(s): *None*

**NURS-564A: Clinical Decision Making III: Pediatrics**

*4 credits*

This course builds upon the principles of primary health care nursing of parents and children presented in NURS 560, NURS 561, NURS 562, and NURS 564 and includes the two components of clinical practicum and clinical decision-making seminar. Students will become increasingly independent in the delivery of health care services, and will consult with preceptors and other team members as appropriate. Faculty meets regularly with students and preceptors to evaluate student performance and successful attainment of course objectives. Written feedback on student clinical summaries and conferences facilitate this final component of the transition to the Masters-prepared nurse practitioner role. Prerequisite(s): *None*

**NURS-566A: Clinical Decision Making: Women's Health**

*4 credits*

This course builds upon the principles of primary health care nursing of the adult including the obstetrical client presented in NURS 580, NURS 567, NURS 567A, NURS 582, NURS 582A, NURS 566 and includes the two components of a clinical practicum in women's health (16 hours week) and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services and apply specialized knowledge to the care of women, consulting with preceptors and other team members as appropriate. Faculty meets regularly with students and preceptors for the purpose of evaluating students performance and successful attainment of course objectives. Written feedback of student clinical summaries and conference facilitates this final component of the transition to the masters prepared nurse practitioner role. Prerequisite(s): *None*

**NURS-571: Practice of Occupational Health**

*2 credits*

This course focuses on the assessment of workplace hazards, the physiology and biomechanical aspects of work, and a practical problem-solving approach to health problems in various work settings. Emphasizes the relationship between working conditions and health, with special reference to the recognition, measurement, and control of occupational hazards. Course activities: Oral and written projects, class discussions, walk-through field trips to local industries (field trips may take up to four hours). Prerequisite(s): *None*

**NURS-573: Principles of Toxicology**

*2 credits*

The course is designed to expose students to the principles and methods that should be used to determine whether a causal relationship exists between specific doses of an agent and an alleged adverse effect, observed primarily in humans. Integration of principles and methods of toxicology is extremely important since the primary purpose of toxicology is to predict human toxicity. Toxicological data obtained in animal studies must be placed in proper relationship to the exposure observed in human population. The course deals with organ systems and whole target organs, selected classes of toxic agents and the application of toxicological principles are covered. Students are assigned a topic for a short presentation. Prerequisite(s): *None*

**NURS-575: Ergonomics/Human Factors**

*2 credits*

Emphasizes the design of the job to fit the worker in terms of both productivity and prevention of injuries. Specific problems are investigated which result from the nature of the job itself, e.g., musculoskeletal disorders including low back pain and repetitive stress injuries of the upper extremity and human error. Fundamental ergonomic topics, such as human physiology, occupational biomechanics, epidemiology, and work place design, are considered in the development of good job design principles. Course Activities: Lecturers and group discussions, and term project analyzing a real world job. Prerequisite(s): *None*

**NURS-580A: Clinical Decision Making I: Adult**

*1 credits*

This course builds upon the principles presented in SHS 570 and is taught concurrently with NURS 580. It includes two components, a clinical practicum and a clinical decision-making seminar. The clinical component consists of laboratory and health assessment workshops where advanced health assessment skills including interviewing, history-taking, and physical examination are refined and practiced. Students work with model patients to learn these skills. Nurse practitioner preceptors guide students in developing expertise in conducting complete health assessments. Students utilize the nursing process in formulating plans for a diverse group of clients with multiple health issues. Conducted in a small group format, the clinical decision-making seminar emphasizes the synthesis of clinical and theoretical information. Using a case study format, information-gathering skills, clinical judgment, critical thinking, and problem-solving skills are analyzed. Prerequisite(s): *NURS-580 (recommended)*

**NURS-582: Primary Care Nursing II: Adult/Women's Health**

*3 credits*

This course develops the conceptual base for the practice of primary health care nursing. A holistic approach to the client is stressed, with attention to health promotion, prevention, and management of common health problems encountered in primary care. Interventions for health problems are addressed within the scope of nurse practitioner practice. Interventions for nursing and medical diagnoses are based on current research in advanced practice nursing and medicine. Prerequisite(s): *None*

**NURS-583: Clinical Geriatric Nursing**

*3 credits*

Functional health patterns are utilized as a framework for the assessment and management of health problems and issues for the elderly adult. Research-based intervention strategies for specific nursing diagnoses are applied utilizing case study methodology. This course provides students with the necessary theoretical foundation to provide holistic primary health care nursing to the older adult in a variety of health care settings. Prerequisite(s): *None*

**NURS-584A: Clinical Decision Making III: Adult**

*4 credits*

This course builds upon the principles of primary health care nursing of the adult presented in NURS 580, NURS 581, NURS 582, and NURS 584 and includes the two components of a clinical practicum and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services, consulting with preceptors and other team members as appropriate. Faculty meets regularly with students and preceptors for the purpose of evaluating student performance and successful attainment of course objectives. Written feedback of student clinical summaries and conferences facilitate this final component of the transition to the Masters-prepared nurse practitioner role. Prerequisite(s): *None*

**NURS-588: Primary Care Nursing III: Geriatrics**

*3 credits*

This course builds on the previous primary health care courses and provides students with the opportunity to explore issues of the health care delivery system which affect primary health care. Clinical conferences facilitate synthesis of nursing theory and practice so that optimum primary health care delivery to elders is achieved. Prerequisite(s): *None*

**NURS-589: Evidence-Based Practice: Informatics**

*3 credits*

This course will provide the student with the skills to evaluate and apply the best available evidence-based knowledge and technology in solving clinical practice problems. The student will learn critical appraisal skills to determine the quality and applicability of information for practice. The use of electronic medical records, including implementation and implications for practice, will be considered. Prerequisite(s): *None*

**NURS-610: Health Policy**

*3 credits*

The primary objective of this course is to empower the DNP student with the tools to influence health policy. The course will analyze the legal, ethical and social issues inherent in policy development. Students will consider the many dimensions of the present health care crisis such as cost, access, equity, quality, globalization and provision of care to an aging population. Students will also learn the presentation of policy analyses in written, graphic and oral forms. Prerequisite(s): *None*

**NURS-630: Professional Leadership & Practice Change**

3 credits

This course is designed to advance the student's ability to use leadership and management theory in nursing practice within current and emerging organizational systems. Topics will include the following: practice management; strategies for analysis of and implementation of change in health care systems; organizational behavior and management styles; interdisciplinary collaboration; community/stakeholder collaboration; quality improvement; financial reimbursement for practice, including principles of billing and coding; creation and implementation of business plans. Prerequisite(s): *None*

**NURS-650: Epidemiology**

3 credits

This course will enable the student to gain perspective about the context in which health problems occur and care is delivered. The course will consider the impact of environmental factors, including occupational exposures, living conditions, education, and financial resources on the health of populations. The relationship between these environmental factors, as well as social, cultural, and genetic influences on health will be evaluated, as will the role of the clinician in addressing these issues. Prerequisite(s): *None*

**NURS-655: Biostatistics**

3 credits

This course covers a wide range of statistical methods used in health care research. It begins with a review of descriptive statistics, hypothesis testing, and bivariate analyses including chi-square and correlation. It then introduces students to multivariate methods such as repeated measures ANOVA, linear regression, and binary logistic regression. The course is taught using an applied approach. Students are asked to relate the material to their own practice and use SPSS statistical software for assignments. The primary goal of the course is to prepare students to conduct statistical analyses for their Capstone project and other future research. Prerequisite(s): *None*

**NURS-665: Business Development & Practice Management for the Advanced Practice Clinician**

3 credits

The focus of this doctoral-level course is on the essential core concepts, skills, and tools needed by the DNP and the APN engaging in practice management and/or business development. This course will enable the DNP and APN to examine a variety of business opportunities, including the development of an NP-run business or improvement of an existing business model, through the development of a business needs assessment, business plan, marketing strategies, cost analysis and financing plan designed to promote innovation and improved practice management by the advanced practice clinician. In addition, each participant will have the opportunity to identify his/her own management style and will reflect upon the benefits and risks of this style of management in the advancement of his/her career. Upon completion of this course, the advanced practice clinician will have developed a comprehensive business plan or proposed practice improvement plan and will have gained tremendous insight into the various opportunities available to the Advanced Practice Clinician. Prerequisite(s): *None*

**NURS-675: Quality Improvement in Health Care**

3 credits

This is an elective course in the Simmons Doctor of Nursing Practice Program, but students in any clinical discipline or those planning to lead health care programs or organizations would benefit from this course. The course focuses on the knowledge, skills and attitudes that when acquired and applied effectively, can assure a high quality and safe patient and family health care experience in a variety of practice settings. The importance of setting aims, applying statistical methods to measure variation, hypothesis identification and planning change using the PDCA (plan, do, check, and act) cycle form the basis of the course. Current health policy issues related to assuring safe, high quality, effective, equitable, timely, patient-centered and efficient care (Institute of Medicine [IOM] 2000, 2001, 2004, 2007) will be addressed. Prerequisite(s): *None*

**NURS-700: Clinical Practicum/ Residency**

3 credits

This practicum will enable students to achieve advanced clinical skills in a specialty area, apply evidence-based knowledge to practice, and develop the role of clinical practice leader. The DNP is expected to practice at an advanced level, applying comprehensive assessment techniques, astute differential diagnosis, and evidence-based knowledge of therapeutics. Students will also conduct a practice-based scholarly project, based on identified needs at the practice site. Students will participate in ongoing reflection, evaluation and critique of their practice through weekly online journaling, case study analysis, and sharing with faculty and classmates. Prerequisite(s): *None*

**NUTR-400: Virtual Orientation**

0 credits

This required orientation course introduces all Nutrition students to the full range of academic, administrative, and social expectations for students, and the environment in which they must meet those expectations. Intended for and appropriate to both online and face-to-face students, this course describes program requirements; college, school, and program policy; and offers information about the full range of resources available to the students in support of their program. It also offers basic tutorial and instruction related to the use of Moodle (the learning management system used in online and face-to-face courses), library resources, and other key tools used to support student learning. Prerequisite(s): *None*

**NUTR-434: Advanced Medical Nutrition Therapy**

*3 credits*

This course examines selected concepts in pathophysiology including mechanisms of disease causation and disease treatment with focused medical nutrition therapy. The course will begin with foundational aspects of nutritional assessment and diet therapy including nutrition support. Major organ system dysfunction including cardiovascular, gastrointestinal, renal, endocrine, pulmonary, central nervous system and immune processes/metabolic stress will be discussed. Throughout the course, we will use diverse patient-based case studies to illustrate the disease and treatment processes. Through lecture, case studies, assignments and online discussions, students will learn to use logical and critical reasoning to approach complex clinical situations. Students are expected to identify problems and solutions and support their decisions with evidence-based, well-structured arguments. Prerequisite(s): *None*

**NUTR-451: Dietetic Fieldwork**

*9 credits*

The Graduate Nutrition Program maintains special arrangements with Greater Boston health care agencies where staff dietitians supervise students in a variety of settings. Students spend approximately forty hours a week in the field for twenty-nine weeks. Prerequisite(s): *None*

**NUTR-451B: Dietetic Fieldwork SPRING**

*6 credits*

The Graduate Nutrition Program maintains special arrangements with Greater Boston health care agencies where staff dietitians or other nutrition professionals supervise students in a variety of settings. Students spend approximately forty hours a week in the field for thirty-three (33) weeks. Prerequisite(s): *None*

**NUTR-453: Advanced Topics in Preventative Nutrition**

*3 credits*

This course surveys nutritional recommendations throughout the life cycle that pertain to disease prevention and health promotion. Special emphasis is given to the latest research findings in risk factors for chronic diseases. Students are encouraged to interpret research findings and develop strategies to promote healthy lifestyles. Prerequisite(s): *SNHS-410*

**NUTR-460: Nutritional Epidemiology**

*3 credits*

This course includes a study of the basic principles of epidemiology and nutritional epidemiology. The goal is to enable students to understand the strengths and weaknesses of research design for epidemiological studies, to analyze and interpret nutritional epidemiological data, and to define effective and safe nutrition recommendations for health promotion and disease prevention. The course is taught in a lecture/seminar format. Prerequisite(s): *SNHS-410*

**NUTR-462: Consulting Nutrition Practice**

*3 credits*

This course introduces the student to the essential competencies necessary to establish a clinical nutrition practice in fitness and wellness. Current nutrition practice delivery systems are investigated, as are reimbursement and legal issues, and market-driven service. Students develop a business plan for a targeted market. The course is offered only online. Prerequisite(s): *None*

**NUTR-489: Nutrition Proposal Development**

*2 credits*

NUTR 489 provides the framework for the research project business plan including: problem: statements, literature review, questionnaire development, study design, and data analysis. A research proposal will be completed by the student in preparation for implementation in NUTR 490. This course prepares students for NUTR 490 and must be taken prior to NUTR 490. Prerequisite(s): *None*

**PHIL-590: Seminar**

4 credits

This seminar course intensively examines a particular philosopher, philosophical school of thought, or philosophical problem. Prerequisite(s): *None*

**POLS-570: Internship**

4 credits

The opportunity guides students through an internship program in a workplace setting within our Simmons University partnerships. It focuses on the essential skills and competencies for getting started and being successful in the workplace, as well as readings and written reflections on the link between academic and Political science career goals. Prerequisite(s): *None*

**RDG-406: The Structure of Language for Teachers**

4 credits

Provides an overview of the structure of the language and methods to teach reading and spelling through multisensory and associative teaching techniques. Progresses in a sequential, systematic, hierarchical order to cover phonemes, graphemes, and patterns of English. Includes morphological (rules for the addition of prefixes and suffixes) and syntactical structure. Prerequisite(s): *None*

**RDG-428: Teaching of Writing**

4 credits

Addresses the effect of weaknesses in receptive and expressive language, organization, memory, and visual coordination on written production. Includes concrete teaching techniques, graphic organizers, and teaching of text structures. Prerequisite(s): *None*

**RDG-432: Reading Assessment**

4 credits

Provides experience in administering and interpret data obtained from formal and informal reading assessments and integrating this informati with data from other sources to develop specific recommendations for appropriate reading/written language curricula to enhance reading/spelling/writing. Incorporates appropriate software for diagnosis and remediation. Prerequisite(s): *None*

**RDG-450: Independent Study**

4 credits

An individual program of reading, research, and writing on an approved topic, under the supervision of a member of the department. Topic and assignments are to be determined by the faculty member and student. Prerequisite(s): *None*

**RDG-461: Reading Research**

4 credits

Focuses on past and current research in the areas of reading and language arts. Provides a framework to evaluate reading theories and research and determines appropriate instruction based upon the findings. Prerequisite(s): *None*

**RDG-572: Internship Experience**

4 credits

Assigns supervised teaching responsibilities for learners who have language, reading, and writing challenges. Requires implementing the methods and materials of the Wilson Reading System throughout the course. Develops skills in the instruction of literature and technical writing an needs of diverse learners with disabilities. Emphasizes effective techniques in inclusive and general education settings. Includes the Massachusetts Curriculum Frameworks. Prerequisite(s): *None*

**SNHS-400: Virtual Orientation**

0 credits

This online orientation class is designed for HPED students to introduce college services, faculty, and generally welcomes students to Simmons. Prerequisite(s): *None*

**SNHS-414: Acquiring & Analyzing Research Data**

3 credits

In this course students will learn, by experience, the entire quantitative research process, from designing an initial instrument to reporting on the results of data analysis of the responses to the instrument. Students learn to design a survey instrument to meet a specific goal, enter the resulting responses into a statistical software package, "clean" the data, obtain appropriate

descriptive and inferential data analyses, and prepare a report describing the major finding. The course will involve a combination of individual assignments and group project work. Students taking this course will be required to obtain a copy of the statistical software package Minitab 14. This software is available only for the Windows operating system and so students must have access to a PC. Prerequisite(s): *None*

**SNHS-423: Crisis Management & Coping**

*1 credits*

This one-credit course is intended for health care providers to learn more about crises, individual responses to stress and trauma, and models of crisis management. The overall purpose of the course is to provide information and resources directly relevant to clinical work by building skills in crisis management through a review of the evidence base and practical applications. Through class readings and on-line discussion, participants in the course will have an opportunity to (1) increase understanding of crisis, coping, and resilience; (2) increase awareness of crisis intervention theory and models; and (3) refine professional communication skills and management of specific crises. Participants will broaden their professional repertoire of skills and enhance their abilities as providers and as members of a health care team. Prerequisite(s): *None*

**SNHS-427: Advanced Counseling Skills**

*3 credits*

This elective interprofessional course is open to senior level undergraduate health care students in nutrition, nursing and physical therapy students and all snhs graduate students who would like to deepen their interpersonal and counseling skills. Prerequisite(s): *None*

**SNHS-430: Spiritual & Religious Diversity at Work**

*3 credits*

As professionals in healthcare and related fields you will be interacting with many individuals (patients, consumers, clients, team members, colleagues, consultants, supervisors, supervisees, salespeople, your own students) and systems (families, departments, agencies, hospitals). Each of these provides an opportunity to connect, tend to and cooperate with those whose worldviews, beliefs, communication styles, values, attitudes, priorities, customs and behaviors may differ vastly from what you know, are used to and are comfortable with. How can you be an effective practitioner, colleague and leader under these circumstances? How can you successfully understand, develop realistic treatment plans, communicate and collaborate with people whose diversities in this area may be invisible, yet powerful? In this course we will examine the role of religion and spirituality - including atheism, secularism and humanism - in the work world, particularly health care. We will consider a range of traditions, including indigenous, Eastern and Abrahamic faiths. Our readings will draw upon scholarship in human development, religious studies and literacy, organizational psychology, leadership, law, health care/human services, peace and communication studies. Prerequisite(s): *None*

**SNHS-459: Caring at the End of Life**

*4 credits*

This course explores the issues related to serious illness and end of life care experienced by patients, families, and health care providers. The course utilizes the End of Life Nursing Education Consortium: ELNEC curriculum. The curriculum is being adapted to meet the educational needs of interdisciplinary students. Topics discussed include palliative care, serious illness, communication, cultural issues, sudden death, holistic practices and self-care. The class is highly participatory. As a final capstone project for the course, students will develop a creative, artistic expression representing personal meanings and emotions related to caring at the end of life. Prerequisite(s): *NURS-387*

**SNHS-524: Health Law**

*2 credits*

Health care is delivered within the context of a legal framework that reflects the values and expectations of the larger society regarding relationships between providers, patients and organizations involved in the delivery of health services. Health care administrators and practitioners must be familiar with the general sources of law (i.e., statutes, regulations, cases) and the general legal principles that govern and affect their areas of responsibilities (i.e., drug dispensing, Medicare reimbursement), as well as that law which applies to society in general and from which specific health care legal issues frequently arise (i.e., tort law, contract law). Familiarity with the public policy underlying the law is also essential to an understanding of the law's operation. Prerequisite(s): *None*

**SNHS-531: Health Management for Older Adults**

*3 credits*

Health management for older adults is a major issue in contemporary society. Policy, economics, organizational structure, and clinical care are intermingled in responding on societal, institutional, and clinical levels. This course will challenge the inquisitive

and creative student to approach the health of the older adult by addressing these complex issues. It will focus on effective outcomes and understanding the range of roles professionals may adopt. It will provide the knowledge base and skill set necessary for interdisciplinary professional practice. Prerequisite(s): *None*

**SNHS-570: Health Promotion**

*2 credits*

This interdisciplinary course explores health issues from a societal perspective. An issues from local, community, national, and global perspectives. Healthy People 2000 is used to analyze data on current health issues. Leiningerstranscultural model and Penders model of health promotion focus the discussions. Health promotion of diverse populations is emphasized. Students conduct a needs assessment of a particular population group which allows for the integration of health promotion issues as they are affected by social, political, economic, ethical, and cultural policies. Prerequisite(s): *None*

**SOCI-500: Special Topics: Race Theory**

*4 credits*

Stereotypes and sincerely held beliefs about human sexuality abound. Often, these beliefs are rooted in racialized ideas about race, embodiment, and gender. In this course, we will explore the connections between race and sexuality to understand the logics that underpin these beliefs. What is the relationship between race and sexuality? How do these intersections manage everyday social life? How do they manage desire and desirability? In what ways do race and sexuality shape commodification and consumption? We attend to these and other questions throughout the course. Prerequisite(s): *None*

**SOCI-501: Disability and Society**

*4 credits*

Examines the concepts of normalcy and disability, using personal narratives, literature, film, legal documents, social science research, and public health statistics. Students question how and why disability is socially constructed as a social category. Demonstrates the power of this concept in terms of policies created to "control" disability, and those people with disabilities have created. Prerequisite(s): *None*

**SOCI-539: Qualitative Research Workshop**

*4 credits*

Immerses students in qualitative research techniques in a workshop format, focusing on the conduct of qualitative interviews and on the analysis of existing documents and interview data. Addresses ethical and political issues in research, emphasizing acquisition of theoretical and hands-on experience needed to conduct independent qualitative research. Prerequisite(s): *None*

**SOCI-544: Sociology of Poetry & Prose**

*4 credits*

Focuses on what C.W. Mills refers to as the "sociological imagination" in the poetry and memoirs/autobiographies of several contemporary political poets from a range of racial, ethnic, and class backgrounds. examines how social location shapes writers' approaches to social problems. Considers solutions writers offer and analyzes their role in society as conscience, scribe, witness, and storyteller. Prerequisite(s): *None*

**SOCI-547: Antiracism and Justice Work**

*4 credits*

Offers a multicultural social history of antiracism in the U.S. from the 1950s to the present with particular focus on white activists contributions and limitations within the civil rights and black power movements, multiracial feminism, Central America solidarity work, multicultural education, and prison activism. Prerequisite(s): *None*

**SPAN-404: Spanish for the Professions**

*3 credits*

Continuation of SPAN 201, with a special focus on writing at the intermediate level and specialized units for Social Workers and Health Sciences professionals who want to improve their speaking skills. Prerequisite(s): *None*

**SPND-415: Applied Research I**

*4 credits*

Introduces research methods and strategies in education. Focuses on information necessary to be a skilled consumer of research conducted by others and on application of these results in planning, implementing, and evaluating comprehensive services for learners with special needs. Emphasizes methods of inquiry, the framing of research questions, research designs, strategies for data collection and analysis, and the components of a successful written report of the findings. Prerequisite(s): *None*

**SPND-420: Introduction to Assistive Technology**

*2 credits*

The purpose of this course is to strengthen the preparation of teachers of students with severe and moderate disabilities to enable them to teach PreK-12 learners who are nonverbal, have limited speech, and may or may not already use Augmentative and Alternative Communication (AAC) and Assistive Technology (AT). Acknowledging the critical role of special educators in educating students who use AAC/AT in identifying students who might benefit from such systems, the Massachusetts legislature enacted a law to ensure that special education teachers acquire specific knowledge and skills in this area.

Prerequisite(s): *None*

**SPND-423: Multimedia to Create Curriculum Interventions**

*4 credits*

Explores how multimedia can serve to create software activities to adapt the curriculum and for making portfolio templates that document learning. Uses authoring technologies to create custom lessons and to design electronic portfolios for performance-based authentic assessment. Designs alternate assessment methods with customized rubrics to show what individual learners achieve. Prerequisite(s): *None*

**SPND-436: Formal & Informal Assessment**

*4 credits*

Involves observation, analysis, and interpretation of children's learning needs, utilizing formal and informal assessment devices in order to write, implement, and evaluate individualized educational programs. Reviews test instruments and current issues in assessment. Requires weekly fieldwork in an integrated setting. Prerequisite(s): *None*

**SPND-439: Practicum: Moderate Disabilities (5-12)**

*2 credits*

Involves full-time supervised teaching responsibilities in a public school classroom (5-12) or Chapter 766 approved school with learners with moderate disabilities. Requires papers and attendance at weekly seminars. Prerequisite(s): *None*

**SPND-441: Classroom Management for Learners With Needs in Inclusive Settings**

*4 credits*

Focuses on the basic principles and approaches for the effective management of behavior for learners with special needs. Emphasizes preventive discipline, classroom environments, and techniques effective with learners with diverse needs and abilities, and strategies for behavior management in multicultural settings. Prerequisite(s): *None*

**SPND-443: Special Education Laws, Regulations, and Process for Teachers**

*4 credits*

Focuses on the historical, philosophical, legal, and ethical perspectives of educational services for learners with special needs. Reviews exemplary programs, relevant current literature, state and federal laws, development of an IEP, and case studies.

Prerequisite(s): *None*

**SPND-445: Individualized Education Program: Strategies for Development, Interpretation & Implementation**

*2 credits*

Offers an examination of the legal requirements as well as the process for the development, implementation and interpretation of the Individualized Education Program (IEP). The IEP forms the basis for the provision of specially designed instruction to students with special needs who are eligible for special education under the provisions of the Individuals with Disabilities Education Act (IDEA). Analysis of IEP meeting procedures and protocols are also integral to this course. Prerequisite(s): *None*

**SPND-447: Assessment and Curriculum Modification And Development for Learners With Severe Disabilities**

*4 credits*

Examines curriculum development, assessment techniques, and teaching/learning procedures to plan instructional programs in major life skills areas. Emphasizes analyzing functional tasks and developing individualized educational programs for implementation in general education classrooms and settings. Prerequisite(s): *None*

**SPND-449: Directed Study**

*4 credits*

For graduate students only. Prerequisite(s): *None*

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**PND-453: Language and Cognitive Development and Alternative Assessment Using Technology**

*4 credits*

Teaches software selection strategies and examines an extensive collection gathered to create a supportive learning environment for learners with developmental delay. Involves long-range plans to address computer-based needs for learners of developing skills. Includes use of developmentally appropriate access devices and authoring tools to design learning along a continuum of language and cognitive development. Prerequisite(s): *None*

**SPND-458: Curriculum Access Using Assistive Technology Devices for Learners With Special Needs**

*4 credits*

Teaches a range of low-tech and technology-based solutions that enable a learner to access the curriculum and function at an optimal level in the classroom as mandated by legislation supporting learners with special needs in public education. Prerequisite(s): *None*

**SPND-463: Universal Classroom Design: Creating an Accessible Curriculum in the Inclusive Classroom**

*4 credits*

Uses digital media to mold existing and emerging curriculum materials and approaches to teaching in order to make it more responsive to the needs of diverse learners. Develops PreK-12 curriculum and teaching strategies sensitive to all learners, especially learners in general education classrooms with high-incidence disabilities such as mild cognitive and fine motor difficulties or ADHD. Prerequisite(s): *None*

**SPND-468: Practicum: Severe Disabilities (Levels: All)**

*4 credits*

Involves full-time supervised teaching responsibilities in a public school or Chapter 766 approved school with learners with severe disabilities. Requires papers and attendance at weekly seminars. Prerequisite(s): *None*

**SPND-470: Curriculum Modifications Using Augmentative and Alternative Communication Technologies**

*4 credits*

Teaches technology for augmentative/alternative communication (AAC). Discusses candidacy, assessment, and goals of intervention within the framework of alternative access options and functional outcomes. Considers different AAC systems and devices and computer applications for authoring an integrated system for enhanced participation, functional communication, language development, and issues related to education. Prerequisite(s): *None*

**SPND-475: Evaluation of Educational Software and Internet Resources for Curriculum Support**

*4 credits*

Examines educational software including reference materials, simulations, tools, problem solving, early learning, and drill and practice. Develops evaluation criteria for software and Web sites. Explores the roles of learner and teacher and how computers can facilitate research, organization, and problem solving. Teaches selection of appropriate educational software and Web sites to integrate into curriculum. Prerequisite(s): *None*

**SPND-488: Seminar & Fieldwork in Education**

*8 credits*

Involves developing curriculum materials using the Massachusetts Curriculum Frameworks and demonstrating service to learners with special needs. Requires papers and attendance at weekly seminars. Prerequisite(s): *None*

**SPND-492: Assessment and Curriculum Modification for Learners With Autism**

*4 credits*

This course is part of the Autism Specialization Program. Content in this course will focus on standardized and criterion-referenced assessment, curriculum development, and teaching/learning procedures to plan instructional programs for individuals diagnosed with an autism spectrum disorder. Emphasis will be placed on creating a functional IEP based on assessment results, developing individualized educational programs, and modifying the instruction and curriculum if the students are not making progress. Prerequisite(s): *None*

**SPND-496: Practicum: Severe Disabilities / Autism I**

*2 credits*

This course is part of the Autism Specialization Program. SPND 496 involves students working with learners with intensive special needs/autism in their full time severe practicum placement under the mentorship of a Program Supervisor. Students study classroom teaching techniques and procedures and work with the Massachusetts Curriculum Frameworks to write well-structured lesson plans incorporating all Candidate Assessment of Performance elements. Students will participate in a

internship in a public school inclusive classroom with learners with special needs and English Language Learners.  
Prerequisite(s): *None*

**SW-031B: Writing for SW Practice**

*0 credits*

This course is designed to facilitate students' transition into graduate-level writing in the School of Social Work. The course approaches writing as a process where students practice meeting the expectations of course assignments. They work on developing and organizing ideas, finding and citing sources, learning APA citation and more. Prerequisite(s): *None*

**SW-371: SW Field Placement & Sem II**

*8 credits*

The Social Work Field Placement and Seminar II (Spring) is designed for the senior social work student in order to integrate classroom learning with practical social work experience in an agency setting. Throughout the Spring semester, students participate in 16 hours of field placement per week toward completion of the 425-hour, year-long BSW senior field placement requirement. In addition, students meet once per week for a 1 hour 20 min, in-class field seminar led by the BSW Program Field Director. Through reflective discussion, weekly assignments, and major projects and papers, the Field Seminar focuses on the integration of theory and practice, building the student's professional social work identity, enhancing self-awareness skills, advancing practice competencies, and synthesizing field learning. All aspects of agency field work, including learning to work within the agency context, effectively using supervision, using research to inform practice, utilizing social work values and ethics in practice, and applying social work knowledge and skills with clients are addressed. Prerequisite(s): *SW-370*

**SW-401: Social Policy and Services**

*3 credits*

This course focuses on the social welfare policy context in which social workers practice and social welfare benefits and services are received. Course content familiarizes social work students with the history and evolution of social welfare policies as well as current-day examples of policies that influence social work practice. To appreciate the complexities, contradictions, strengths, and weaknesses of the American approach to social welfare, a number of factors will be analyzed including history, economics, politics, ideologies and values, and alternate policy models. In this course, students learn to analyze historical and current social welfare policies in light of principles of social and economic justice and human rights. The role of power and privilege in social welfare policy will be assessed as it pertains to equality, equitability and discrimination based on race, ethnicity, age, gender, sexual orientation, nationality, class, disability and other individual and population characteristics. Ways in which social work practice is both influenced and is impacted by social welfare policies will be emphasized. Prerequisite(s): *None*

**SW-402: Information Literacy Program**

*0 credits*

This online course focuses on information literacy for graduate social work students. Prerequisite(s): *None*

**SW-408: Transformative Public Speaking: Oral Presentations for Leadership**

*0 credits*

Social Workers often need skills in public speaking to effectively perform their roles. In case presentations, board meetings, legislative hearings, and team meetings, social workers must communicate their ideas in a clear and succinct manner. This course addresses the basics of public speaking, types of speeches, and helps prepare students for presentations that are either prepared or spontaneous. Prerequisite(s): *None*

**SW-411: Human Behavior and Social Environment**

*3 credits*

Human Behavior in the Social Environment addresses two areas of focus. One is an ecological-developmental approach to human behavior in the social environment, taking a social constructionist perspective, emphasizing the ways in which culture (of large groups and small) and the broader social environment shape human behavior and identity. Concepts of resilience and resistance to oppression are emphasized using frameworks such as empowerment theories, systems theory and human ecology. This course emphasizes micro, meso, and macro level social systems that influence individual behavior, including families, groups, organizations and communities, as well as the larger society within historical and cultural contexts. Particular attention is paid to culture, race, class, gender and sexual orientation as dynamic social constructions that can be sources of both oppression and strength at all levels of social systems. The second area of focus is on current theoretical frameworks to understand the bio-psycho-social-cultural processes that shape human behavior and development of self across the life span. We emphasize the interaction of individuals with their environments as they mutually influence each other, emphasizing cultural diversity and social justice. The application of multiple theoretical perspectives to Social Work practice is emphasized. Prerequisite(s): *None*

**SW-414: Assessment and Diagnosis**

*3 credits*

This one semester course provides knowledge of the major categories of diagnoses for adults as formulated in DSM-5 and of theoretical perspectives in those categories. Attention is given to the dynamics of development and culture, and to the interrelationship among biological, psychological, and social/cultural systems that impact diagnosis. Focus will be on utilizing these elements in order to provide a comprehensive bio-psycho-social assessment. Treatments specifically related to these diagnoses will be noted. Prerequisite(s): *SW-421A or Advanced Standing*

**SW-421A: Social Work Practice**

*3 credits*

This two-semester course exposes students to selected generalist practice theories for social workers. The course will examine various levels of intervention, practice settings, and theoretical perspectives. Students are introduced to the general processes that are common to every client system level: preparation and engagement, differential use of self, assessment, contracting, intervention planning, intervention evaluation, and termination of services that are applicable no matter the setting or client group. Considered over two semesters is work with individuals, families, groups and the social context in which these client groups exist. A special concern is the impact of diversity and oppression for client and worker. Emphasis of this semester is mastering multi-level assessment. Actual practice dilemmas are examined through case discussions, videotapes, role-play, and other exercises. Prerequisite(s): *SW-446A*

**SW-424: Advanced Clinical Practice**

*3 credits*

Contemporary clinical social work practice is ever evolving and is shaped by a number of stakeholders. Within this context of transition and change sound clinical social work practice is culturally responsive, flexible, and demonstrably effective, and when appropriate, community-based. Building on foundational knowledge and skills mastered from the first year social work practice course, this course will have four foci: 1) professional use of self; 2) the professional/therapeutic relationship; 3) continued development and refinement of more sophisticated assessment skills; and 4) mastery of brief/time-effective approaches to intervention/treatment. The goal is for students to acquire skill sets related to a variety of practice frameworks/theoretical perspectives and to learn how to decide which particular approach is most beneficial for each specific client in achieving positive outcomes. Prerequisite(s): *SW-447A*

**SW-424B: Advanced Clinical Practice**

*3 credits*

This is a required two-semester advanced clinical practice course that is taken concurrent with advanced year Field Education. Building on foundational knowledge and skills mastered from the first year social work practice course, this course will have four foci: 1) professional use of self; 2) the professional/therapeutic relationship; 3) continued development and refinement of more sophisticated assessment skills; and 4) mastery of brief/time-effective approaches to intervention/treatment. Contemporary clinical social work practice is ever evolving and is shaped by a number of stakeholders. Within this context of transition and change sound clinical social work practice is culturally responsive, flexible, and demonstrably effective, and when appropriate, community-based. The goal is for students to practice and acquire skill sets related to a variety of practice frameworks/theoretical perspectives and to learn how to decide which particular approach is most beneficial for each specific client in achieving positive outcomes. The second semester will deepen the knowledge, skills, and values addressed in first semester and will provide an opportunity for students to integrate their course work across the curriculum as it applies to professional practice. Prerequisite(s): *None*

**SW-425: Family Approaches**

*3 credits*

This course focuses on advanced ways to conceptualize, assess, and intervene in families. Modern and postmodern theories will be examined, practiced, and critiqued. Practice examples will include nontraditional and traditional families, and applications of family and systems theories to work with individuals and dyads will additionally be discussed. Developing one's own clinical voice and attending to ethnicity, class, and other social identities will be emphasized. Students are encouraged to bring case materials and to take full advantage of varied experiential learning techniques. Prerequisite(s): *SW-421B, SW-411B or Advanced Standing*

**SW-441: Social Work Research**

*3 credits*

In this introductory course, students examine the research process as it applies to the specialized interests and needs of social work. Illustrations are chosen from the studies of social work practice. The course is designed to enable students to be critical

consumers of research, to understand the principles and process of research and the evaluation of practice, to become familiar with ethical considerations when designing and implementing a project, and to be capable of participating in practice related research. Sections with some online class sessions are designated as "blended." Prerequisite(s): *None*

**SW-446: Field Education I**

*5 credits*

Students in the field must always be concurrently in a class which addresses practice issues and is taught by a social work professor. \*Note: Section 01 is for students doing a 24 hour per week or regular field placement and section 02 is for students doing a 16 hour per week field placement. The field department must approve all 16 hour placements prior to a student registering. Prerequisite(s): *None*

**SW-446B: Field Year 1**

*4 credits*

Continuation of SW446A, weekly agency-based field placement which focuses on foundation social work skills. Students complete agency based assignments in addition to process recordings and assessments. SW446B section 01 is for students doing a 24 hour per week field placement SW446B section 02 is for students doing a 16 hour per week field placement. The field department must approve all 16 hour placements prior to a student registering. Prerequisite(s): *SW-421A; SW-421B (recommended)*

**SW-447A: Field Year 2**

*4 credits*

SW447A section 01 is for students doing a 24 hour per week field placement SW447A section 02 is for students doing a 16 hour per week field placement. The field department must approve all 16 hour placements prior to a student registering. The goal of field education is to learn the application of theoretical concepts and social work principles and values learned in the classroom to clinical practice. Field education provides supervised learning of advanced practice skills with individuals, families and groups in a variety of clinical settings. Prerequisite(s): *None*

**SW-447C: Field Year 2**

*4 credits*

The goal of field education is to learn the application of theoretical concepts and social work principles and values learned in the classroom to clinical practice. Field education provides supervised learning of advanced practice skills with individuals, families and groups in a variety of clinical settings. This course section is for Advanced Standing students only in their summer semester of study. Prerequisite(s): *SW-447B*

**SW-450: Introduction to Urban Leadership**

*3 credits*

This course focuses on the skills and knowledge associated with leadership in urban settings. Topic areas include community politics, public speaking, grant writing and understanding agency budgets. Prerequisite(s): *None*

**SW-452: Seminar in Leadership II**

*3 credits*

This course will deepen students understanding of systemic interdependency and highlight the importance of strengths as a mechanism for transformation and change. Students will examine processes associated with varying contexts for social work leadership organizations as well as at the community and local grassroots level. Students will also critically examine emerging scholarship relevant to social justice leadership framework such as principled leadership and transformational leadership. Collaborative organization and community assessment and capacity development will provide students with opportunities to explore key course concepts in the field directly. Prerequisite(s): *SW-451*

**SW-458: Child & Family Policy And Family Welfare.**

*3 credits*

This course is designed to provide an in-depth analysis of the needs of children and their families, child and family policy and practices. The course examines definitions of the family and how such definitions influence the development of policies and services. Societal responses to address the needs of children and families will be explored with a focus on the broad range of child and family policies, services and practices that support family, supplement the roles of family, or substitute for family when families are unable to care for their children. Students are required to identify gaps in services, issues of social injustice or oppression and develop a social action or advocacy agenda to effect improvement in the availability or delivery of services for clients. Prerequisite(s): *SW-401B or Advanced Standing*

**SW-462: Advanced Group Work with Vulnerable Populations**

*3 credits*

Focusing on vulnerable client systems in an array of settings, students will further develop the capacity to promote mutual aid by responding to and catalyzing group dynamics and process. Additional attention will be paid to the impacts of difference amongst group members, and between the worker and the group members. Through action and reflection, participants will examine their own group work practice very closely through the use of experiential exercises, journaling, and critical incident analysis, and by hearing about their colleagues' work. Students must have an ongoing group to facilitate or observe in order to benefit from this class. Prerequisite(s): *SW-411A, SW-421A, and SW-577 or Advanced Standing*

**SW-464: Understanding Suicide: Prevention, Intervention, and Postvention**

*3 credits*

This course will examine the public health problem of suicide, with specific attention to prevention, intervention, and postvention approaches. Students will gain an understanding of suicide epidemiology and underlying theory, as well as risk and protective factors for suicide. This course will familiarize students with evidence-based practices and ethical considerations with suicidal clients, including learning directly from individuals with lived experience with suicidality. Students will also learn about the current state and national strategies for suicide prevention, as well as policies related to suicide. Upon completion of this course, students will gain skills in assessment and management of suicide risk, intervention and treatment techniques with suicidal clients, and postvention approaches with survivors of suicide loss. Prerequisite(s): *None*

**SW-474A: Conversational Spanish**

*1 credits*

This interactive course gives students the opportunity to develop conversational Spanish skills from the start. Social work-related vocabulary and idiomatic expressions are introduced and practiced in authentic, real-life professional situations starting in the first class. Please note, a verbal proficiency level test must be taken prior to starting the course and a group of students at the similar level is needed to run this class. This class is a one-credit enrichment class and does not meet an elective requirement. Prerequisite(s): *None*

**SW-475: Narrative Approaches to Social Work**

*3 credits*

This course explores newer systematic approaches to work with groups, families, and individuals. Narrative/constructivist approaches that are often applicable to short-term work are examined. Students will also consider what it means to think of treatment as involving the co-construction of new narratives. The course incorporates experiential learning and makes use of student case material. This course meets the requirement for a clinical practice elective. Prerequisite(s): *SW-421A or Advanced Standing*

**SW-481: Social Work Health & Health Care**

*3 credits*

This course will examine health from the social work perspective, and how it concurs and contrasts with the perspective of other disciplines including medicine, public health and psychology. Definitions of health and well-being will be discussed to more fully understand the state of physical, mental and social health. Students will gain an understanding of the determinants at multiple levels that contribute to health and to disparities/inequities in health and health care. Special attention will be focused on how social, economic and cultural factors impact health and access to high quality health and social services. This course will also familiarize students with prominent theories of health behavior, and how they may be integrated into prevention and intervention programs to promote health and health equity. Students will learn about the movement towards an integrated health care model, the Affordable Care Act, and its implications for their work on an interdisciplinary health care team. Additionally, students will gain the initial practice and knowledge skills relevant for social workers in health and health care settings. Prerequisite(s): *None*

**SW-483: Cognitive Behavioral App Practice**

*3 credits*

The object of this course is to provide a working knowledge of the basic principles and specific techniques of a contemporary multi-modal approach to cognitive-behavioral therapy with consideration of its integration with other therapeutic approaches. Issues presented include: substance abuse, anger, interpersonal relationships, stress, anxiety disorders, depression, personality disorders with an emphasis on borderline personality disorder and issues of affect regulation. This course meets the requirement for a clinical practice elective. Prerequisite(s): *SW-421A or Advanced Standing*

**SW-487: Ethical & Legal Issues**

*3 credits*

Using case based material and the Socratic Method, this course provides an understanding of legal and ethical issues confronted by social workers in clinical practice. The course includes an overview of basic legal concepts and principles as well as an examination of the NASW Code of Ethics. Students are expected to develop a systematic reasoning process through which values conflicts within clinical practice are addressed constructively and productively. Topics include informed consent and refusal; confidentiality and privacy; capacity and competence, guardianship and conservatorship; duty to warn/protect; assisted suicide and euthanasia; malpractice and risk management issues and mandated reporting for child, elder and disabled abuse and neglect. Prerequisite(s): *SW-421A or Advanced Standing*

**SW-494: Multiple Faces of Trauma**

*3 credits*

Understanding and intervening with trauma theoretically and clinically is a critical skill for clinical social workers. The course examines trauma both interpersonal and communal in various contexts and in relation to various vulnerable populations: people at war, women, residents of violence-torn communities. Treatment of acute traumatic events, as well as the impact of persistent, developmental and historic trauma, is explored in adult populations. Students explore some of the theoretical and clinical controversies in the field and are asked to apply their learning to case situations. Prerequisite(s): *SW-421B or Advanced Standing*

**SW-501: Social Work Practice With Older Adults**

*2 credits*

This course is intended to support students' interest in gerontological social work practice, and to provide a solid foundation for assessment and intervention with older adults in direct service settings. Students will develop their ability to respectfully engage a broad range of older clients, will build bio-psychosocial assessment and treatment planning skills, will learn intervention skills and approaches that will enable them to effectively intervene to address common presenting problems, will develop greater understanding of clinical/ethical issues that are specific to treatment with elders, will build specialized knowledge for practice, and will increase their familiarity with various gerontological social work practice roles and settings. Each class will include time for informal case presentations, allowing students to share their work and its challenges and to take part in collective problem solving in order to build their repertoire of practice skills. Prerequisite(s): *SW-421A or SW-ADVST*

**SW-507: Developing an Interdisciplinary Approach To Health Management for Older Adults**

*3 credits*

Health management for older adults is a major issue in today's society. Policy, economics, organizational structure, and clinical care are intermingled in responding on societal, institutional, and clinical levels. This course challenges creative and inquisitive students to approach the health of older adults by addressing these complex issues. It will focus on effective outcomes and understanding the range of roles professionals may adopt, as well as providing the knowledge base and skill set needed for interdisciplinary professional practice. Students and faculty from various disciplines will use a case study approach as the primary teaching model. Prerequisite(s): *SW-421B or Advanced Standing*

**SW-523: Advocacy and Social Action**

*3 credits*

Relevant theories and strategies of social and political action that promote social justice within organizations and the larger community are the focus of this course. Students gain understanding of policy practice theory and skills in regard to social, economic, political, and organizational systems, and use this knowledge to then influence, formulate, and advocate for policy changes to meet the needs of clients. Students develop skills to create change at the client, agency, community, and/or societal level that is founded on the principles and ideals of social, distributive, political, and economic justice. Prerequisite(s): *SW-401A or Advanced Standing*

**SW-528A: Trauma Pract With Children & Adolescents**

*3 credits*

In this course we will begin examining best practices for trauma treatment with children, adolescents and families. Using the social work assessment process we will begin to use a phase oriented treatment paradigm to examine clinical applications of trauma treatment across various settings and client presentations. Special attention will be given to the in vivo utilization or role plays to deepen and enhance our clinical skill set when working with diverse traumatized clients. Our clinical social work practice will focus on integrating the social work paradigms of engagement, assessment, practice and evaluation while incorporating methods of addressing social justice and client-centered policy engagement. The course will build on the

knowledge and skills acquired in the foundation year Human Behavior in the Social Environment and Practice courses.  
Prerequisite(s): *SW-421B or Advanced Standing*

**SW-529: Clinical Social Work in Forensic Settings**

*3 credits*

This semester long course will focus on working with the increasing number of individuals incarcerated and impacted by the criminal justice system. We will focus on issues that arise within the practice of forensic social work in correctional settings (jails, prisons, probation and parole departments, and the court system) and will consider what it means to work within a host environment while continuing to uphold social work values. We will discuss and identify the ways in which institutional racism and classicism impact incarcerated individuals and identify interventions and skills used to work with specific populations including: people living with mental illness, women, individuals who have committed a sexual offense, those experiencing an addiction to drugs or alcohol, youth, and those diagnosed with psychopathy. Finally we will discuss and identify additional methods of dealing with offenses by exploring options such as restorative justice and community based reparations.

Prerequisite(s): *SW-421B or Advanced Standing*

**SW-531: Key Concepts for Development and Fundraising**

*0 credits*

Raising unrestricted dollars for agency budgets is a crucial skill in today's practice world. Focusing on the practitioner as fundraiser, students will learn about social entrepreneurship and the key factors for making fundraising decision.

Prerequisite(s): *None*

**SW-534: Supervision**

*0 credits*

This mini course will focus on the fundamentals of supervision including assessment of supervisees, contracting, assignments, and supervision techniques and strategies. Prerequisite(s): *None*

**SW-539: Social Work in Schools**

*3 credits*

The course outlines the unique and demanding role that School Social Workers play in our public schools as the primary providers of mental health services, crisis intervention, teacher training and community and parent outreach. Students in this course will identify and explore critical issues related to School Social Work such as: confidentiality, school culture and climate, peer aggression, school violence and policies such as "No Child Left Behind." Students will learn to create and carry out school-based social work interventions. Students taking this course will be expected to participate in the learning process through discussions, interviews, intervention evaluations and case presentations. Prerequisite(s): *SW-421A or Advanced Standing*

**SW-547: Field Course: Accelerated**

*6 credits*

Enrollment limited to students in the One-Year Placement Option program. Advanced Standing students should NOT register for this course. Prerequisite(s): *None*

**SW-548: Advocacy & Social Action in the Military**

*3 credits*

This course will focus on the common themes and issues that active military, veterans, and their families experience in (a) addressing mental health issues linked to military service and (b) understanding the initial and ongoing experiences in transitioning from military to civilian life and addressing the mental health, vocational, and housing issues related to this transition. Relevant theories and strategies of social and political action that support an understanding of and promotion for social justice within organizations or agencies and the larger community offer the "scaffolding" for this course. Students gain understandings of policy practice theory and related skills in regard to social, economic, political, and organizational systems. This knowledge is applied to considerations of change, identifying strategies of influence and advocacy for policy changes to meet the needs of clients (micro perspective) and service delivery systems (macro perspective). Students develop skills to create change at the agency, community, and/or societal level that is founded on the principles and ideas of social, distributive, political, and economic justice. Prerequisite(s): *None*

**SW-554: Health Care Policy and Social Action**

*3 credits*

In this course, students will gain understanding of health care policy and health care services in the U. S. The culture of illness and society's response to health care needs of individuals will be examined. We will also examine historical and contemporary health policy, as well as social, economic, political, and cultural theories of health and illness, poverty and social justice related



to affordability, availability and accessibility of health care services. Managed care models, health maintenance organizations, community health centers, and private practice in health care, financing health care through private and public funding streams (e.g., Medicaid, Medicare, SCHIP, Employer provided, etc.) will also be analyzed for their utility. This course will focus on theories and practice of advocacy and, social and political action that promote social justice within organizations, the larger community, and society. Students will apply the knowledge gained to formulate, influence, and advocate for policy changes in health care delivery at the organizational and/or state and federal level. Prerequisite(s): *SW-401A or Advanced Standing*

**SW-558: Human Services in Developing Countries: Uganda**

*3 credits*

The focus of this course is to understand relevant theories and strategies of advocacy and social action that promote social justice within organizations, the larger community, and society. Students will gain understanding of theories and skills in regard to social, economic, political, and organization systems, and will use this knowledge to influence, formulate, and advocate for policy and other changes to meet the needs of clients and people who experience oppression. They will develop skills to create change that is founded on the principles and ideas of social, distributive, political, and economic justice so that people receive their legal, civil, social and economic rights, with a framework of safety, security, and equity. These advocacy and critical thinking skills will be understood within a professional social work value framework that views social workers as allies with oppressed groups to assist people to empower themselves and receive full access, inclusion, rights, and quality of life and well-being within society. This course also examines the impact of social problems with focus on HIV/AIDS in Uganda and the role of social work. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. Key concepts examined include the Health Belief Model, the Social Change Communication theory and micro-empowerment economic theory. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. Ultimately, the course seeks to explore ways of integrating such learning in the context of social work and social action. The students will take a 3-week study tour in the country in order to study social problems and learn about the cultural context of delivery of human services in a developing country.

Prerequisite(s): *None*

**SW-561: SW Practice W/Children in Schools & Therapeutic Settings**

*3 credits*

This course will provide social work students with the knowledge and clinical skills necessary to work therapeutically with children and families. Beginning topics will include the importance of early intervention with parents and children and the need to understand the challenges of parenting, stressing strategies to strengthen the parent-child relationship. This theme will continue with an in-depth study of the early attachment relationship, the consequences of trauma on the neurobiological, emotional and social growth and development of children, and the effects of these factors on children's capacity for learning. Emphasis will be placed on the assessment and treatment with young children (preschool through grade 6) in the public school as well as strategies for engaging parents in the school setting. Students will broaden their understanding of the school social worker's role as counselor, educator, consultant and crisis worker on behalf of children and families. Student inquiry and learning will be guided via professional articles, group engagement and hands-on activities. Prerequisite(s): *SW-401A and SW-411A, or Advanced Standing*

**SW-569: Advanced Standing Seminar**

*3 credits*

Required for students in the Advanced Standing program, this course is designed to provide a bridge to the concentration year clinical curriculum and field placement. A strong emphasis is on exploring the development of a professional social work identity and on supporting student's increasing self-awareness and ability to learn from practice experience. The course will focus on broadening the capacity for the use of self, promoting reflective practice, conceptualizing various theoretical perspectives and their application to clinical work and enhancing the ability to work across difference. Prerequisite(s): *Advanced Standing*

**SW-577: Social Work w/ Groups**

*3 credits*

This course is an exploration of the ways in which groups can bring clients together to support, challenge, and create meaningful connections with each other. Through mutual aid, group members can learn the skills that will enable them to improve the relationships in their lives, be more empowered as individuals and community members, and mobilize for social change. Students will concurrently build theoretical and skills-based knowledge and will practice and reflect on various techniques that will enable them to facilitate groups in a wide array of settings across client populations. Prerequisite(s): *None*

**SW-581: Feminist Theories and Social Work Practice**

*3 credits*

Students in this course will examine several branches of feminist theory, learn how each branch defines social problems, and determine how the theories can guide social work practice at multiple intervention levels. Students will analyze the benefits and constraints of applying each of the theories to common social work problems including violence against women, alcohol problems, and other social work practice issues of interest to students. Prerequisite(s): *None*

**SW-583: Social Action & Gerontology**

*3 credits*

An in-depth understanding of specific issues related to older adults and their families, supporting successful aging, and promoting the older person's empowerment is one outcome from this course. Topics include facts and myths of aging, demographics, diversity of aging, family care-giving, long-term care, elder abuse, death, loss, bereavement, dementia, Alzheimer's disease, depression, sexuality, religion and spirituality are discussed in the context of both policy and practice. Some attention will be given in class lectures to aging around the world and to cross cultural comparisons. Topics that do not appear on the syllabus but are of interest to students may be included in class discussions and can be the focus of the final required paper. Relevant research will be discussed. Prerequisite(s): *SW-401A or Advanced Standing*

**SW-585: Undoing Racism**

*3 credits*

This course will focus on skills and actions for students who will learn specific strategies to facilitate and create UnDoing Racism initiatives in their communities and respective social service agencies. The course is an outgrowth of the Dynamics of Racism and Oppression course and is based on of Simmons College School of Social Work's Academy\* on UnDoing Racism and the People's Institute philosophy and model. Students will be encouraged to partner with each other and with other community based institutions such as churches, NGOs, as well as, public and private organizations. A service project activity that the group will plan and implement together will be the ultimate outcome. This course meets the requirement for a social action course. Prerequisite(s): *SW-409*

**SW-589: Dialectical Behavioral Therapy in Clinical Social Work Practice**

*3 credits*

This course provides an overview of the theoretical underpinnings and clinical applications of dialectical behavioral therapy. Students will learn how to implement DBT treatment methods include integrating skills training into psychotherapy into their clinical practice with a diverse client population who present with a range of disorders and psychosocial concerns. The four key skill sets include: distress tolerance, mindfulness, emotion regulation and interpersonal effectiveness. Case examples and role-play will be utilized. This course meets the requirement for a clinical practice elective. Prerequisite(s): *SW-421B and SW-411B*

**SW-595: Child & Adolescent Assessment & Diagnosis**

*3 credits*

This course will provide an overview of major diagnostic categories in child psychopathology and provide students with the skills and abilities to conduct clinical assessments with children and adolescents using a bio-psychosocial developmental framework. An area of focus is case formulation and diagnosis. Attention will be given to the dynamics of development and culture, and to the interrelations among biological, psychological, and social/cultural systems. Teaching techniques include didactic presentations, case examples, videos, guest lectures, and class discussions. Prerequisite(s): *SW-414 or Advanced Standing*

**SW-598: Leadership Development in Anti-Violence Work: S. Schechter Social Action Seminar**

*3 credits*

Collaboratively sponsored by the Family Violence Prevention Fund, The Susan Schechter Leadership Development Fellowship and Simmons School of Social Work, this interdisciplinary seminar is open, with consent of the instructor, to graduate students from any school at Simmons. We encourage those with experience and interest in the fields of domestic violence and child abuse to register. We will study the movement to end violence against women and its connections to issues of race and poverty. Students will identify emerging issues relevant to their work and develop an action project, doing some independent library and field research. Our leadership model is based on the work of Susan Schechter, a feminist pioneer in the anti-violence movement. Through the Family Violence Prevention Fund, we will have access to a network of national leaders in the anti-violence movement. This course meets the requirement for a social action course. Prerequisite(s): *None*

**SW-610: Theoretical Approaches to Human Behavior**

*3 credits*

This course emphasizes the larger social systems in which human behavior develops. Readings will be drawn from recent developments in social psychological thinking. Prerequisite(s): *None*

**SW-625: Social and Behavioral Theory**

*3 credits*

This doctoral seminar is designed to deepen one's understanding of the myriad theories that guide social work practice and research at the individual, family, organizational, community, national, and global levels. Specifically, this seminar covers classic grand theories from sociology and economics, contemporary psychological theories and public health frameworks, and new developments in biopsychosocial understandings of human behavior in the social environment. Students will enhance their ability to articulate, critique, synthesize, and apply multiple theoretical perspectives to explain a range of complex social problems - including their anticipated dissertation topic. As a result, this course will prepare doctoral-level students to conduct theoretically-informed research and teaching. Prerequisite(s): *None*

**SW-628: Applied Secondary Data Analysis**

*3 credits*

This course will introduce doctoral students to the advantages and challenges of answering research questions using secondary data analysis. It will incorporate issues such as validity and operationalization, as well as data analytic issues, such as the use of sampling weights and incorporating complex survey design. In the course, students will examine publicly available secondary data in the field of social work and evaluate these data according to standards of representativeness, alignment with research questions and populations of interest, and level of analysis. Students will apply course content to design, execute, and share thoughtful data analysis, appropriate to their level of statistical training. Prerequisite(s): *None*

**SW-631: Ways of Knowing Clinical Practice**

*3 credits*

In this course a philosophical framework for social work theory and practice is developed through a comparison of modernist and postmodern ways of thinking about knowledge. The framework is then used to examine contemporary debates in social work in relation to theories about gender, approaches to trauma, and ethical dilemmas. Prerequisite(s): *None*

**SW-633: Survey Research Methods**

*3 credits*

The course is designed to prepare social work professionals and researchers with an introduction to theory and practice in the design and conduct of surveys. Students will work individually and collectively to prepare for and conduct a survey that will be pilot tested during the course. Course topics will include: matching research design to data needs; understanding the role of qualitative research in quantitative survey measurement; probability and non-probability sampling methods; developing questions and questionnaires; choosing modes and methods of data collection; analyzing survey data; and the effective presentation and reporting of survey findings to relevant audiences. Prerequisite(s): *SW-651*

**SW-635: Qualitative Data Analysis**

*3 credits*

This course is designed to introduce students to the elements of the qualitative research data analysis. Qualitative research methods provide a means for researchers "to share in the understandings and perceptions of others and to explore how people structure and give meaning to their daily lives" (Berg, 1998, p.7). In DEDU 653 you were introduced to the historical and philosophical foundations of qualitative research methodology, key research strategies in qualitative research and principles for research design in qualitative research. In this course, SW 635, you will deepen your understanding of these key research notions and develop hands-on understanding of techniques and tools used to conduct this research. This course includes an intensive analysis of the theory and practice of qualitative research, including a review of primary methods such as grounded theory, case study, narrative, phenomenology and an examination of additional methods such as ethnomethodology. Emphasis will be placed upon practice in research design, multiple methods of data collection, and exhaustive data analysis. The class will be a seminar with ample opportunities to discuss the implications of the choices made in designing, implementing and reporting on the findings of an IRB approved study. In order to complete the course, students will need to have access to an audio recorder and transcribe an interview or use a transcription service. Prerequisite(s): *None*

**SW-651: Intro to Stat & Data Analysis**

*3 credits*

This course examines fundamental statistics and data analysis techniques appropriate for social work research. Emphasis is on the application of elementary statistical techniques to the research examination process; the steps needed in the process of data analysis; how computers can be used; and in what areas conclusions can be drawn. Prerequisite(s): *None*

**SW-653: Dissertation Seminar**

*3 credits*

This seminar focuses primarily on the individual research interests of members with the intent of enabling the students to complete an acceptable dissertation proposal. Students also focus on appropriate techniques of data collection and analysis.

Prerequisite(s): *None*

**SW-660: Independent Study**

*3 credits*

This option is intended to allow students to supplement their doctoral study in areas of special interest to them. Contact the director of the doctoral program for more information. Prerequisite(s): *None*

**SW-670: Integrating Public Policy Issues & Outcomes Into SW Research**

*3 credits*

The purpose of this course is to understand the relationship of social welfare policy to the human service system. Federal and state policies are analyzed and viewed as shaped by history, values, economics, and the political climate. Attention is given to areas of needed policy change, and an effort is made to expand one's thinking beyond existing policies, in order to consider policy alternatives and future directions for the social welfare system. Prerequisite(s): *None*

**SW-681: Dissertation Proposal Continuance**

*0 credits*

This continuance course is for doctoral students who have successfully passed the comprehensive exam and completed the publishable paper requirement. Doctoral students register for this continuance through the semester that they defend their dissertation proposal. Before registering, doctoral students must have the permission of the doctoral program director. This is a required continuance. Prerequisite(s): *None*

**SW-690: Doctoral Advising**

*0 credits*

For students that have completed their coursework (45 credits), this non-course allows students to remain enrolled in the Simmons Doctoral program while working on their dissertations. There is a one-credit per semester charge, which is determined by the per credit tuition rate of the School of Social Work. Prerequisite(s): *None*

**SW-692: Doctoral Research Practicum**

*3 credits*

This practicum is for Social Work doctoral students and focuses on developing and applying research skills while working on an active research study at the School of Social Work. Before registering, doctoral students must have a signed research practicum agreement with the faculty member they will be working with. This is a required practicum. Prerequisite(s): *None*

**TESL-417: Sheltered English Instruction**

*4 credits*

Successful completion of this course can qualify you for Massachusetts Sheltered English Instruction (SEI) Endorsement. For pre-service teachers in core subject areas, the course will build your skills, confidence, and familiarity with research-proven practices for working with English Language Learner (ELL) students. You will cover the social, cultural, familial, and academic factors that affect learning. You will learn strategies for sheltering content for ELLs and, using WIDA language standards, you will explore the link between oral language and student learning of academic language and literacy skills. This course was created for candidates working toward their first initial teaching license in a core subject area and is not intended for incumbent, already-licensed teachers. Prerequisite(s): *GEDUC-460 or SPND-446 and methods course.*

**TESL-449: Individual Study**

*2 credits*

For graduate students only. Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Prerequisite(s): *None*

**TESL-451: Bilingualism and Language Variation**

*4 credits*

Examines language policy, minority language rights, and linguistic and political issues affecting bilingual education in a multicultural context. Investigates the effects of gender, race, and culture on language use within developmental stages and

learning styles of students across grade levels. Emphasizes assessment procedures and the involvement of parents in education. Prerequisite(s): *None*

**TESL-454: Teaching Pronunciation in English As a Second Language**

*4 credits*

Reviews foundational knowledge of phonetics and phonology, provides an overview of monolingual and bilingual acquisition of the sound system, and examines current research into acquisition of post critical period productive phonology. Prerequisite(s): *None*

**TESL-479: Teach English As a Second Language Methodology and Curriculum**

*4 credits*

Introduces students to teaching English as a second language. Offers an overview of the history of second language teaching, methodologies, approaches, and techniques and their underlying theories and assumptions. Examines specific classroom techniques - reading and writing processes and instruction and assessment and testing - and their application to curriculum development. Prerequisite(s): *None*

**TESL-487: Practicum: English As a Second Language (PreK-6)**

*2 credits*

Assigns supervised teaching responsibilities in an ESL classroom. Involves planning and implementing daily class lessons for at least 150 hours of direct teaching, developing curriculum materials, demonstrating service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars, and a minimum of 135 documented hours of direct instruction. Prerequisite(s): *None*

**WGST-553: Special Topics Seminar**

*4 credits*

Intensively examines a significant issue in Women's and Gender Studies. Prerequisite(s): *None*

**WGST-556: Feminist International Relations**

*4 credits*

Analyzes global politics from a feminist and gendered perspective on foreign policies, conduct of war, military, and prospects for development. Explores gender and sexuality in the construction of nationalism and identity, justice for war crimes and human rights abuses, trafficking in persons, resolution of conflict, and terrorism. Prerequisite(s): *None*

**WGST-580: Gender and Queer Theory**

*4 credits*

Considers the central themes and problems of contemporary gender and queer theory. Readings include works by foundational thinkers in the field such as Foucault, Rubin, and Butler. Specific topics of inquiry may include critical assessments or theoretical explorations of the following: identity politics, sexual orientation science studies, gay marriage, transgender theory, and intersexuality studies. Prerequisite(s): *None*

## Simmons University Full-time Faculty

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