



# UNDERGRADUATE COURSE CATALOG

2018 | 2019



**TABLE OF CONTENTS**

---

<b>PROGRAMS OF STUDY .....</b>	<b>4</b>
<b>UNDERGRADUATE COURSES.....</b>	<b>120</b>
<b>THE EDUCATIONAL PROGRAM.....</b>	<b>224</b>
<b>PRINCIPLES AND POLICIES .....</b>	<b>239</b>
<b>ADMISSION .....</b>	<b>252</b>
<b>FINANCIAL AID.....</b>	<b>259</b>
<b>REGISTRATION AND FINANCIAL INFORMATION .....</b>	<b>262</b>
<b>ABOUT SIMMONS .....</b>	<b>266</b>
<b>ADMINISTRATION .....</b>	<b>267</b>
<b>FACULTY .....</b>	<b>268</b>

---



# 2018-2019 Undergraduate Course Catalog

# PROGRAMS OF STUDY

## DEPARTMENT OF AFRICANA STUDIES

### Faculty

Janie Ward, *Chair and Professor*

Theresa Perry, *Professor*

Dawna Thomas, *Associate Professor*

### Overview

The intellectual domain of Africana Studies (AST) consists of four major areas:

1. The study of African and European American relationships beginning in the 16th century.
2. The study of African/African American community building, i.e., African Americans' founding and organization of economic, educational, religious, and cultural institutions and related achievements of self-determination.
3. Africanity and diaspora studies in the Americas, Africa, and Europe.
4. Africana women's studies which seeks to study race, gender, and culture in ways that allow us to understand often interrelated diasporic experiences across the globe.

Each of these areas may be examined further by focusing upon specializations in the humanities (e.g., literature, film, journalism), social sciences (e.g., research, public policy, health care), physical sciences (e.g., environmental studies), interdisciplinary studies (e.g., women's and gender studies, management, education) or in professional programs (nursing, teacher preparation, social work). An AST major or minor is appropriate for students with strong interests in studies of Americans of color; in the intersectional study of race, gender, and class in the humanities or social sciences; or in one or more subject areas indicated above. The department prepares students for the labor market and continued professional and graduate training by providing a solid foundation of critical, analytical, and technological skills. Pre-graduation internships are available for all interested students. Study abroad and modern language skills are highly recommended. Students interested in dual degree programs or self-designed majors should consult with department faculty to design an individualized program.

### Departmental Honors

Departmental honors is offered to eligible students according to the College requirements on page 26. Majors with a minimum 3.30 cumulative grade point average and a 3.67 grade point average within the Department of Africana Studies are eligible for the departmental honors.

### *Africana Studies (BA)*

This course of study is for students who want to pursue a liberal arts major in Africana studies. Students who anticipate professional careers or graduate study in liberal arts should consider this major track.

### Program Requirements:

The major requires 36 semester hours comprising the following:

AST 101	Introduction to Africana Studies	4
AST 102	Black Cultures in U.S. Society Of African Americans	4
AST 240	African American Intellectual History	4

Eight semester hours contributing to an interdisciplinary knowledge of Africana studies, no more than four hours of which may be taken in any one department.

Courses that count toward the satisfaction of this requirement include:

AST 210	Sisters of African Diaspora	4
AST 249	Inequality: Race, Class, and Gender in Comparative Settings	4
AST 275	Soul Funk and Civil Rights	4
AST 307	Black History At the Movies: Truth Telling or Story Telling	4
AST 313	The Black Struggle for Schooling in the The United States	4
AST 365	Intimate Family Violence	4
AST 388	Black Popular Culture & the Education of Black Youth	4
ENGL 176	African American Fiction	4
ENGL 275	American Modernism and the Harlem Renaissance	4
HIST 217	Caribbean History	4
POLS 215	The Politics of Exclusion	4
POLS 242	Colonial & Postcolonial Politics of Africa	4

Eight semester hours of electives.

Courses listed under the “interdisciplinary knowledge” requirement may count as electives only if they are not counted toward the satisfaction of the “interdisciplinary knowledge” requirement.

Other electives are:

ART 251	African Art: 3000 BC to the Present	4
ART 255	African American Art	4
HIST 210	African American Experience	4
HIST 213	Race and Ethnicity in U.S. History	4
POLS 211	Politics of Cities	4

Eight semester hours from

AST 350	Independent Study	4
	OR	
AST 355	Senior Thesis	4
	OR	
AST 370	Internship	Variable

Any AST course numbered 350 and above will satisfy half of the College’s Independent Learning requirement. Two such courses will satisfy the entire Independent Learning requirement. Students may also satisfy the College’s Independent Learning requirement by taking appropriate courses or completing approved projects in an area other than Africana Studies.

### ***Africana Studies (Minor)***

#### **Minor Requirements:**

The AST minor requires

AST 355	Senior Thesis	4
	OR	
AST 101	Introduction to Africana Studies	4
	OR	
AST 102	Black Cultures in U.S. Society Of African Americans	4
	OR	
AST 240	African American Intellectual History	4

and three additional courses at the 200 or 300 level.

## **DEPARTMENT OF ART AND MUSIC**

### **Faculty**

Margaret Hanni, *Chair and Associate Professor*  
 Edie Bresler, *Professor of Practice*  
 Danica Buckley, *Director, College Concert Choir*  
 Kimberlee Cloutier-Blizzard, *Lecturer*  
 Sara Egan, *Lecturer*  
 Frances Hamilton, *Lecturer*  
 Heather Hole, *Associate Professor*  
 Randi Hopkins, *Lecturer*  
 Jaclyn Kain, *Lecturer*  
 Colleen Kiely, *Professor*  
 Helen Popinchalk, *Interim Director, Trustman Art Gallery, Senior Lecturer*  
 Guhapriya Ranganathan, *Lecturer*  
 Arthur Rishi, *Lecturer*  
 Wendy Seller, *Lecturer*  
 Gregory Slowik, *Professor*  
 Michael Zachary, *Lecturer*  
 Marcia Lomedico, *Administrative Assistant II*

### **Overview**

- The Department of Art and Music offers three majors: art, music, and an interdepartmental major in arts administration; as well as five minors: art, photography, arts administration, music, and performing arts.
- The department has the following residency requirement: normally, students majoring in art or music take all courses required for the major within the department of Art and Music. Transfer students must complete a minimum of 16 credit hours within the department.
- Students who pursue a double major or combine a major and a minor *within the department* may not double-count courses.
- Students may not take required courses or required electives for their major pass/fail. In order to pass, students must earn at least a C- in pass/fail courses in the Department of Art and Music.

### **Department Learning Goals**

#### ***I. Develop visual or aural literacy.***

Students will:

- Identify and utilize significant practices and processes of art or music.
- Understand artistic and musical terminology, critical methods and historical contexts to analyze, criticize and interpret visual and musical texts.
- Apply their knowledge in effective oral and written presentations.

**II. Develop and apply skills learned in an art or music practice course to create original works of art or music.**

Students will:

- Demonstrate the technical skills and the ability to organize the visual or musical elements necessary to communicate concepts and experiences.
- Produce creative works that demonstrate innovation in concepts, formal language and/or materials.

**III. Articulate that the study of art or music involves the mind, spirit and senses.**

Students will:

- Articulate, orally and in writing, the cultural and institutional purposes—historical and contemporary—for the creation of art and music.
- Engage in sophisticated oral or written communication and critical discussions in which students argue and defend ideas and offer new perspectives.
- Recognize and analyze the significance of cultural diversity in the creation of art and/or music.

**IV. Apply classroom theory and practice to experiential learning within Boston's cultural institutions and creative community.**

Students will:

- Understand the role and value of cultural institutions in society.
- Recognize the roles and responsibilities of professionals in cultural institutions.
- Apply professional values and ethics in classes and internships.

**Art and Music Departmental Honors**

- Students must have a 3.5 GPA to apply.
- Students submit a written proposal to the faculty supervisor with whom they would like to work. A thesis-quality research paper or an independent study project in art or music would be eligible.
- Project must be proposed and approved by the Department by April 15 for completion in the following fall semester or by October 30th for spring semester completion.

- The student must receive an A grade from the supervising professor in order to be awarded Department Honors.

**Art (BA)**

Courses in art are designed to strengthen students' visual literacy, to help them develop a broad knowledge base, and to hone key creative and communication skills necessary to their professional success. Studio courses focus on the direct practice of art making and visual analysis, encouraging students both in their creative thinking and technical proficiency. Through art history, students explore the cultural, political and social contexts in which art has been produced and displayed, and expand their writing and analytic skills. Arts administration courses engage students with contemporary issues and institutions in the cultural community, and build critical, writing and organizational abilities. Art courses complement other disciplines in the humanities, such as history, English, philosophy, and communications. Art majors are strongly urged to include these and other areas in their programs of study and many complete a double major.

**Major in Art**

The major in art includes courses in art history and studio art practice. Students choose either area to emphasize, depending upon interest and career plans. Either emphasis can serve as a foundation for further study at the graduate level. The study of art leads to careers in a wide variety of fields, such as teaching, publishing, arts administration, art conservation, museum or gallery work, commercial art and design, architecture, city planning, painting, photography, or printmaking, etc. In all of these areas, the major in art would profitably be combined with a major in another area, such as English, history, chemistry, philosophy, management, communications, or mathematics. Students are encouraged to augment the required courses with in-depth study in the liberal arts and additional courses in the major. Students work with their advisor to develop a coherent course program that will meet their educational goals. Students considering graduate study should plan to take as many upper level courses in their major as they can accommodate in their schedules, especially during junior and senior years.



**Program Requirements:**

Students are required to take 28 semester hours in art. Students will choose an emphasis in art history or art studio. None of the seven courses for the major may be taken Pass/Fail. ART 100 does not count for the Art major.

**Art History Track**

There is no strict sequence in which art history courses must be taken, although the introductory courses ART 141 and ART 142 are normally taken first.

Required courses are:

Five courses in art history.

Two courses in studio art.

Take at least two 200 or 300 level art history courses.

**Studio Art Track**

Required courses are:

Five courses in studio art and two courses in art history.

At least one of the following studio art courses:

ART 111	Draw What You See	4
ART 112	Introduction to Studio Art - Color	4
ART 138	The Poetry of Photography	4
ART 139	Color Photography CSI	4

Take at least two 200 or 300 level studio art courses.

The remaining three studio courses are electives.

One of the two art history courses must be

ART 244	20th Century Art	4
	OR	

**Arts Administration (BA)**

The Arts Administration Program integrates art history, studio art and music with Simmons' pre-professional programs in business, communications and information science to prepare students for leadership in today's changing creative economy. Internships and other practical experiences in the field are made possible through an array of institutional partnerships in Boston and beyond. With this combination of discipline-specific knowledge, practical skill and professional experience, graduates pursue arts-related careers in fields like development, education, marketing and digital communications within nonprofit cultural institutions, performance organizations, museums, art galleries and auction houses.

**Program Requirements:**

Students are required to take 52 semester hours, including 32 in the Department of Art and Music and 20 in one of the three professional tracks listed below.

Arts administration students can customize their major in two ways; they may choose between the Visual Arts and Music tracks, and they may choose a pre-professional track in Management, Public Relations and Marketing or Digital Communications.

Arts Administration Core Courses (required for all majors):

AADM 143	Boston Arts in Action	4
AADM 390	Seminar: Arts in the Community	8

**Visual Arts Track:**

Two out of the four studio courses listed below (students cannot choose both ART/COMM 138 and ART/COMM 139):

ART 111	Draw What You See	4
ART 112	Introduction to Studio Art - Color	4
ART 138	The Poetry of Photography	4
ART 139	Color Photography CSI	4

**Three art history courses:**

ART 141	Introduction to Art History: Egypt to The Renaissance	4
ART 142	Introduction to Art History: Baroque to the 20th Century	4
	One elective in art history	

Music Track:			COMM 210	Introduction to Graphic Design: Principles and Practice	4
MUS 120	Introduction to Music: The Middle Ages to Early Romanticism	4	COMM 244	Web I: Design for the World Wide Web	4
MUS 121	Introduction to Music: Early Romanticism to the Present	4			
	Three electives in music history, theory, or performance				

## Management Track:

## Core:

MGMT 100	Foundations of Business & Management	4
MGMT 238	Financial Aspects of Business	4
MGMT 250	Marketing	4

## Electives (choose 2):

MGMT 221	Project Management	4
MGMT 223	Learning by Giving	4
MGMT 224	Socially-Minded Leadership	4
MGMT 234	Organizational Communication and Behavior	4

## Public Relations and Marketing Track:

## Core:

MGMT 250	Marketing	4
COMM 186	Introduction to Public Relations and Marketing Communications	4
COMM 281	Writing for Public Relations and Integrated Marketing Communications	4

## Electives (choose 2):

MGMT 230	Why We Buy	4
COMM 265	Editing Copy and Proof	4
COMM 286/MGMT 232A	Intro to Advertising	4
COMM 323	Digital Cultures: Communication and Social Media	4

## Digital Communications Track:

## Core:

CS 112	Introduction to Computer Science	4
--------	----------------------------------	---

## Electives (choose 2):

ART 139	Color Photography CSI	4
ART 232	Advanced Digital Workshop	4
COMM 333	Web II	4
COMM 323	Digital Cultures: Communication and Social Media	4
CS 113	Gui and Event-Driven Programming	4
CS 333	Database Management Systems	4
LIS 432	Concepts in Cultural Heritage Informatics	3
LIS 446	Art Documentation	3
LIS 435	Music Librarianship	3

*ART 139: cannot be double-counted as a studio class for the major*

*LIS 432, LIS 446, LIS 435: consent of the instructor*

**Music (BA)**

Courses in music are designed as cultural enrichment for students whose principal interests are in other disciplines and for students pursuing a major in music history or practice. Music courses develop the student's ability to listen intelligently to a wide spectrum of music from many traditions, and to educate students about the cultural, social, religious and political influences that shape the music of any given place and era. The introductory courses present a general appreciation of music by exploring traditional Western music as well as the music of non-Western cultures. Such experience is extremely beneficial to a liberal arts education and will enhance the student's creative work and performance in the humanities, science and other professional areas. It also provides an excellent background for more specialized offerings. There is no strict sequence in which music courses must be taken; however, the introductory courses (MUS 120 or MUS 121) are normally taken first.

Students who take MUS 349 Directed Study at the New England Conservatory are required to take one of the following courses: MUS 110, MUS 111, MUS 120, or MUS 121 before or at the same time as their first semester of applied music. Depending upon the student's musical background and with the permission of the instructor, it is possible to fulfill the course requirement for MUS 349 Directed Study with any Simmons music history or theory course. A student's musical and technical proficiency with any instrument or voice should be at an advanced intermediate level or above. Therefore, a consultation with the music faculty is necessary before registration can be completed. The department welcomes students wishing to develop joint majors with other departments; such students should consult with the music faculty about ways to integrate their interests.

### **Majors in Music**

Majors offered in music include arts administration, and a music major with a music history or an applied music (performance) track. The study of music can lead to careers in a wide variety of fields, including teaching, performance, arts administration, music editing and publishing, recording, programming for radio and television broadcasts, etc. The major in music would be enriched if combined with a major in another area, such as English, math, communications, management, or history.

### **Program Requirements:**

Students are required to complete 32 semester hours in one of the tracks listed below:

#### **Applied Music Track**

- Four semesters of MUS 349 or equivalent
- One course in music theory
- One course in music history
- Two electives chosen from music history or theory courses, depending upon interest

#### **Music History Track**

- Four music history courses (two at the 200 level)
- One course in theory or theoretical studies
- One applied music course
- Two electives chosen from music history, theory, or applied studies, depending upon interest

## ***Interdepartmental Major and Minor in Arts Administration***

The Department of Art and Music offers an interdepartmental major in arts administration with an emphasis in music. Information concerning this major begins under the section on Arts Administration (p. 7). A minor in arts administration is also offered (p. 10).

## ***Other Programs***

### **The New England Conservatory of Music**

Performance studies and theoretical courses regularly offered at the New England Conservatory of Music may be elected for credit by qualified students. Under the provisions of an inter-institutional agreement between the New England Conservatory of Music and Simmons College, duly enrolled students at Simmons College may elect to include in their programs for full credit certain courses normally offered by the conservatory, subject to certain specified conditions, the details of which should be obtained from the Department of Art and Music. A Simmons student who wishes to pursue a course at the conservatory must be recommended by the music faculty at Simmons College. The student will then be referred to the New England Conservatory of Music. Simmons College and the New England Conservatory reserve the right to determine whether prerequisites for the course in question have been met and whether the student is fully qualified to pursue the course elected. Please see additional information found under MUS 349 Directed Study.

### **The Simmons College Concert Choir, Danica Buckley, Music Director**

The Simmons College Concert Choir is a chorus open to all Simmons graduates, undergraduates, faculty and staff. Rehearsals begin in September and January and take place once a week. The Concert Choir prepares two programs each year, performing one major concert at the end of each semester. The repertoire includes classical music written for voice from the Renaissance to the 20th century. Some choral singing experience is helpful but not necessary.

## ***Art (Minor)***

### **Minor Requirements:**

An art minor may emphasize either studio art or art history:

**Art History:**

Students must take four art history courses and one of the following studio art courses:

ART 111	Draw What You See	4
ART 112	Introduction to Studio Art - Color	4
ART 138	The Poetry of Photography	4
ART 139	Color Photography CSI	4

**Studio Art:**

Students must take one art history course plus four studio art courses, one of which must be:

ART 111	Draw What You See	4
ART 112	Introduction to Studio Art - Color	4
ART 138	The Poetry of Photography	4
ART 139	Color Photography CSI	4

*ART 100 is accepted for the art minor.*

**Photography (Minor)****Minor Requirements:**

A minor in photography requires five courses from the following:

ART 138	The Poetry of Photography and/or	4
ART 139	Color Photography CSI	4

Two or three 200 level photography courses

Either

ART 249	History of Photography	4
	OR	

**Arts Administration (Minor)****Minor Requirements:**

A minor in arts administration requires

AADM 143	Boston Arts in Action	4
----------	-----------------------	---

And one other AADM course

Two art history or two music history courses

And one course from the following:

MGMT 100	Foundations of Business & Management	4
MGMT 238	Financial Aspects of Business	4
MGMT 250	Marketing	4

COMM 186	Introduction to Public Relations and Marketing Communications	4
COMM 210	Introduction to Graphic Design: Principles and Practice	4
COMM 244	Web I: Design for the World Wide Web	4
COMM 281	Writing for Public Relations and Integrated Marketing Communications	4

**Music (Minor)**

A music minor consists of five courses in music history, theory and/or performance. Normally, at least two courses must be at the 200 level or above. A minimum of 12 semester hours must be taken within the department to complete a minor in music.

**Performing Arts (Minor)**

The Colleges of the Fenway minor in performing arts integrates performing experiences with classroom study of the performing arts: dance, music, theater, and performance art. The minor includes study, observation, and practice of the performing arts. It consists of a required introductory course, Introduction to Performing Arts, three discipline-specific courses (dance, music and theater), and one upper-level course, as well as three semesters of an approved performance ensemble. Please visit [www.colleges-fenway.org/performingarts](http://www.colleges-fenway.org/performingarts) for details. Contact Professor Gregory Slowik, the Simmons College performing arts advisor, for more information.

**DEPARTMENT OF BIOLOGY****Faculty**

Jane Lopilato, *Chair and Associate Professor*  
 Maria Abate, *Assistant Professor*  
 Anna Aguilera, *Assistant Professor*  
 Randi Lite, *Professor of Practice*  
 Joel Lombard, *Senior Lecturer*  
 Eric Luth, *Assistant Professor*  
 Charlotte Russell, *Senior Lecturer*  
 Cassandra Saitow, *Assistant Professor*  
 Matthew Schwartz, *Lecturer*  
 Elizabeth Scott, *Professor*  
 Jyl Richards, *Laboratory Manager*  
 Tracy Machcinski, *Laboratory Supervisor*  
 Victoria Galloway, *Administrative Assistant*

## Overview

The department's offerings are designed to help students develop an understanding of the scope and the specialties of biology, as well as an appreciation of modern biological trends. An inquiry-based approach is utilized in the laboratory components of biology courses; this experience is integral to a student's understanding of scientific principles and allows the student to apply critical thinking, problem solving, and creativity in approaching scientific problem.

Undergraduate preparation in biology may lead to career opportunities in university, hospital, government and commercial laboratories in areas such as animal and plant physiology, developmental and evolutionary biology, genetics and molecular biology, neurobiology, cell biology, biochemistry, microbiology, immunology, ecology, marine biology, public health and biotechnology. The curriculum also prepares students for graduate study in biology, medicine, dentistry, veterinary science, and allied health career.

Cooperation with other departments in the College provides opportunities for joint programs. The following is a list of majors and programs offered by the Biology Department:

- Biology
- Biochemistry
- Environmental Science
- Exercise Science
- Neuroscience and Behavior
- Accelerated five-year programs: BS Biology/MS Nutrition, BS Exercise Science/ MS Nutrition or
- Certification for teaching biology at the middle school and secondary school levels is also possible by enrollment in the education department.

For further information about the Biology Department refer to the Simmons College website.

## Learning Outcomes

Students will gain:

1. Knowledge of broad sweeping core concepts in biological science.
2. Knowledge of studies linking evolutionary concepts with experimental studies from the molecular, cellular and physiological and behavioral level of living organism.

3. Skill in analysis, measurement and interpretation of experimental data published in primary research articles in both cellular and molecular studies as well as organismal studies.
4. Knowledge of statistical analysis, and hypothesis generation and testing techniques.
5. Skills necessary to conduct original scientific research at either the cellular, cognitive, or organismal level.
6. Skills necessary to successfully work in groups, valuing and respecting each other's opinions, accepting constructive feedback, and take responsibility for completing shared tasks
7. The ability to clearly communicate concepts in biology and interdisciplinary majors, and defend conclusions in writing and orally to diverse audiences: lay public, students, and biology professionals in their own area of expertise.

## Departmental Honors

### *Senior Thesis in Biology Departmental Honors*

The Department of Biology offers the opportunity for students in any of our five majors and education track to receive Departmental Honors upon graduation. Students who have earned an outstanding GPA in Simmons biology courses (minimum of six required) and who receive an A in BIO 355 (Senior Thesis in Biology) will receive Departmental Honors in Biology. This designation in Biology is given to those seniors whom the department considers to have completed outstanding work in the department.

### *Departmental Recognition*

This designation in Biology is given to those seniors whom the department considers to have completed outstanding work in the department. Such recognition is included on the student's transcript. This recognition is usually calculated as the top 10% of GPAs of majors in the Department of Biology and is included on the student's transcript.

## Biology (BS)

Biology is the study of life and includes a broad range of biological disciplines. Undergraduate students are well-prepared for graduate studies and careers with a strong foundation in biological principles and methodology, as a result of the department's student centered classroom, laboratory, and research experience. For students desiring a broad education in the life sciences, ranging from the molecular and cellular level to that of populations and ecosystems, this major provides maximum flexibility in preparation for careers in biology, biotechnology, and related fields; it also serves as excellent preparation for graduate and professional schools.

### Program Requirements:

Students planning a program in biology satisfy the core requirements by taking the following courses:

Year 1:

BIOL 113	General Biology	4
BIOL 218	Principles of Zoology	4

Year 2:

BIOL 222	Animal Physiology	4
BIOL 225	Cell Biology	4

Year 3:

BIOL 336	Genetics	4
----------	----------	---

*To complete the minimum requirements, students must take three additional courses in biology; at least two courses of which must be 300-level and one must be 200-level, OR three 300-level courses.*

In the senior year students must satisfy their Capstone requirement by taking two semesters of

BIOL 350	Independent Laboratory Research	4
	OR	
BIOL 355	Thesis	4
	OR	
BIOL 370	Internship	Variable

### Prerequisites:

Students are required to take

CHEM 111	Introduction to Chemistry: Inorganic	4
	OR	
CHEM 113	Principles of Chemistry	4
CHEM 224	Organic Chemistry I	4
CHEM 225	Organic Chemistry II	4

MATH 120	Calculus I	4
	OR	
MATH 118	Introductory Statistics	4
	OR	
MATH 227	Intermediate Statistics: Design & Analysis	4
	OR	
MATH 229	Regression Models	4

- Students interested in medical or dental school or in pursuing graduate study in certain areas of biology should plan to include additional courses in CHEM 216, MATH 121, and a year of physics.
- Students interested in careers in dentistry, medicine, optometry, podiatry, veterinary medicine, and the allied health professions should consult the health professions advisor.
- Students interested in teaching licensure at the elementary level should complete the Biology major and consult with the Department of Education for information on the Dunn Scholars 4+1 licensure program.

### Education Track

This track is recommended for students majoring in elementary school education who desire a general science background with an emphasis in biology. It is *not* recommended for students planning on graduate school or research careers. Students wishing to teach on the secondary level must take the courses detailed above to fulfill the major in Biology.

### Requirements:

Students taking the education track should enroll in their first year in

BIOL 113	General Biology	4
CHEM 111	Introduction to Chemistry: Inorganic	4

In subsequent years, students should enroll in four biology courses numbered above 200, one of which should be either

BIOL 245	Principles of Ecology	4
	OR	
BIOL 333	Marine Biology	4

Students must also take

BIOL 103	Great Discoveries in Science	4
----------	------------------------------	---

and any two of the following:

CHEM 112	Introduction to Chemistry: Organic	4
NUTR 111	Fundamentals of Nutrition Science	4
PHYS 105	Science and Technology in the Everyday World: The Way Things Work	4

The Capstone requirement can be satisfied by successfully completing

EDUC 382	Practicum: Elementary School	12
----------	------------------------------	----

or two semesters of

BIOL 350	Independent Laboratory Research	4
BIOL 370	Internship	Variable

*\*\*Please note: The Department of Biology continues to support students who wish to participate in the Public Health program. See information on the Department of Public Health (p. 108).*

### Exercise Science (BS)

This program provides a challenging educational experience for students who wish to pursue health/fitness careers. The major provides hands on experience in the health/ fitness industry tied to core academic preparation in the science of exercise and health. Students of exercise science will have the requisite coursework for graduate programs in Physical Therapy, Exercise Physiology, Kinesiology, and Exercise Science. Graduates of an exercise science program may work in community, retail, or medical fitness centers, hospital-based clinical exercise rehabilitation, clinical research, corporate wellness programs, and nonprofit health promotion organizations.

#### Exercise Science Major

Majors will complete four prerequisite courses, a core consisting of ten courses plus two electives spread out across their four years. All Majors are required to have CPR and First Aid Certifications by March 1 of the senior year. The suggested sequence for core courses is:

First Year

BIOL 113	General Biology	4
CHEM 111	Introduction to Chemistry: Inorganic	4
CHEM 112	Introduction to Chemistry: Organic	4
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis	4

*BIOL 113, MATH 118: prereq. for BIOL 246  
CHEM 111, CHEM 112: prereq. for BIOL 231*

Sophomore Year

BIOL 231	Anatomy and Physiology I	4
BIOL 232	Anatomy and Physiology II	4
BIOL 246	Foundations of Exercise and Health	4
PSYC 101	Introduction to Psychological Science	4
NUTR 112	Introduction to Nutrition Science	4

Junior Year

BIOL 332	Exercise Physiology	4
PHYS 110	Introductory Physics I	4
SNHS 361	Exercise Assessment & Prescription	4
PSYC 232	Health Psychology CPR with AED Training First Aid Certification (offered on campus at cost)	4

*BIOL 332: prereq. for SNHS 361  
PHYS 110: prereq. for BIOL 362*

Senior Year: total of 8 credits:

BIOL 370	Internship	Variable
	OR	
BIOL 350	Independent Laboratory Research	4
	OR	
BIOL 355	Thesis	4

*BIOL 370: 8 credits*

For Students in the Accelerated Physical Therapy Program:

DPT 612/13 Professional Seminar (2 credits) and the tutorial components of DPT 672/73 Frameworks of Physical Therapy: Musculoskeletal 1 and 2 (4 credits) are the equivalent of the Capstone and Biology 370 Internship.

DPT 622/23 Fundamentals of Movement Sciences 1 and 2 are equivalent to BIOL 362 Kinesiology.

PHYS 111 is both a requirement for the DPT program and an elective from the Exercise Science list.

The second Exercise Science elective is satisfied by DPT 652, Evidence-Based Practice

**Exercise Science Electives:**

AST 232/SOCI 232/WGST 232	Race, Gender & Health	4
BIOL 221	Microbiology	4
BIOL 233	Strength and Conditioning	4
CHEM 223	Introduction to Biochemistry	4
NUTR 110	Sociocultural Implications of Nutrition	4
NUTR 215	Sports Nutrition	4
NUTR 260	Health Promotion Through the Life Cycle	4
NUTR 311	Nutrient Metabolism	4
MCPHS BEH 405A	Mind-Body Medicine	
PHYS 111	Introductory Physics II	4
SOCI 241	Health, Illness & Society	4
SOCI 345	Health Systems & Policy	4
SOCI 266	Sociology of Sports	4

*NUTR 311: CHEM 223 prereq.*

*SOCI 345: SOCI 101 prereq.*

## ***Exercise Science (BS)/Nutrition Program (MS)***

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Exercise Science and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Application to this program occurs in the second semester of the student's junior year and is directed to the SHS Director of Admissions. A grade point average of 3.3 is required, but no GRE scores are necessary. The curriculum for this program is described below. Two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year and are counted to the undergraduate degree credits\*\*\* and also fulfill two of the graduate course requirements, giving the students a significant tuition reduction.

### **Requirements for the undergraduate Exercise Science major and graduate degree in Nutrition:**

#### **Year One**

BIOL 113	General Biology	4
CHEM 111	Introduction to Chemistry: Inorganic	4
CHEM 112	Introduction to Chemistry: Organic	4

#### **Year Two**

BIOL 231	Anatomy and Physiology I	4
MATH 118	Introductory Statistics	4
PSYC 101	Introduction to Psychological Science	4
BIOL 232	Anatomy and Physiology II	4
NUTR 112	Introduction to Nutrition Science	4

#### **Year Three**

PSYC 232	Health Psychology	4
CHEM 223	Introduction to Biochemistry	4
NUTR 237	The Practice of Community Nutrition	4
BIOL 332	Exercise Physiology	4
SNHS 361	Exercise Assessment & Prescription	4
PHYS 110	Introductory Physics I First Aid and CPR/AED Training	4



Year Four: Total of 8 credits

BIOL 370	Internship OR	Variable
BIOL 350	Independent Laboratory Research OR	4
BIOL 355	Thesis	4

*BIOL 370: 8 credits*

*See Exercise Science Elective from the list (p. 14)*

*SNHS 410, SNHS 450: Working with their advisor, a student will take SHS 410 Research Methods and SHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of senior year. Students need to maintain a 3.0 GPA overall, and earn a B or better in their two graduate courses to continue in the program. Please visit the Simmons College website to view the Nutrition Catalog for graduate requirements.*

### **Biology (BS)/Nutrition Program (MS)**

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Exercise Science and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Application to this program occurs in the second semester of the student's junior year and is directed to the SHS Director of Admissions. A grade point average of 3.3 is required, but no GRE scores are necessary. The curriculum for this program is described below. Two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year and are counted to the undergraduate degree credits\*\*\* and also fulfill two of the graduate course requirements, giving the students a significant tuition reduction.

#### **Requirements for the undergraduate Exercise Science major and graduate degree in Nutrition:**

Year One

BIOL 113	General Biology	4
CHEM 111	Introduction to Chemistry: Inorganic OR	4
CHEM 113	Principles of Chemistry	4
SOCI 241	Health, Illness & Society Modern Language (101)	4

BIOL 218	Principles of Zoology OR	4
BIOL 221	Microbiology	4

Year Two

CHEM 224	Organic Chemistry I	4
CHEM 225	Organic Chemistry II	4
MATH 120	Calculus I	4
NUTR 112	Introduction to Nutrition Science	4
BIOL 225	Cell Biology	4

Year Three

BIOL 231	Anatomy and Physiology I	4
BIOL 232	Anatomy and Physiology II	4
CHEM 345	Biochemistry	4
NUTR 237	The Practice of Community Nutrition	4
MATH 118	Introductory Statistics	4

Year Four

SNHS 410/PT 610	Research Methods	3
BIOL 350	Independent Laboratory Research OR	4
BIOL 370	Internship	Variable
BIOL 336	Genetics	4
SNHS 450	Health Care Sys: Interdis Pers	3
BIOL 300- Level	Elective	

*BIOL 370: 8 credits*

*\*\*\*SNHS 410, SNHS 450: Working with their advisor, a student will take SHS 410 Research Methods and SHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of senior year. Students need to maintain a 3.0 GPA overall, and earn a B or better in their two graduate courses to continue in the program. Please visit the Simmons College website to view the Nutrition Catalog for graduate requirements.*

### **Biology (Minor)**

A minor in biology requires BIOL 113 General Biology and four additional courses in biology, all of which must be designated BIOL and numbered 200 or above. Students should contact the department chairperson to discuss course selection.

No more than two courses can be counted from transfer credits; these must be approved by the department chairperson.

### **Exercise Science (Minor)**

#### **Minor Requirements:**

The Exercise Science minor allows any interested student an opportunity to gain knowledge of the role that exercise plays in health and disease.

The minor consists of the following five courses:

BIOL 246	Foundations of Exercise and Health	4
BIOL 332	Exercise Physiology	4
MATH 118	Introductory Statistics	4
SNHS 361	Exercise Assessment & Prescription	4
	Exercise Science Elective from list	

*Elective from the Exercise Science list (p. 14)*

For further information about the program in exercise science, contact Professor Randi Lite (Department of Biology). Students planning to attend medical, dental, or veterinary school should contact the Health Professions Advisor, as early as possible to be sure to incorporate the courses required for admission to these professional schools.

### **Policy on Combinations of Double Majors or Minors**

Students may double major or have a combination of a major and a minor or two minors from among the different majors above, with some restrictions. Some combinations are not allowed. Please see the Biology Department detailed policy here.

## **SCHOOL OF BUSINESS**

### **BSBA Programs in Accounting, Business and Management, Finance, Marketing and the Prince Program in Retail Management**

#### **Faculty**

Michel Delorme, *Director, School of Business and Professor of Practice*

Stacy Blake-Beard, *Professor*

Julie Yao Cooper, *Director, Graduate Programs and Visiting Professor*

Robert F. Coulam, *Professor of Practice and Director, Center for Health Policy*

Erin DeCurtis, *Lecturer*

Patricia H. Deyton, *Professor of Practice, Director, Center for Gender in Organizations*

Gary Gaumer, *Associate Professor*

Indra J. Guertler, *Professor of Practice*

Todd Herrmann, *Lecturer*

Jane Hughes, *Professor of Practice*

Cynthia A. Ingols, *Professor of Practice*

Yulong Li, *Associate Professor*

John Lowe, *Associate Professor and Director, Undergraduate Program*

Teresa Nelson, *Professor and Director, Entrepreneurship Program*

Mindell Reiss Nitkin, *Associate Professor*

Catherine J. Robbins, *Professor of Practice, Program Director, MBA in Health Care*

Susan D. Sampson, *Associate Professor, Director, Prince Program in Retail Management*

Mary Shapiro, *Professor of Practice*

Charlene Spiceland, *Assistant Professor*

Špela Trefalt, *Associate Professor*

Edward Vieira, *Professor*

Bruce Warren, *Professor Emeritus*

#### **Staff**

Leslee DiGirolamo-Magee, *Program Manager, Academic Programs*

#### **Overview**

The Simmons Bachelor of Science in Business Administration (BSBA) is a rigorous undergraduate business program that prepares students for successful business careers and leadership roles across a wide range of industries. Through relevant and diverse majors and minors, the program offers students the opportunity to focus on functional areas, such as accounting, finance, marketing, or entrepreneurship, or target a specific industry, such as health care, retail, or information technology. Students tailor their learning to explore interests and pursue their goals.

Through their coursework, students develop the critical thinking, decision-making and project management skills needed in today's workplace. Through class projects and presentations, they learn to be effective communicators and become strong team members and leaders. Through a required internship, students pursuing a BSBA major apply what they have learned to real-world business challenges and gain marketable experience.

Beyond critical business skills, organizations are seeking college graduates with the education and experience to succeed as creative, ethical and versatile problem solvers. They want team members who are globally aware and sensitive to the value of a diverse workforce. We integrate these topics throughout the BSBA curriculum using experiential and service learning, case studies and practical, hands-on class projects. Students graduate with a portfolio of learning experiences that demonstrate their business skills and competencies.

Five majors lead to the BSBA degree:

- Accounting
- Business and Management
- Finance
- Marketing
- Retail Management

BSBA majors can apply to an accelerated MBA program, which is offered online.

Additionally, there are minors in:

- Accounting
- Business
- Finance
- Marketing
- Organizational Studies
- Principled Leadership
- Retail Management
- Entrepreneurship
- Health Care Management

Students may elect to complete a major, a minor or both. The BSBA Program allows both double majors and double minors.

The School of Business participates as a sponsor in the following interdisciplinary majors and departments:

- Arts Administration (with Department of Art and Music)
- Data Science and Analytics (with Departments of Math and Computer Science)
- Financial Math (with Economics and Mathematics Departments)
- Chemistry-Management (with Department of Chemistry)

- Public Relations and Marketing Communications (with Department of Communications)

See the sponsoring department for the following interdisciplinary minors:

- Arts Administration (Art and Music)
- Public Relations and Marketing Communications (Communications)
- Sustainability (Chemistry)

Students can combine business coursework with a wide variety of majors and minors in departments across Simmons to fit students' individual career and educational goals. For example, economics majors may find a business minor a great practical complement for the job search. Marketing majors may look to communications as a minor to develop a complementary knowledge set in public relations and advertising.

The options are many and we encourage you to see your undergraduate advisor to find out more.

### **Learning Outcomes**

As part of its accreditation from AACSB, Simmons' BSBA Program identified six overall program goals and learning objectives.

#### ***Program Goal 1: Leadership***

Simmons graduates, as members of a team or as individuals, are prepared to provide strategic and principled leadership within organizations.

#### ***Learning objectives for Leadership***

- Understand and apply norms of high performing team dynamics.
- Understand and apply principles of team project management.
- Understand and apply strategic and principled leadership.

#### ***Program Goal 2: Knowledge of the Disciplines***

Simmons students understand the theory and practice of the various management disciplines, and can apply appropriate vocabulary, models and frameworks to multiple functional areas in the context of organizations.

#### ***Learning Objectives for Discipline Knowledge***

- Understand the underlying management theories in the various functional areas within an organization.
- Demonstrate a variety of analytical tools in various functional disciplines.
- Use appropriate discipline specific vocabulary to describe organizational structures, processes and behaviors.

**Program Goal 3: Problem Solving/Analytical Thinking**

Simmons graduates can analyze, think critically and reason quantitatively in response to complex professional issues in global and technologically sophisticated environments.

*Learning Objectives for Analytical Thinking*

- Use analytical skills to identify and diagnose specific organizational problem(s).
- Generate and evaluate alternative solutions using creative and innovative problem-solving skills.
- Make concrete recommendations supported by a detailed implementation plan.

**Program Goal 4: Gender and Cultural Diversity**

Simmons graduates understand and appreciate the strategic and behavioral roles of gender and cultural diversity in organizations and are prepared to manage their careers in context effectively.

*Learning Objectives for Diversity*

- Recognize and articulate the role of diversity and its impact on organizational effectiveness.
- Identify and analyze personal and organizational issues and solutions
- Develop personal career strategies to respond to a complex work environment.

**Program Goal 5: Communication**

Simmons graduates can communicate effectively and professionally, choosing appropriately from a portfolio of written, oral and visual techniques and styles to best convey a desired message to a selected audience.

*Learning Objectives for Communication*

- Demonstrate effective oral communication skills.
- Demonstrate professional written communication skills.

- Develop visual aids that support written communication and oral presentations.

**Program Goal 6: Ethics and Social Responsibility**

Simmons graduates bring integrity and ethics to organizations and are adept at applying a socially responsible lens to evaluate situations and implement solutions to complex societal and managerial issues.

*Learning Objectives for Ethics / Social Responsibility*

- Reflect on the role and impact of personal social responsibility in community and organizations.
- Identify and understand the ethical implications of organizational issues and managerial decisions.

**Departmental Honors in Business**

A student in one of the five BSBA majors qualifies for Departmental Recognition with a GPA of 3.5 or higher in all business (MGMT) and accounting (ACCT) courses. Departmental Honors are offered to qualified students (3.5 or higher GPA in all MGMT and ACCT courses) subject to the Simmons requirements.

**Honor Societies: Beta Gamma Sigma and Alpha Delta Sigma**

Beta Gamma Sigma (BGS) is the premier honor society for students enrolled in business and management programs accredited by AACBS International (The Association to Advance Collegiate Schools of Business), the world's top accreditation distinction for business schools. The Society's membership comprises the brightest and best of the world's business leaders and draws from students in the top academic ranks of their class. Juniors and seniors are selected based on ranking by GPA.

The Society's mission defines this lifelong commitment to its members' academic and professional success: to encourage and honor academic achievement in the study of business, to foster personal and professional excellence, to advance the values of the Society, and to serve its lifelong members.

Alpha Delta Sigma is the honor society that is part of the American Advertising Federation for marketing and communications students. The requirements are that the student must be current in dues membership, be a senior or rising senior, have taken at least two advertising or marketing courses, and have a minimum undergraduate GPA of 3.25.

**School of Business Majors**

- Accounting (BSBA) (p. 19)
- Business and Management (BSBA) (p. 20)
- Finance (BSBA) (p. 20)
- Marketing (BSBA) (p. 21)
- Retail Management; the Prince Program in Retail Management (BSBA) (p. 22)

### Interdisciplinary Majors

- Interdisciplinary Major in Arts Administration (p. 22)
- Joint Major in Chemistry-Management (p. 22)
- Data Science and Analytics (BS) (p. 23)
- Joint Major in Financial Mathematics (p. 23)
- Interdisciplinary Major in Public Relations and Marketing Communications (p. 23)

### School of Business Minors

- Accounting (Minor) (p. 24)
- Business (Minor) (p. 25)
- Finance (Minor) (p. 25)
- Entrepreneurship (Minor) (p. 25)
- Health Care Management (Minor) (p. 25)
- Marketing (Minor) (p. 26)
- Organizational Studies (Minor) (p. 26)
- Principled Leadership (Minor) (p. 26)
- Retail Management (Minor) (p. 26)

### Accelerated Program

- The BSBA/MBA and the BSBA/MSM Combined Degree Program (p. 24)

### School of Business Course Descriptions

- Accounting Course Descriptions (p. **Error! Bookmark not defined.**)
- Management Course Descriptions (p. **Error! Bookmark not defined.**)

## Accounting (BSBA)

Your major in Accounting is a gateway to lucrative opportunities in a wide variety of exciting professional careers. You will master the knowledge and skills needed to pass the CPA, CMA, or CIA exams. Whether your goal is to be an officer in a CPA firm, lead an accounting department in industry, establish a private practice, or any of a host of other possibilities, our accounting program will help you get there.

All of our accounting majors participate in internships. The experience enables you to integrate your academic preparation with its practical applications. These internships offer you a variety of benefits including experiential learning, generous compensation, up to 16 credits on your transcript, and a potential gateway to full-time employment with the internship sponsor.

### Program Requirements:

#### Prerequisites for Accounting Majors

ECON 100	Principles of Microeconomics	4
MATH 118	Introductory Statistics	4

#### Required Core Courses

ACCT 110	Financial Accounting	4
ACCT 120	Managerial Accounting	4
MGMT 100	Foundations of Business & Management	4
MGMT 180	Business Law	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 250	Marketing	4
MGMT 260	Finance	4
MGMT 325	Operations Management & Decision Making	4

#### Required Accounting Courses

ACCT 200	Intermediate Accounting I	4
ACCT 201	Intermediate Accounting II	4
ACCT 205	Cost Accounting	4
ACCT 301	Accounting Information Systems	4
ACCT 308	Auditing and Assurance	4
ACCT 325	Accounting and Business Ethics	2
ACCT 370	Accounting Internship I	Variable
ACCT 396	Accounting Capstone	4
ACCT 207	Tax Accounting	4

## Electives

Suggested elective to strengthen students' ability to pass the CPA exam:

ECON 101	Principles of Macroeconomics	4
ACCT 371	Accounting Internship II	Variable

**Business and Management (BSBA)**

Organizations today demand responsive leaders, who can provide vision, are creative, can manage across the organization, and work ethically and effectively in a diverse workforce. This BSBA Program major prepares students to assume entry-level and early managerial positions in a variety of organizations, entrepreneurial ventures, corporations, nonprofits and social enterprises. Students gain an understanding of managerial roles, activities and functions of organizations. Business and Management graduates have found jobs in high technology, financial services, healthcare and communications. Students can combine a major in Business and Management with a variety of liberal arts disciplines such as psychology, sociology or information technology to enhance knowledge and critical thinking skills, and to provide a broader context in which to practice management.

**Program Requirements:**

## Prerequisites for Business and Management Majors

ECON 100	Principles of Microeconomics	4
MATH 118	Introductory Statistics	4

## Required Core Courses

MGMT 100	Foundations of Business & Management	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 250	Marketing	4
MGMT 325	Operations Management & Decision Making	4
MGMT 340	Strategy	4
MGMT 370	Internship	8
ACCT 110	Financial Accounting	4
ACCT 120	Managerial Accounting	4
MGMT 260	Finance	4

## Required Business and Management Major Courses

MGMT 137	Entrepreneurship and Innovation	4
MGMT 221	Project Management	4
MGMT 320	Negotiations	4

MGMT 395	Business Management Capstone	4
----------	------------------------------	---

## Electives

Students select one elective from the following:

ACCT 200	Intermediate Accounting I	4
ACCT 205	Cost Accounting	4
MGMT 222	Human Resources Management	4
MGMT 224	Socially-Minded Leadership	4
MGMT 225	The Manager and the Legal Environment	4
MGMT 229	Corporate Social Responsibility: Managing People, Planet, & Profit	4
MGMT 236	Retail Management	4

**Finance (BSBA)**

A degree in finance can prepare a student to work in a corporate or nonprofit finance department, enter a management-training program, pursue a career in the financial services industry or be part of a start-up or entrepreneurial venture. Students with BSBA degrees in finance are prepared to specialize in financial practice or look for applications across the organization because understanding the financial structure and demands of a company is a broad-based skill. In the course of their studies, students in finance learn how to evaluate the organization's financial needs, including cash flow, return on uses of cash, short- and long-term asset management and issues of growth and capital structure. Few would deny the need for knowledgeable, dedicated and ethical finance participants in our global money world. A broad range of career options exists.

**Program Requirements:**

## Prerequisites for Finance Majors

ECON 100	Principles of Microeconomics	4
ECON 101	Principles of Macroeconomics	4
MATH 118	Introductory Statistics	4

## Required Core Courses

MGMT 100	Foundations of Business & Management	4
ACCT 110	Financial Accounting	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 250	Marketing	4
MGMT 260	Finance	4

MGMT 325	Operations Management & Decision Making	4
MGMT 340	Strategy	4
MGMT 370	Internship	8

Required Financial Courses

ACCT 200	Intermediate Accounting I	4
MGMT 311	Investments	4
MGMT 314	International Business	4
MGMT 315	Corporate Financial Planning & Strategy	4
MGMT 393	Financial Modeling	4

Electives

Students may select any of the following for additional depth in the Finance major but they *do not substitute* for the required finance electives:

ECON 220	International Monetary Systems	4
ECON 231	Money & Banking	4
MATH 319	Financial Mathematics	4

**Marketing (BSBA)**

Marketers bridge companies and customers using an increasing array of ideas, tools and techniques. Marketers face many critical issues today, including pressures in the global marketplace that influence access to supplies and sale of goods. They also face sweeping changes in technology and information systems that have altered the ways in which organizations distribute their products and communicate with their customers, the shift from mass marketing to relationship marketing with the resulting array of market segments and subcultures, and the continued challenges and opportunities posed by issues of social responsibility and ethics.

Marketers need to understand the concepts and principles of marketing, but they also benefit from coursework in economics, modern languages, communications and/or information technology. Students can combine a BSBA degree in Marketing with other areas of study to give the student a richer context in which to operate as a marketer and to enhance her ability to integrate multiple sources of information, think critically, and solve marketing problems.

**Program Requirements:**

Prerequisites for Marketing Majors

ECON 100	Principles of Microeconomics	4
MATH 118	Introductory Statistics	4

Required Core Courses

MGMT 100	Foundations of Business & Management	4
ACCT 110	Financial Accounting	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 250	Marketing	4
MGMT 260	Finance	4
MGMT 325	Operations Management & Decision Making	4
MGMT 340	Strategy	4
MGMT 370	Internship	8

Required Marketing Courses

MGMT 230	Why We Buy	4
MGMT 335	Marketing Research	4
MGMT 392	Marketing Decision Making	4

Electives

The student will select two electives from the following list

MGMT 221	Project Management	4
MGMT 225	The Manager and the Legal Environment	4
MGMT 231	Creating Brand Value Strategy	4
MGMT 232A	Introduction to Advertising	4
MGMT 232B	National Student Advertising Competition	4
MGMT 233	Developing Customer Relationships	4
MGMT 236	Retail Management	4
MGMT 229	Corporate Social Responsibility: Managing People, Planet, & Profit	4
MGMT 348	Sustainable Supply Chain	4

### ***Retail Management; the Prince Program in Retail Management (BSBA)***

The Prince Program in Retail Management, established in 1905 by Lucinda Prince, is recognized as one of the country's most prestigious undergraduate programs specifically geared toward preparing students for a career in all aspects of retailing. Retailing is a major segment of the U. S. and global economy. Success in this industry greatly depends upon the retailer's ability to adapt to changing demographics and lifestyles, respond quickly and effectively to global competition, utilize the available technology, and apply sound marketing and financial management. The Prince Program, leading to the BSBA degree, equips its graduates with the academic foundation and the experiential tools required to succeed in this environment. The major also provides an opportunity to acquire specialized knowledge about this large sector of the economy— the retail industry.

#### **Program Requirements:**

##### Prerequisites for Retail Management Majors

ECON 100	Principles of Microeconomics	4
MATH 118	Introductory Statistics	4

##### Required Core Courses

MGMT 100	Foundations of Business & Management	4
ACCT 110	Financial Accounting	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 250	Marketing	4
MGMT 260	Finance	4
MGMT 325	Operations Management & Decision Making	4
MGMT 340	Strategy	4
MGMT 370	Internship	8

##### Required Retail Management Courses

MGMT 222	Human Resources Management	4
MGMT 236	Retail Management	4
MGMT 394	Comparative Retail Strategies	4
	OR	
MGMT 392	Marketing Decision Making	4

The student will select two electives from the following

list:

MGMT 137	Entrepreneurship and Innovation	4
MGMT 221	Project Management	4
MGMT 225	The Manager and the Legal Environment	4
MGMT 230	Why We Buy	4
MGMT 231	Creating Brand Value Strategy	4
MGMT 232A	Introduction to Advertising	4
MGMT 232B	National Student Advertising Competition	4
MGMT 233	Developing Customer Relationships	4
MGMT 229	Corporate Social Responsibility: Managing People, Planet, & Profit	4
MGMT 335	Marketing Research	4
MGMT 348	Sustainable Supply Chain	4

### ***Interdisciplinary Major in Arts Administration***

The Department of Art and Music offers this interdisciplinary major in conjunction with the Department of Communications and the School of Business. The major provides an opportunity for students to prepare for careers in the arts, including management, finance, public relations, promotion and marketing, social media art or music editing in museums or publishing houses, and management of public and corporate art activity, foundations, art galleries, and concert halls.

The major offers a choice of emphasis, with tracks in Management, Public Relations and Marketing and Digital Communications, which are described on the page for Arts Administration (p. 7). Art Department advising assists students in selecting the track appropriate for their career goals.

### ***Joint Major in Chemistry-Management***

The chemistry-management joint major is designed for students who would like to apply their scientific interests to a business career. The major is appropriate for a variety of careers at the interface of the two disciplines, such as sales and marketing specialists for chemical and pharmaceutical companies, business officers in science-based industries of institutions, and scientific information liaisons (e. g., public relations, political advising, lobbying). See the description of the Major in Chemistry Management in the Chemistry Department section (p. 31).



### **Data Science and Analytics (BS)**

The Department of Mathematics and Statistics offer this major in conjunction with the Department of Computer Science and the School of Business. The joint Major in Data Science and Analytics is a field that also goes by the names of Data Science, Data Analytics and Predictive Analytics; and informally referred to as “Big Data.” For a complete description of the major, including learning objectives, course requirements, and a concentration list, see the Department of Computer Science.

#### **Pre-approved business concentrations in the Data Science and Analytics Major**

##### Business-Accounting:

ACCT 110	Financial Accounting	4
ACCT 120	Managerial Accounting	4

and 3 electives students choose from

ACCT 200	Intermediate Accounting I	4
ACCT 201	Intermediate Accounting II	4
ACCT 205	Cost Accounting	4
ACCT 301	Accounting Information Systems	4
MGMT 260	Finance	4

##### Business-Finance:

ACCT 110	Financial Accounting	4
MGMT 260	Finance	4

and 3 electives students choose from

ACCT 200	Intermediate Accounting I	4
MGMT 311	Investments	4
MGMT 314	International Business	4
MGMT 315	Corporate Financial Planning & Strategy	4
MGMT 393	Financial Modeling	4

##### Business-Health Care:

MGMT 120	Introduction to Health Systems	4
MGMT 239	Health Care Finance	4

and 3 electives students choose from

MGMT 137	Entrepreneurship and Innovation	4
MGMT 222	Human Resources Management	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 325	Operations Management & Decision Making	4

SOCI 241	Health, Illness & Society	4
CS 225	Health Informatics	4

##### Business-Marketing:

MGMT 230	Why We Buy	4
MGMT 250	Marketing	4

and 3 electives students choose from

MGMT 232A	Introduction to Advertising	4
MGMT 231	Creating Brand Value Strategy	4
MGMT 233	Developing Customer Relationships	4
MGMT 335	Marketing Research OR	4
MGMT 348	Sustainable Supply Chain	4
MGMT 392	Marketing Decision Making	4

### **Joint Major in Financial Mathematics**

Offered Jointly with the Departments of Mathematics and Economics, this major serves students interested in applying principles of mathematics and economics analysis in the financial services industry. Students graduating with this major might become stock analysts, bond traders, or decision analysts at consulting firms, work in the pension/annuity industry, or go to graduate school in the growing area of financial mathematics. The requirements for the joint major in financial mathematics are described in the listings for the Department of Mathematics (p. 52).

### **Interdisciplinary Major in Public Relations and Marketing Communications**

The Interdisciplinary Major in Public Relations and Marketing Communications is designed to provide grounding and experience in public relations and a firm understanding of the principles and implementation of marketing strategy. At its best, PR/MarCom education embodies intellectual traditions drawn from a wide range of social and hard sciences, as well as professional and liberal arts areas of concentrations. Students receive a BA in PR/MarCom. For complete information on the Major in PR/ MarCom, see the Department of Communications (p. 39).

### **The BSBA/MBA Combined Degree Program**

The Management Program offers an accelerated BSBA/MBA degree program for qualified students. This accelerated program allows students to save 4 courses worth of tuition and accelerate the completion of the MBA program. Additionally, with the introduction of MBA@Simmons, the online MBA program, students can now complete the MBA program from anywhere in the country.

Accepted students take the first two courses in the MBA curriculum as part of their undergraduate studies. These two courses are taken in the online classroom and fulfill two undergraduate general elective requirements as well as two MBA course requirements (6 credits).

Once matriculated into the MBA program, two additional courses (6 credits) from the MBA curriculum may be waived. As a result, students will only need to complete an additional 36 credits, or 12 courses, to earn their MBA. Note: The complete MBA curriculum is 48 credits, or 16 courses.

Applicants are required to submit 2 letters of recommendation—one from an advisor or a faculty member who is familiar with their work and one from a professional reference. Applications are due by June 30 after the completion of the junior year or after a student has completed 96 credits.

Students who are interested in the accelerated degree program must have a minimum GPA of 3.2. While there is no minimum work experience requirement, any professional work experience will be considered as part of a student's application.

Once accepted into the program, students register for two MBA@Simmons courses to be taken during the senior year of the undergraduate program. MBA@Simmons courses are 11 weeks in length and are offered in the Fall (October start), Spring (January start) and Summer (July start).

#### **Program Requirements:**

Graduate Courses taken as part of undergraduate studies:

MBAO 455	Leading Individuals and Groups	3
MBAO 420	Financial Reporting & Analysis	3

*(Accounting majors take MBAO 411 Economic Analysis for Managers instead)*

*Students must achieve the minimum graduate grade (currently a B) in each of these courses and complete their BSBA, in order to continue with the combined degree program. Once students begin the MBA program, they will continue taking classes online in the MBA@Simmons program.*

Two courses are waived in the program:

Business and Management Majors:

MBAO 430	Technology & Operations Management	3
MBAO XXXX	MBAO Elective	3

Marketing and Retail Management Majors:

MBAO 430	Technology & Operations Management	3
MBAO 425	Marketing Management	3

Finance Majors:

MBAO 430	Technology & Operations Management	3
MBAO 411	Economic Analysis for Managers	3

Accounting Majors:

MBAO 420	Financial Reporting & Analysis	3
MBAO 421	Managerial Accounting	3

Students interested in the program should make their intentions known to their advisor early in their Simmons undergraduate career so they can plan their academic schedule to take maximum advantage of the program.

### **Accounting (Minor)**

The Minor in Accounting is an excellent complement to Majors in Business, Economics and social sciences who are interested in entry-level positions in a variety of corporate and non-profit settings.

#### **Minor Requirements:**

Required Courses

ACCT 110	Financial Accounting	4
ACCT 200	Intermediate Accounting I	4
ACCT 201	Intermediate Accounting II	4
ACCT 120	Managerial Accounting	4

Electives (choose two):

ACCT 120	Managerial Accounting	4
ACCT 205	Cost Accounting	4
ACCT 301	Accounting Information Systems	4

ACCT 308	Auditing and Assurance	4
ACCT 207	Tax Accounting	4

### ***Business (Minor)***

The Minor in Business is an excellent complement for students in any Major to understand the nature business functions in nonprofit, for-profit and public organizations.

#### **Minor Requirements:**

##### Required Courses

MGMT 100	Foundations of Business & Management	4
ACCT 110	Financial Accounting	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 250	Marketing	4
MGMT 260	Finance	4

### ***Finance (Minor)***

Students majoring in Math and Statistics, Economics, and social sciences will find the Finance Minor to be attractive to potential employers recruiting for analyst positions.

#### **Minor Requirements:**

##### Required Courses

ACCT 110	Financial Accounting	4
MGMT 260	Finance	4

##### Electives (choose three)

ACCT 200	Intermediate Accounting I	4
MGMT 311	Investments	4
MGMT 314	International Business	4
MGMT 315	Corporate Financial Planning & Strategy	4
MGMT 393	Financial Modeling	4

**Subtotal: 20**

### ***Entrepreneurship (Minor)***

The Entrepreneurship Minor is for all majors who are interested in the entrepreneurial economy, whether a for-profit or social venture, as well as for students who believe they might like to launch their own business someday.

#### **Minor Requirements:**

##### Required Courses

MGMT 137	Entrepreneurship and Innovation	4
MGMT 237	Let's Start a Business	4
MGMT 238	Financial Aspects of Business	4
MGMT 250	Marketing	4

*NOTE: BSBA Majors must take MGMT 260 Finance instead of MGMT 238.*

##### Electives

Students select one elective from the list below or a course in another department in consultation with the Entrepreneurship Program Director.

MGMT 224	Socially-Minded Leadership	4
MGMT 230	Why We Buy	4
MGMT 231	Creating Brand Value Strategy	4
MGMT 232A	Introduction to Advertising	4
MGMT 233	Developing Customer Relationships	4
MGMT 236	Retail Management	4

### ***Health Care Management (Minor)***

The Health Care Management Minor is an excellent complement to any health profession, business, or social science Major and provides insight into the largest employment sector in Massachusetts.

#### **Minor Requirements:**

##### Required Courses

MGMT 100	Foundations of Business & Management	4
MGMT 120	Introduction to Health Systems	4
MGMT 239	Health Care Finance	4

##### Electives (choose two):

MGMT 234	Organizational Communication and Behavior	4
MGMT 222	Human Resources Management	4
CS 225	Health Informatics	4
NUTR 249	Leadership in Food Service Management	4
PHIL 131	Biomedical Ethics	4
SOCI 241	Health, Illness & Society	4

SW 101	Introduction to Social Work and Social Welfare	4
SW 200	Social Welfare Policy	4

*Non-Science Majors should strongly consider CS 225, SOCI 241, and PHIL 131.*

### **Marketing (Minor)**

The Marketing Minor is an excellent complement for all Majors interested in marketing/ social media positions in fast-growing companies.

#### **Minor Requirements:**

##### Required Courses

MGMT 100	Foundations of Business & Management	4
MGMT 250	Marketing	4

Students should choose three electives from the marketing courses. Students can choose from both the list of required marketing courses and the list of electives.

### **Organizational Studies (Minor)**

The Minor in Organizational Studies adds important leadership skills as a complement to any Major at Simmons.

#### **Minor Requirements:**

##### Required Courses

MGMT 100	Foundations of Business & Management	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 320	Negotiations	4

Students select two electives from the following list:

MGMT 221	Project Management	4
MGMT 222	Human Resources Management	4
MGMT 224	Socially-Minded Leadership	4
MGMT 225	The Manager and the Legal Environment	4
MGMT 229	Corporate Social Responsibility: Managing People, Planet, & Profit	4

### **Principled Leadership (Minor)**

The Principled Leadership Minor emphasizes “doing well by doing good” for any Major at Simmons. It complements the Simmons’ general education focus on leadership and is appropriate for all Majors

#### **Minor Requirements:**

##### Required Courses

MGMT 100	Foundations of Business & Management	4
MGMT 224	Socially-Minded Leadership	4
MGMT 234	Organizational Communication and Behavior	4

Students select two electives from the following list

MGMT 223	Learning by Giving	4
MGMT 225	The Manager and the Legal Environment	4
MGMT 320	Negotiations	4
MGMT 229	Corporate Social Responsibility: Managing People, Planet, & Profit	4
MGMT 348	Sustainable Supply Chain	4

### **Retail Management (Minor)**

The Retail Management Minor complements any Business, Communications or social sciences Majors at Simmons and students interested in the fast-growing and dynamic retail sector.

#### **Minor Requirements:**

##### Required Courses

MGMT 100	Foundations of Business & Management	4
MGMT 236	Retail Management	4

Electives (choose three)

MGMT 221	Project Management	4
MGMT 222	Human Resources Management	4
MGMT 230	Why We Buy	4
MGMT 231	Creating Brand Value Strategy	4
MGMT 232A	Introduction to Advertising	4
MGMT 232B	National Student Advertising Competition	4
MGMT 233	Developing Customer Relationships	4
MGMT 335	Marketing Research	4
MGMT 348	Sustainable Supply Chain	4

Students should choose three electives from the retail management courses on page 170. Students can choose from both the list of required retail management courses and the list of electives.

## DEPARTMENT OF CHEMISTRY AND PHYSICS

### Faculty

Rich Gurney, *Professor & Co-Chair*  
 Nancy E. Lee, *Associate Professor & Co-Chair*  
 Michael J. Berger, *Professor*  
 Anat Burger, *Lecturer*  
 Shreya Bhattacharyya, *Lecturer*  
 Jennifer A. Canfield, *Professor*  
 Mariam N. Ismail, *Assistant Professor*  
 Michael Jordan, *Senior Lecturer*  
 Mirela G. Mustata, *Assistant Professor*  
 Ahmed Radwan, *Lecturer*  
 Cherie Ramirez, *Lecturer*  
 Rebecca Wilkinson, *Chemistry Laboratory Manager*  
 Vicente Franzin, *Physics Lab Technician*  
 Deborah Sommer, *Administrative Assistant*

### Overview

Chemistry and physics lie at the foundation of modern science. Careers in these fields span the entire range of contemporary technologies. The majors in chemistry and physics provides training for students planning careers in the chemical and physical sciences and also for those whose interests lie in biology, medicine, veterinary, dental, pharmacy, materials science, chemistry management, secondary education, the environment and sustainability. Our program is built upon on a strong foundation of materials science, sustainability, green principles, and we instill these ethics throughout our curriculum and research. Courses in chemistry and physics also provide a strong service to majors in Public and Allied Health. More than half of the Simmons College undergraduate population will, at some stage of their degree program, take a course in the Department of Chemistry and Physics and the curriculum of the Department is designed to satisfy the diverse needs of all these students.

Each graduate of our Department will have completed an integrated, rigorous program, which includes foundational course work in chemistry/physics and in-depth course work in chemistry/physics or chemistry/physics-related fields. The ACS-certified degrees further emphasize laboratory experience and the development of professional skills. Advanced coursework and educational activities outside the traditional classroom, such as independent research, provide students the opportunity to conduct individual research projects or participate as a member of a research team. Writing and defending their senior independent study thesis also further strengthens and better prepares our majors to enter not only graduate and professional schools but also directly into clinical and research related industries directly upon graduation.

Our innovative research-integration program brings students into genuine laboratory research projects in their courses beginning in the first semester of their first year. After declaring a major in our department, students select one of the individual laboratory study/bench carrels in the W. M. Keck Independent Study Laboratory (S430) or within a faculty research laboratory, where they carry out much of the rest of their laboratory and course work. Grants to Simmons have provided the department with instrumentation beyond the scope usually available at undergraduate colleges. The American Chemical Society (ACS) promotes excellence in chemistry education for undergraduate students through approval of our baccalaureate chemistry program. The ACS certifies that we offer our students “a broad based and rigorous chemistry education that provides students with the intellectual, experimental, and communication skills to participate effectively as scientific professionals.” At graduation, chemistry majors will have a set of fundamental competencies that are knowledge-based, performance/skills-based, and professional.

To enhance student skills, the department offers the opportunity to explore in depth instrument or technique training CHEM15X, participating in a research project CHEM25X, or designing and running a research project CHEM35X; where X designates the number of 20 hour blocks a student devotes in a given semester. These “Research Experience in STEM” designations appear on the transcript as a zero credit course. Contact the Chair of the Department to learn more.

In addition to the chemistry and biochemistry major approved by the American Chemical Society, and the physics major, Simmons offers a number of special chemistry and physics related programs:

- Interdisciplinary major in Environmental Science (tracks in Chemistry or Biology)
- Joint major in Chemistry and Management
- MAT in teaching chemistry fast-track (The MAT fast-track program permits students to decrease the time required to obtain a master's degree by starting graduate courses during the undergraduate years. A science major may pursue this program to obtain secondary school teaching credentials.)
- MS in Science Librarianship fast-track (The program in Library and Information Science will appeal to students interested in the application of new technology to science information retrieval.)
- Minor in Sustainability
- Minor in Physics
- Minor in Chemistry
- MS in Chemistry or Applied Physics (through an articulation agreement with the University of Oregon Master's Internship Program—a 1-year program—following the Simmons BS in Chemistry, Biochemistry or Physics.) See the program in physics (p. 27).

Students who major in a program of study in Chemistry or Physics can use up to one AP test score of five to replace CHEM 113, a core requirement of the major. Students who major in a program of study in Chemistry or Physics can use an IB test score of six or seven to replace a core requirement of the major CHEM 113 or CHEM 113 and CHEM 216, respectively. Enrollment in CHEM 115 in the Fall term, instead of CHEM 113, is recommended for these students.

### Learning Outcomes

#### *Knowledge-Based*

All our graduates will be able to:

1. Master a broad set of chemical knowledge concerning the fundamentals in the basic areas of the discipline (organic, inorganic, analytical, physical, and biological chemistry).

2. Solve quantitative and qualitative problems competently by identifying the essential parts of a problem and formulating a strategy for solving the problem. Rationally estimate the solution to a problem, apply appropriate techniques to arrive at a solution, test the correctness of the solution, and interpret the results.

#### *Performance/Skills-Based*

All our graduates will demonstrate the ability to:

1. Design chemical experiments, properly carry out the experiments, be able to troubleshoot experiments, appropriately record and interpret the results, and recognize what constitutes "reasonable" data.
2. Use standard laboratory equipment, modern instrumentation, and classical techniques to carry out experiments.
3. Follow proper procedures and regulations for safe handling and use of chemicals.
4. Communicate the concepts and results of laboratory experiments through effective writing and oral communication skills.
5. Use computers in data acquisition and processing and use available software as a tool for data analysis.
6. Employ modern library search tools to locate and retrieve scientific information about a topic, chemical, chemical technique, or an issue related to chemistry.

#### *Professional*

All graduates will:

1. Maintain the integrity of data and demonstrate ethical and professional standards, in accordance with the American Chemical Society guidelines for professional conduct.
2. Act in a highly ethical and professional capacity as a scientist in the articulation, evaluation, and employment of methods and chemicals that are benign for human health and the environment, which include but are not limited to the 12 Principles of Green Chemistry, the 12 Principles of Green Engineering, and the Principles of Global Sustainability (as set forth by the Report of the Brundtland Commission, Our Common Future, in 1987).

3. Successfully pursue personal career objectives following graduation. These may include an advanced education in professional or graduate school, a scientific career in government or industry, a career in teaching, or a related career.
4. Function successfully as part of a team, exhibit good citizenship in group interactions, and be an active contributor to group projects.

### Honors in Chemistry and Physics

The Department of Chemistry and Physics will grant Chemistry and Physics Departmental Honors to students graduating with majors within the Department who have earned a cumulative GPA of 3.8 or above and also earned an "Honors Thesis" designation. An "Honors Thesis" designation will be awarded to an exceptional senior thesis completed for Independent Study within the Department; earning an A on all three thesis work categories—work in the laboratory, written thesis document, and thesis defense.

### American Chemical Society Certified Majors

Graduates who attain an ACS certified degree must complete requirements that exceed those of the non-certified degrees. The certification ensures that the comprehensive undergraduate experience provides an excellent foundation for a career in the molecular sciences. A certified degree signifies that a student has completed "an integrated, rigorous program, which includes introductory and foundational course work in chemistry and in-depth coursework in chemistry or chemistry-related fields. The certified degree also emphasizes laboratory experience and the development of professional skills." Certification that the student's curricular program has met the ACS Certification is not required for any career or graduate study. ACS Certified Majors include: BS Chemistry and BS Biochemistry.

## Chemistry (BS)

BS graduates in chemistry work in laboratories developing pharmaceuticals, cosmetics, energy resources, solutions to environmental problems, and other areas of modern industry. A chemistry bachelor's degree is also excellent preparation for professional schools of medicine or dentistry, especially with the increasing dependence of medical research and practice on knowledge of living systems at the molecular level. With the M.S. or Ph.D., a scientist can take responsibility for planning research and supervising laboratories. Excellent career opportunities are found in private industry, in government laboratories, and on college and university faculties.

### Sequencing Requirements

Students considering a major in chemistry should take CHEM 113 and CHEM 216 during their first year. Interested majors with a high level of chemistry proficiency in high school, such as completing AP Chemistry in addition to a full year of chemistry, are strongly encouraged to enroll in CHEM 115, where laboratory and research skills are the primary focus. In some cases, students with little or no previous high school background may be advised to take CHEM 111 instead of CHEM 113. MATH 101 will be recommended by advisors for students in chemistry who may need to review basic mathematical concepts. By the middle of the junior year, students should have taken MATH 220 and PHYS 112 and PHYS 113.

### Major in Chemistry

#### First Year

CHEM 111	Introduction to Chemistry: Inorganic OR	4
CHEM 113	Principles of Chemistry OR	4
CHEM 115	Advanced General Chemistry	4
MATH 120	Calculus I	4
MATH 121	Calculus II	4

#### Sophomore Year

CHEM 224	Organic Chemistry I	4
CHEM 225	Organic Chemistry II	4
PHYS 112	Fundamentals of Physics I	4
PHYS 113	Fundamentals of Physics II	4

#### Junior Year

CHEM 331	Thermodynamics & Kinetics	4
----------	---------------------------	---

CHEM 332	Quantum Mechanics and Molecular Structure	4
MATH 220	Multivariable Calculus A 300-level elective in chemistry	4

## Senior Year

CHEM 355	Independent Study with Thesis	Variable
CHEM 390	Chemistry Seminar A 300-level elective in chemistry	1

*CHEM 355: 8 semester hours**CHEM 390: required; 1 credit*

## 300-level electives in chemistry include:

CHEM 341	Advanced Analytical Chemistry	4
CHEM 343	Advanced Topics in Modern Chemistry	4
CHEM 345	Biochemistry	4
CHEM 347	Advanced Topics in Biochemistry	4

**ACS Certified Major in Chemistry**

To meet ACS Certification, the student's program must also include

CHEM 248	Descriptive Inorganic Chemistry	4
	AND	
CHEM 345	Biochemistry	4
	OR	
CHEM 223	Introduction to Biochemistry	4

*CHEM 248: Junior Year**CHEM 345, CHEM 223: Senior Year***Biochemistry (BS)**

The major in biochemistry is jointly administered by the departments of biology and chemistry and is approved by the American Chemical Society. The rapidly growing field of biochemistry involves the application of biological and chemical concepts and techniques to the understanding of life processes such as the determination of hereditary traits, utilization of energy, propagation of nerve signals, and the molecular basis of physiological and pharmacological phenomena. Biochemists are involved in agriculture, medical research, biotechnology, nutritional research, and other areas at the interface of chemistry and biology. Students majoring in biochemistry will be well equipped for professions in research and industry, as well as the pursuit of graduate study in biochemistry, medicine, genetics, and other related fields. The program consists of a core of chemistry and biology courses beginning in the first year and continuing for the first three years, a choice of two 300-level elective courses in chemistry and/or biology, and a one-year independent study project culminating in a thesis. In addition, there are six prerequisite courses in biology, chemistry, calculus, and physics. The following list of requirements includes both the core and the prerequisite courses. A student may find it convenient to take MATH 120 and/or MATH 121 during the summer. The advanced biochemistry lab, CHEM 347, provides an opportunity to learn more advanced techniques in biotechnology in a fully research integrated environment.

**ACS Certified Major in Biochemistry**

## First Year

BIOL 113	General Biology	4
BIOL 221	Microbiology	4
CHEM 111	Introduction to Chemistry: Inorganic	4
	OR	
CHEM 113	Principles of Chemistry	4
	OR	
CHEM 115	Advanced General Chemistry	4
MATH 120	Calculus I	4
MATH 121	Calculus II	4

## Sophomore Year

BIOL 225	Cell Biology	4
CHEM 224	Organic Chemistry I	4
CHEM 225	Organic Chemistry II	4



PHYS 112	Fundamentals of Physics I	4
PHYS 113	Fundamentals of Physics II	4

## Junior Year

BIOL 337	Molecular Biology	4
CHEM 331	Thermodynamics & Kinetics	4
CHEM 345	Biochemistry	4
	A 300-level elective in biology or chemistry	

## Senior Year

A 300-level elective in biology or chemistry

Biochemistry majors do their independent study research either in chemistry with a thesis and an oral defense or in biology.

CHEM 355	Independent Study with Thesis OR	Variable
BIOL 350	Independent Laboratory Research	4

*If registered for CHEM 355, biochemistry majors must also register for CHEM 390 Chemistry Seminar.*

To meet the ACS standards described above under chemistry major, biochemistry majors must include two additional 300-level chemistry electives chosen from

CHEM 341	Advanced Analytical Chemistry	4
CHEM 343	Advanced Topics in Modern Chemistry	4
CHEM 347	Advanced Topics in Biochemistry	4

**Chemistry-Management (BS)**

The chemistry-management joint major is designed for students who would like to apply their scientific interests to a business career. The major is appropriate for a variety of careers at the interface of the two disciplines, such as sales and marketing specialists for chemical and pharmaceutical companies, business officers in science-based industries or institutions, and scientific information liaisons (e.g., public relations, political advising, and lobbying). The independent learning requirement is ordinarily fulfilled by MGMT 370 Internship (8 semester hours) in a project related to the management or financial aspects of science related organizations, such as science museums or hospital laboratories. These internships are administered by the management program according to the normal procedures of MGMT 370. In rare instances, the independent learning requirement may be fulfilled by CHEM 355 (8 semester hours), or by a non-science related internship in MGMT 370.

**Program Requirements:**

## First Year

CHEM 111	Introduction to Chemistry: Inorganic	4
	OR	
MATH 120	Calculus I	4
MATH 121	Calculus II	4
CHEM 113	Principles of Chemistry	4
	OR	
CHEM 115	Advanced General Chemistry	4

## Sophomore Year

CHEM 224	Organic Chemistry I	4
CHEM 225	Organic Chemistry II	4
PHYS 112	Fundamentals of Physics I	4
PHYS 113	Fundamentals of Physics II	4
ECON 100	Principles of Microeconomics	4
MGMT 100	Foundations of Business & Management	4

## Junior Year

CHEM 331	Thermodynamics & Kinetics	4
	OR	
CHEM 332	Quantum Mechanics and Molecular Structure	4
ECON 101	Principles of Macroeconomics	4
ACCT 110	Financial Accounting	4

MGMT 234	Organizational Communication and Behavior	4
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis OR	4
MATH 229	Regression Models	4
Senior Year		
MGMT 250	Marketing OR	4
MGMT 260	Finance	4
CHEM 390	Internship/Independent Study Chemistry Seminar A 300-level elective in chemistry	1
Strongly recommended electives:		
MGMT 340	Strategy	4
and the remaining course from		
MGMT 250	Marketing OR	4
MGMT 260	Finance	4

### ***Environmental Science (BS)***

Environmental science is a joint major offered by the Departments of Biology and Chemistry. This major recognizes the importance of environmental problems and human-caused climate change in the contemporary world, and the resulting expansion of career opportunities as well as graduate programs in this area. Environmental science is a broad interdisciplinary field working to understand the interactions among physical, chemical, biological, and human factors. A comprehensive understanding of how the environment functions and the influence of human actions, has the potential for improved conservation, sustainable development, environmental justice, and restoration of natural resources. Concerns about environmental degradations and climate change are ever more pressing in the 21st century and have led to a growing demand for specialists in this field as well as programs to train these specialists.

#### **Tracks**

There are two tracks within the Environmental Science major: 1) the Environmental Biology Track, which emphasizes both laboratory and field components as well as broad interdisciplinary alternatives (see description of Environmental Biology Track below) and 2) the Environmental Chemistry Track which emphasizes an analytical laboratory approach to environmental problems (see Chemistry Department for details on Environmental Chemistry Track).

#### **Biology Track**

##### First Year

BIOL 113	General Biology	4
CHEM 109	Chemistry and Society: General, Organic, and Biochemistry for Public Health OR	4
CHEM 111	Introduction to Chemistry: Inorganic AND	4
CHEM 112	Introduction to Chemistry: Organic	4
BIOL 104	Introduction to Environmental Science	4

##### Sophomore Year

MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis OR	4
MATH 229	Regression Models	4
BIOL 218	Principles of Zoology OR	4
BIOL 221	Microbiology	4
ECON 100	Principles of Microeconomics	4

##### Junior Year

BIOL 245	Principles of Ecology	4
ENVI 200	Environmental Forum	2

*ENVI 200: This course is offered through the Colleges of the Fenway and may be listed as CR-101.*

##### Senior Year

BIOL 322	Evolutionary Biology	4
PHIL 139	Environmental Ethics	4

*BIOL 245, BIOL 322: Please note these courses are offered every other year. Take care to plan course sequence accordingly.*

**Electives:**

In consultation with and with approval of the Environmental Biology concentration advisor, the student selects a total of five electives in addition to the core courses. With approval of the concentration advisor courses not included in this list can be selected as electives if consistent with the student's subfield concentration.

Two elective courses from the Science list (at least one at the 300-level):

BIOL 222	Animal Physiology	4
BIOL 333	Marine Biology	4
BIOL 336	Genetics	4
BIOL 340	Plant Biology	4
BIOL 347	Human Development and Genetics	4
CHEM 227	Energy & Global Warming	4
CHEM 342	Mechanistic Toxicology	4
HON 308	Energy & Global Warming	4
SURV 150	Overview of Surveying Technology (Wentworth) – GIS skills	
MATH 120	Calculus I	4
MATH 227	Intermediate Statistics: Design & Analysis	4
NUTR 150	International Nutrition Issues	4
PHYS 110	Introductory Physics I	4
PHYS 111	Introductory Physics II	4

Three elective courses from the Arts and Humanities course list:

ART 245	American Art	4
ECON 145	Economics of Sustainability and Resource Use	4
ECON 239	Government Regulation of Industry	4
ECON 247	Environmental Economics	4
HIST 205/HON 205	Global Environmental History	4
MGMT 224	Socially-Minded Leadership	4
POLS 101	Introduction to American Politics	4
POLS 102	Introduction to International Politics	4
POLS 217	American Public Policy	4

POLS 220	International Organization and Law	4
SOCI 241	Health, Illness & Society	4
SOCI 321	Sociology of Food	4
SOCI 267	Globalization	4

**Independent Learning**

The independent learning requirement (eight semester hours) is usually met in the senior year in either the biology department through BIOL 350 Independent Laboratory Research, BIOL 355 Thesis or BIOL 370 Internship or in the chemistry department through CHEM 355 Independent Study with Thesis and CHEM 390 Chemistry Seminar.

**Chemistry Track**

**First Year**

BIOL 113	General Biology	4
CHEM 113	Principles of Chemistry	4
	OR	
CHEM 111	Introduction to Chemistry: Inorganic	4
MATH 120	Calculus I	4
MATH 121	Calculus II	4

**Sophomore Year**

MATH 118	Introductory Statistics	4
CHEM 224	Organic Chemistry I	4
PHYS 112	Fundamentals of Physics I	4
PHYS 113	Fundamentals of Physics II	4

**Junior Year**

BIOL 104	Introduction to Environmental Science	4
	OR	
BIOL 245	Principles of Ecology	4
ENVI 201	Environmental Chemistry	4
CHEM 227	Energy & Global Warming	4
	OR	
HON 308	Energy & Global Warming	4
	OR	
CHEM 331	Thermodynamics & Kinetics	4

**Senior Year**

PHIL 139	Environmental Ethics	4
CHEM 390	Chemistry Seminar	1

*PHIL 139: 2 credits*

Electives (8 credits) – choose two:

CHEM 225	Organic Chemistry II	4
CHEM 341	Advanced Analytical Chemistry	4
CHEM 242	Mechanistic Toxicology	4

one or two 200-level courses; and one or two 300-level courses

### Independent Learning

The independent learning requirement (eight semester hours) is usually met in the senior year in either the biology department through BIOL 350 Independent Laboratory Research, BIOL 355 Thesis or BIOL 370 Internship or in the chemistry department through CHEM 350 Independent Study in Chemistry.

### ***Integrated BS/MAT or MS Programs***

Integrated programs permit students to obtain bachelor's and master's degrees in less time than it would take to do the programs separately. Students begin the master's degree program during their junior and senior years. The integrated program in education, described under the Department of Education (p. 61), helps to fulfill a great unmet need for qualified chemistry teachers at the high school level. The integrated program in Chemistry and Library and Information Science leads to a BS in Chemistry and a MS in Library and Information Science. Information about this program can be obtained from the Chemistry department or from the Graduate School of Library and Information Science. Biotechnology and other private-sector and government research organizations actively seek science information specialists with this combination of qualifications.

### ***Chemistry (Minor)***

#### **Minor Requirements:**

A minor in chemistry consists of one introductory general Chemistry course

CHEM 111	Introduction to Chemistry: Inorganic OR	4
CHEM 113	Principles of Chemistry OR	4
CHEM 115	Advanced General Chemistry	4
CHEM 112	Introduction to Chemistry: Organic OR	4
CHEM 224	Organic Chemistry I	4

Minors can be designed to meet the special interests of a variety of students.

An environmental interest would be met by the Sequence

CHEM 111	Introduction to Chemistry: Inorganic OR	4
CHEM 113	Principles of Chemistry OR	4
CHEM 115	Advanced General Chemistry	4
CHEM 112	Introduction to Chemistry: Organic	4
CHEM 227	Energy & Global Warming	4
CHEM 341	Advanced Analytical Chemistry	4

Math majors could elect

CHEM 111	Introduction to Chemistry: Inorganic OR	4
CHEM 113	Principles of Chemistry OR	4
CHEM 115	Advanced General Chemistry	4
CHEM 112	Introduction to Chemistry: Organic	4
CHEM 332	Quantum Mechanics and Molecular Structure	4
CHEM 343	Advanced Topics in Modern Chemistry	4

Biologists could easily obtain a chemistry minor by electing

CHEM 111	Introduction to Chemistry: Inorganic OR	4
CHEM 113	Principles of Chemistry OR	4
CHEM 115	Advanced General Chemistry	4
CHEM 224	Organic Chemistry I	4
CHEM 225	Organic Chemistry II	4
CHEM 345	Biochemistry	4

Students in majors constructed from the offerings of two departments (biochemistry, environmental science) do not obtain a minor in either department. No more than one course in the minor should be taken pass/fail.

**Physics (Minor)**

Please see the description under PROGRAM IN PHYSICS.

**Sustainability (Minor)**

The minor is anchored in the Environmental Forum (ENVI 201 offered every spring) and Environmental Ethics (PHIL 139 offered S18, S19, S20), providing a common experience for all students electing this minor. The selection of elective courses within the minor should be undertaken in consultation with the student’s major advisor or another faculty member with an interest in issues of sustainability. The courses should form a cohesive and thematic thread of courses that complement the major. The Environmental Forum is a required two-credit course that focuses on topics related to sustainability and the environment, encourages an active dialog between students and invited expert speakers, and provides an integrative thread to the minor. In addition, this course has a service-learning component that connects sustainability to the community. Environmental Ethics, two semesters of the Environmental Forum, and a total of twenty credits, are required for the minor, with one course from each group below. Note CHEM 221 (Cultural Ecology and Sustainability: Lessons from Iceland offered May ‘19) can be used in place of one the Environmental Forum courses.

**Electives for the Minor in Sustainability**

Scientific Issues		
BIOL 104	Introduction to Environmental Science	4
BIOL 243	Environmental Sustainability	3
BIOL 245	Principles of Ecology	4
CHEM 227	Energy & Global Warming	4
Economic and Political Issues		
ECON 145	Economics of Sustainability and Resource Use	4
ECON 235	From Farm to Table: The Political Economy of Food Systems	3
ECON 247	Environmental Economics	4
POLS 217	American Public Policy	4

*ECON 235/HON 335 – not open to freshmen*

Social Issues		
HIST 205/HON 205	Global Environmental History	4
MGMT 224	Socially-Minded Leadership	4
MGMT 229	Corporate Social Responsibility: Managing People, Planet, & Profit	4
MGMT 348	Sustainable Supply Chain	4
SOCI 220	Working for Social Justice	4
SOCI 222	Organizing for Social Change	4
SOCI 245	Global Health	4
SOCI 249	Inequalities	4
SOCI 321	Sociology of Food	4

*MGMT 229: part of LC – open to sophomores*

*MGMT 224: open to sophomores*

*MGMT 348: open to juniors*

*BIOL 104, CHEM 227, ECON 145, MGMT 229, HIST 205, MGMT 224, MGMT 348, SOCI 220, SOCI 222, SOCI 245: These courses do not have prerequisites.*

**DEPARTMENT OF COMMUNICATIONS**

**Faculty**

- Ellen Grabiner, *Associate Professor and Chair*
- Judith Aronson, *Professor*
- Sidney Berger, *Professor of Practice*
- James Corcoran, *Associate Professor*
- Kris Erickson, *Senior Lecturer*
- Rachel Gans-Boriskin, *Senior Lecturer*
- Briana Martino, *Assistant Professor*
- Erica Moura, *Lecturer*
- Andrew Porter, *Associate Professor of Practice and Internship Director*
- Bob White, *Professor*
- Luke Romanak, *Interim Lab Manager/Administrative Assistant*

**Overview**

The mission of the Department of Communications at Simmons College is to ensure that students receive a rigorous liberal arts education and the knowledge and competencies to prepare them for careers and/or graduate study. The major in communications focuses on generating meaning within and across multiple contexts, cultures, channels, and media. Meaning making and deciphering is central to the work we do, and is the tie that binds together the concentration areas within the major and the core courses required of all of our majors. Whether a student is studying journalism, graphic design, public relations and marketing communications, or media arts, they learn to intelligently create meaning and critically approach the meanings they encounter in the world. Our mission is reflected in the core values and competencies we embrace and emphasize for our students.

### **Student Learning Outcomes**

The following is a list of Student Learning Outcomes that are appropriate to all communications majors no matter which concentration they choose to explore.

1. Students craft clear visual, oral and written messages, in the forms and styles appropriate for the communications professions, audiences, and purposes they serve.
2. Students think critically, creatively, and paradoxically, both collaboratively and independently.
3. Students analyze and critique messages in the visual, oral and written arenas.
4. Students creatively and skillfully employ the appropriate technologies and tools for the communications professions in which they work.
5. Students demonstrate a knowledge of the laws of freedom of speech and the press.
6. Students demonstrate an understanding of the ethical and legal responsibilities associated with being a communicator.
7. Students demonstrate knowledge of the history of communications and its theory, as well as the role of theorists, professionals, and institutions in shaping the field.
8. Students recognize the diversity among communications professions, audiences, and purposes and the impact of their cultural contexts within a global society.
9. Students evaluate their own work and that of others both syntactically and semantically.

### **Departmental Honors**

The Department of Communications offers the opportunity for majors to receive departmental honors. Students in Comm 344, Senior Seminar, which is the required capstone for the major, who have a superior record in the major and who receive an A on their senior project and an A in the seminar will receive departmental honors. Student projects will be reviewed and graded by both the faculty member teaching the seminar and at least one additional faculty member in the student's concentration area. The designation of departmental honors will appear on the student's transcript.

### **Departmental Recognition**

The Department of Communication does not offer the designation "departmental recognition." Instead, outstanding students may be named to Lambda Pi Eta, the National Communications Association's honor society for students in communications.

### ***Communications (BA)***

The communications department at Simmons is an interactive, student-centered learning environment that employs a creative approach to communication education led by a faculty of professionals and scholars. Students become lifelong learners committed to excellence. They find a balance between an in-depth understanding of concepts and theory, and the practical skills needed to produce media content in a variety of professional settings including business, education, social services, journalism, broadcasting—TV, radio, video, and Internet—newspapers, magazines, public relations, advertising, and graphic design. This balance prepares our students for jobs today— and for the jobs of tomorrow—because they have also learned to adapt to the demands of the rapid changes in technology. Our approach is highly interdisciplinary—collaborating with and within the disciplines of political science and international relations, computer science, art, sociology, and cinema and media studies—and highly experiential. This program of study culminates in advanced coursework and capstone experiences like the Senior Seminar in Storytelling, and in internships, independent study, and Studio Five—the department's student-run, professional communications workplace. Each student majoring in communications is required to take 40 semester hours of study in the Department of Communications.

The department's academic program includes three areas of concentration within the Communications major and three joint majors. They are:

- Concentration in Graphic Design
- Concentration in Journalism
- Concentration in Media Arts
- Major in Public Relations and Marketing Communication (Joint major with School of Business)
- Major in Web Design and Development (Joint major with Computer Science)
- Major in Arts Administration (Joint major with Management and Art and Music)

**Program Requirements:**

The Communications Core Requirements

The major requires three core courses that explore the areas of media and society, writing and editing, visual communication and the technology currently driving emerging media. A blend of theory and hands-on, practical projects prepare students for further developmental work in one of the department's areas of concentration.

COMM 121	Visual Communication	4
COMM 122	Media Writing Bootcamp	4
COMM 124	Media, Messages and Society	4

*Students should complete the three core courses by the end of the second year of study in a four-year program. A student should declare their major at the end of the sophomore year. In this recommended sequence, the student would complete the core and then declare an area of concentration.*

Concentration Requirements

Each concentration has three or four required courses, normally taken in sequence. These courses can be taken during the first two years of a student's program, concurrently with core requirements, provided the student takes the necessary prerequisite core courses first.

Students may choose between two and three electives from a list of courses relevant to each area of concentration. This allows students optimum flexibility and an opportunity to build competencies across areas of the discipline.

Senior Seminar/Storytelling (Capstone Experience)

This required capstone course extends the theoretical underpinnings offered while providing students with an opportunity to develop a senior project that reflects and synthesizes all they have learned in the department. The course explores the many roles stories play in the shaping of human experience, the elements that comprise successful narratives, and the ways that digital technologies may disrupt our conventional understanding of how stories are shared.

Independent Learning Options (Capstone Experiences)

Students majoring in communications have four opportunities to complete the departmental requirement of 8 credits of independent learning. Students may take a maximum of 20 credits of independent learning.

COMM 350	Independent Study	4
COMM 370	Internship	Variable
COMM 380	Field Experience	Variable
COMM 390	Studio 5: A Communication Workplace	4

**Concentrations in the Communications Major**

Graphic Design Concentration

Students may pursue a graphic design concentration focusing on print, web, and/or multimedia design.

Graphic Design Requirements:

The following three studio art courses:

ART 111	Draw What You See	4
ART 112	Introduction to Studio Art - Color	4
ART 138	The Poetry of Photography	4

Plus one of the following courses to satisfy the art history requirement:

ART 141	Introduction to Art History: Egypt to The Renaissance	4
ART 142	Introduction to Art History: Baroque to the 20th Century	4
	Design History courses offered elsewhere with consent of design advisor.	

*(Requirements outside the Communications Department may be taken concurrently with the core requirements)*

## Communications Core plus four required courses:

COMM 210	Introduction to Graphic Design: Principles and Practice	4
COMM 240	Intermediate Graphic Design I: Typography	4
COMM 248	Intermediate Graphic Design II	4
COMM 340	Advanced Design	4

## Two electives, at least one must be at the 300-level

COMM 244	Web I: Design for the World Wide Web	4
COMM 246	Digital Imaging for Design	4
COMM 262	Media Convergence	4
COMM 320	Media and the First Amendment	4
COMM 323	Digital Cultures: Communication and Social Media	4
COMM 328	Special Topics in Communications	4
COMM 333	Web II	4

*COMM 328: when appropriate*

## Journalism Concentration

Students may pursue a concentration in journalism focusing on print, web, and multimedia platforms.

## Journalism Requirements:

## Communications Core plus four required concentration courses

COMM 260	Journalism	4
COMM 263	Broadcast, Narrowcast, Interactivity	4
COMM 265	Editing Copy and Proof	4
COMM 320	Media and the First Amendment	4

## Three electives, at least one must be at the 300-level

COMM 163	Radio Operations and Performance	4
COMM 181	Public Speaking & Group Discussion	4
COMM 244	Web I: Design for the World Wide Web	4
COMM 262	Media Convergence	4
COMM 269	Globalization and Intercultural Communication	4
COMM 310	Feature Writing	4
COMM 315	Opinion and Editorial Writing	4

COMM 312	Health Communications	4
COMM 323	Digital Cultures: Communication and Social Media	4
COMM 327	Culture of the News	4
COMM 328	Special Topics in Communications	4

*COMM 328: when appropriate*

## Media Arts Concentration

Students may pursue a media arts concentration that combines the crafting of oral, written, and visual messages and narratives across multiple platforms.

## Media Arts Requirements

## Communications core plus four required courses

COMM 120	Communications Media	4
COMM 210	Introduction to Graphic Design: Principles and Practice	4
COMM 240	Intermediate Graphic Design I: Typography	4
COMM 262	Media Convergence	4

## Three elective courses, at least one must be at the 300-level

COMM 163	Radio Operations and Performance	4
COMM 220	Video Production	4
COMM 222	Animation	4
COMM 244	Web I: Design for the World Wide Web	4
COMM 246	Digital Imaging for Design	4
COMM 248	Intermediate Graphic Design II	4
COMM 260	Journalism	4
COMM 263	Broadcast, Narrowcast, Interactivity	4
COMM 269	Globalization and Intercultural Communication	4
COMM 320	Media and the First Amendment	4
COMM 323	Digital Cultures: Communication and Social Media	4
COMM 327	Culture of the News	4
COMM 328	Special Topics in Communications	4
COMM 333	Web II	4
COMM 340	Advanced Design	4

*COMM 328: when appropriate*



**Joint Major in Web Design and Development  
(with Computer Science)**

For more information, please see Program in Computer Science section (p. 46).

**Interdisciplinary Major in Arts  
Administration**

For more information, please see Art and Music Department section (p. 7).

**Public Relations and Marketing  
Communications (BA)**

The Interdisciplinary Major in Public Relations and Marketing Communications is offered with the Business School and designed to provide grounding and experience in public relations and a firm understanding of the principles and implementation of marketing strategy. At its best, PR/MarCom education embodies intellectual traditions drawn from a wide range of social and hard sciences, as well as professional and liberal arts areas of concentrations. Students receive a BA in PR/MarCom.

**Program Requirements:**

Required Courses:

COMM 121	Visual Communication	4
COMM 122	Media Writing Bootcamp	4
COMM 186	Introduction to Public Relations and Marketing Communications	4
COMM 210	Introduction to Graphic Design: Principles and Practice	4
COMM 281	Writing for Public Relations and Integrated Marketing Communications	4
COMM 325	Public Relations Seminar	4
MGMT 230	Why We Buy	4
MGMT 234	Organizational Communication and Behavior	4
MGMT 238	Financial Aspects of Business	4
MGMT 250	Marketing	4
COMM 370	Internship	Variable

Electives

Students select three courses from this list; one must be at the 300 level.

COMM 124	Media, Messages and Society	4
COMM 163	Radio Operations and Performance	4
COMM 181	Public Speaking & Group Discussion	4
COMM 240	Intermediate Graphic Design I: Typography	4
COMM 244	Web I: Design for the World Wide Web	4
COMM 260	Journalism	4
COMM 262	Media Convergence	4
COMM 286/MGMT 232A	Intro to Advertising	4
COMM 310	Feature Writing	4
COMM 315	Opinion and Editorial Writing	4
COMM 323	Digital Cultures: Communication and Social Media	4
COMM 326	National Student Advertising Competition	4
COMM 333	Web II	4
COMM 344	Senior Seminar: Storytelling	4
COMM 350	Independent Study	4
COMM 390	Studio 5: A Communication Workplace	4
MGMT 100	Foundations of Business & Management	4
MGMT 221	Project Management	4
MGMT 224	Socially-Minded Leadership	4
MGMT 231	Creating Brand Value Strategy	4
MGMT 236	Retail Management	4
MGMT 320	Negotiations	4
MGMT 229	Corporate Social Responsibility: Managing People, Planet, & Profit	4
MGMT 335	Marketing Research	4
<b>Independent Learning:</b>		
8 credits to be fulfilled either through		
COMM 350	Independent Study	4
COMM 370	Internship and/or	Variable

COMM 390	Studio 5: A Communication Workplace	4
----------	-------------------------------------------	---

*COMM 390 Studio Five cannot be double counted as an elective course and an independent learning course.*

*COMM 350/MGMT 350: 4 or 8 credits*

*COMM 370/MGMT 370: 4 or 8 credits*

***It is recommended*** that PR/MarCom majors also consider taking ECON 100, Principles of Microeconomics, and PSYC 101, Introduction to Psychological Science.

### ***Graphic Design (Minor)***

#### **Minor Requirements:**

Required for all GD Minors:

COMM 121	Visual Communication	4
COMM 210	Introduction to Graphic Design: Principles and Practice	4
COMM 240	Intermediate Graphic Design I: Typography	4

Electives for Art Majors (select 2):

COMM 244	Web I: Design for the World Wide Web	4
COMM 246	Digital Imaging for Design	4
COMM 248	Intermediate Graphic Design II	4
COMM 262	Media Convergence	4
COMM 328	Special Topics in Communications	4
COMM 333	Web II	4
COMM 340	Advanced Design	4

*COMM 328: when appropriate*

Electives for Non-Art Majors

Choose one:

COMM 138	The Poetry of Photography OR	4
COMM 139	Color Photography CSI	4

Choose one:1

ART 215	Screen Printing OR	4
ART 216	Screen Printing and Propaganda OR	4
COMM 246	Digital Imaging for Design	4

### ***Journalism (Minor)***

#### **Minor Requirements:**

Electives (select 2)

COMM 124	Media, Messages and Society	4
COMM 262	Media Convergence	4
COMM 263	Broadcast, Narrowcast, Interactivity	4
COMM 310	Feature Writing	4
COMM 315	Opinion and Editorial Writing	4
COMM 320	Media and the FirstAmendment	4
COMM 323	Digital Cultures: Communication and Social Media	4
COMM 328	Special Topics in Communications	4

*COMM 328: when appropriate*

Required:

COMM 122	Media Writing Bootcamp	4
COMM 260	Journalism	4
COMM 265	Editing Copy and Proof	4

### ***Media Arts (Minor)***

#### **Minor Requirements:**

Required:

COMM 120	Communications Media	4
COMM 121	Visual Communication	4
COMM 124	Media, Messages and Society	4

Electives (select 2):

COMM 210	Introduction to Graphic Design: Principles and Practice	4
COMM 220	Video Production	4
COMM 222	Animation	4
COMM 240	Intermediate Graphic Design I: Typography	4
COMM 244	Web I: Design for the World Wide Web	4
COMM 246	Digital Imaging for Design	4
COMM 248	Intermediate Graphic Design II	4
COMM 262	Media Convergence	4
COMM 320	Media and the FirstAmendment	4

COMM 323	Digital Cultures: Communication and Social Media	4
COMM 333	Web II	4
COMM 340	Advanced Design	4

**Radio (Minor)**

**Minor Requirements:**

Required:

COMM 122	Media Writing Bootcamp	4
COMM 163	Radio Operations and Performance	4
COMM 263	Broadcast, Narrowcast, Interactivity	4

Electives (select 2):

COMM 124	Media, Messages and Society	4
COMM 262	Media Convergence	4
COMM 269	Globalization and Intercultural Communication	4
COMM 320	Media and the First Amendment	4
COMM 323	Digital Cultures: Communication and Social Media	4

**Web Design and Development (Minor)**

(Joint Minor with Computer Science)

**Minor Requirements:**

Required:

CS 112	Introduction to Computer Science	4
COMM 121	Visual Communication	4
COMM 244	Web I: Design for the World Wide Web	4
CS 321	Web-Centric Programming	4

Choose one:

COMM 210	Introduction to Graphic Design: Principles and Practice	4
CS 333	Database Management Systems	4

**Cinema and Media Studies (Minor)**

A minor in Cinema and Media Studies comprises two required courses and three electives.

One elective must be a production class. (Production classes are ART 138, ART 139, ART 232, ART 237, ART 239, ART 256, COMM 120, COMM 121, COMM 163, COMM 220, COMM 222, COMM 246, and COMM 262) In addition, at least one elective must be at the 200- or 300-level. No more than two photography classes will be counted toward the minor.

**Minor Requirements:**

Required:

ENGL 195	Art of Film	4
ENGL 221	The Critical Lens: Introduction to Film and Media Theory	4

Three Electives:

AST 307	Black History At the Movies: Truth Telling or Story Telling	4
AST 388	Black Popular Culture & the Education of Black Youth	4
ART 138	The Poetry of Photography	4
ART 139	Color Photography CSI	4
ART 232	Advanced Digital Workshop	4
ART 237	Advanced Black and White Photography	4
ART 239	Documentary Photography	4
ART 256	Approches in Contemporary Photography	4
ART 249	History of Photography	4
MUS 165	Music in Film	4
CHIN 214	Contemporary Chinese Cinema	4
COMM 120	Communications Media	4
COMM 121	Visual Communication	4
COMM 124	Media, Messages and Society	4
COMM 163	Radio Operations and Performance	4
COMM 220	Video Production	4
COMM 222	Animation	4
COMM 246	Digital Imaging for Design	4
COMM 262	Media Convergence	4
COMM 263	Broadcast, Narrowcast, Interactivity	4
ENGL 327	Race and Gender Psychoanalytical Discourse	4
ENGL 354	Studies in Film Genre	4
ENGL 398	Feminist Media Studies	4
FREN 314	Topics in French Cinema	4
HIST 254	History Through Novels & Film	4

HIST 329	Film and History Representation	4
HIST 374	Modern U.S. History: Digital Humanities	4
PHIL 152	Philosophy Through Literature and Film	4
PHIL 225	Ethical, Legal, and Social Issues in Information Technology	4
SPAN 314	Hispanic Culture As Seen Through Film	4

**PR/MARCOM (Minor)**

(Joint Minor with School of Business)

**Minor Requirements:**

Required:

COMM 186	Introduction to Public Relations and Marketing Communications	4
MGMT 250	Marketing	4
COMM 281	Writing for Public Relations and Integrated Marketing Communications	4

Electives (select two):

COMM 124	Media, Messages and Society	4
COMM 181	Public Speaking & Group Discussion	4
COMM 262	Media Convergence	4
COMM 265	Editing Copy and Proof	4
COMM 286/MGMT 232A	Intro to Advertising	4
COMM 326	National Student Advertising Competition	4
COMM 323	Digital Cultures: Communication and Social Media	4
MGMT 100	Foundations of Business & Management	4
MGMT 221	Project Management	4
MGMT 224	Socially-Minded Leadership	4
MGMT 230	Why We Buy	4
MGMT 231	Creating Brand Value Strategy	4
MGMT 236	Retail Management	4
MGMT 320	Negotiations	4

MGMT 229	Corporate Social Responsibility: Managing People, Planet, & Profit	4
MGMT 335	Marketing Research	4

**PROGRAM IN COMPUTER SCIENCE AND INFORMATICS****Faculty**Nanette Veilleux, *Professor, Program Director*Margaret Menzin, *Professor*Lauren Provost, *Assistant Professor*Amber Stubbs, *Assistant Professor***Overview**

The Program in Computer Science and Informatics offers majors and minors in computer science, information technology, web design and development, health informatics, and scientific computation (minor). Our program prepares our students for technology-related careers in the global marketplace, for graduate school, and to be knowledgeable, ethical, and socially conscious adopters of technology. We also serve the Simmons community by offering courses to address both the general and specific technology fluency needs of our students. These courses help the student gain an overview of technology—its use, application, and limitations—and can serve as stand-alone courses or as a starting point for more advanced study in one of our four technology areas. While our courses and majors have a strong technology focus, they also stress teamwork, collaboration, communication, and the development of leadership skills. All courses include a structured laboratory experience with students frequently solving problems in groups. We often find that students have a latent interest in, and talent for, technology that blossoms in these courses.

Students also complete a 4-credit internship where they relate theory learned in class to the actual needs of the workplace. Students have completed internships in industry, government, nonprofits, and academic institutions, such as Fuji Film Microdisk, Staples, Raytheon, IBM/Lotus, Nuance, Hyperactive Multimedia, Meditech, EMC, Tufts University, Screened Images Multimedia, Education First, Highrock Covenant Church, Windsor School, Partners Healthcare Information Systems, Twitter, and CakeWalk. Students are frequently offered permanent jobs upon graduation at the internship site. Our job placement rate upon graduation is high, with alumnae working for companies that create educational software, medical support, gene research, voting machine security, and writing software to support nonprofits.

Students also have the opportunity to complete significant independent study projects under the guidance of a faculty member, and to participate as a member of a research team on NSF-funded research projects.

Computer Science and Informatics students often double major in areas such as communications, art, English, education, mathematics, philosophy, Spanish, and management.

At Simmons College we help young women find their voices. We prepare them to be leaders in the world, and this world needs women in computer science and information technology more than ever.

### Learning Outcomes

Computer Science majors will:

1. Understand the fundamental concepts and theory of computing and their application to solving real world problems
2. Express themselves and their ideas orally, in writing, and the “languages” of the discipline
3. Master current and cutting-edge technologies, including programming languages, algorithms, databases, systems analysis, web-based technologies, networks, security, and hardware
4. Think abstractly, logically, clearly, and critically
5. Work in groups both as a participant and as a leader
6. Relate theory to practice
7. Be life-long learners and able to teach themselves

8. Understand the ethical, legal, and social implications of technology
9. Become gainfully employed in technology related jobs and/or prepared for graduate study

Information Technology majors will:

Simmons’s IT program aims to provide its graduates with the skills and knowledge to take on appropriate professional positions in information technology and grow into leadership positions or pursue research or graduate studies in the field. Fundamental to information technology is the integration of different technologies and the integration of technologies into organizations. IT graduates must therefore acquire a skill set that enables them to successfully perform integrative tasks, including:

1. An ability to apply knowledge of computing and mathematics appropriate to the discipline
2. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
3. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
4. An ability to function effectively on teams to accomplish a common goal
5. An understanding of professional, ethical, legal, security, and social issues and responsibilities
6. An ability to communicate effectively with a range of audiences
7. An ability to analyze the local and global impact of computing on individuals, organizations, and society
8. Recognition of the need for and an ability to engage in continuing professional development
9. An ability to use current techniques, skills, and tools necessary for computing practice
10. An ability to use and apply current technical concepts and practices in the core information technologies
11. An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation, and administration of computer-based systems
12. An ability to effectively integrate IT-based solutions into the user environment
13. An understanding of best practices and standards and their application

14. An ability to assist in the creation of an effective project plan

Data Science & Analytics majors will:

1. Select from, use, and interpret results of descriptive statistical methods effectively.
2. Select from, use, and interpret results of the principal methods of data science and analytics
3. Communicate the results of their analyses accurately and effectively, in writing, orally and visually
4. Make appropriate use of relevant software, using and modifying standard techniques.
5. Apply principles of leadership and reproducible research to make responsible decisions involving privacy, data management, and scientific rigor
6. Demonstrate ability to plan, manage, and document moderately-sized projects.

courses:

CS 110	Foundations of Information Technology	4
CS 112	Introduction to Computer Science	4
CS 113	Gui and Event-Driven Programming	4
CS 226	Computer Organization and Architecture	4
CS 227	Computer Networks	4
CS 232	Data Structures	4
CS 330	Structure and Organization of Programming Language	4
CS 345	Operating Systems	4
MATH 210	Discrete Mathematics	4
	One mathematics course numbered MATH 118 or above	
CS 350	Independent Study	4
	OR	
CS 370	Internship	8

### Computer Science (BS)

The demand for computer scientists in the workplace remains strong. New and exciting problems are there to be solved. Students who major in computer science develop new technology, as well as apply advanced technology to solving highly technical problems at the forefront of technology. They learn to think critically, logically, and abstractly. They gain both an understanding of the underlying theory and concepts of computing as well as the facility to integrate theory with practice. They are problem solvers. Students take both foundational courses and advanced technology courses that focus on systems and technology development. Students are prepared for careers in programming, web development, system support, network administration, database design, computer and network security, applications development, and software engineering. The program also provides academically outstanding and highly motivated majors the opportunity to produce a rigorous thesis as the culmination of a two-semester project, beginning with a preparatory semester of related independent research.

Students who major in Computer Science **cannot** double major with Information Technology or Health Informatics.

#### Program Requirements:

A major in computer science requires the following

Electives (choice of three)

CS 321	Web-Centric Programming	4
CS 327	Cybersecurity	4
CS 333	Database Management Systems	4
CS 334	Special Topics in Computer Science	4
CS 343	Systems Analysis & Design	4
	OR	
LIS 486	Systems Analysis in Information Services	3
	LIS technology courses as approved	

### Information Technology (BS)

For students interested in the assessment of users' technology needs, and the evaluation, application, administration, and support of technology, we offer a major and minor in information technology. The major provides students with a solid technical grounding in computer science and information technology, as well as education in the interpersonal skills of communication, teamwork, critical thinking, and ethical decision-making that are vital to the IT industry. An information technologist determines user needs and then develops, manages, and supports technology-based solutions. Students take courses in communication, management, philosophy, and computer science and information technology. Students are prepared for a broad range of careers such as web content provider/ manager, web developer, web administrator, IT consultant, network support, customer/ desktop support, system integrator, system analyst, and application developer.

#### Program Requirements:

A major in information technology requires the following courses:

CS 110	Foundations of Information Technology	4
CS 112	Introduction to Computer Science	4
CS 113	Gui and Event-Driven Programming	4
CS 227	Computer Networks	4
CS 321	Web-Centric Programming	4
CS 327	Cybersecurity	4
CS 333	Database Management Systems	4
CS 343	Systems Analysis & Design	4
CS 370	Internship	8
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MGMT 221	Project Management	4
MGMT 234	Organizational Communication and Behavior	4

### Health Informatics (BS)

Health Informatics is the application of the computing and information technology disciplines to solving problems in the field of health care. This interdisciplinary major includes foundation courses in technology, as well as more advanced topics such as security, database management, web applications development, and systems analysis. Students also learn about the health care industry by taking courses such as health informatics, biomedical ethics, and the health industry market and business model. Students graduating in this major would be desirable in IT departments at hospitals and other medium-to-large health care settings, and in companies developing software for the health care industry. There will also be positions in maintaining, modifying and managing software services.

#### Program Requirements:

A major in Health Informatics requires the following courses:

CS 110	Foundations of Information Technology	4
CS 112	Introduction to Computer Science	4
CS 113	Gui and Event-Driven Programming	4
CS 225	Health Informatics	4
CS 227	Computer Networks	4
CS 327	Cybersecurity	4
CS 321	Web-Centric Programming	4
CS 333	Database Management Systems	4
CS 343	Systems Analysis & Design	4
CS 370	Internship	8
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis	4

*CS 225: new prefix; was IT 225, same content*

And either:

Learning Community		
CS 225	Health Informatics AND	4
NURS 229	Nursing Health Promotion OR	4
CS 225	Health Informatics AND	4
SOCI 241	Health, Illness & Society	4

## **Web Design and Development (BS)**

### **(Joint Major with the Communications Department)**

The World Wide Web has driven a need for web designers and developers. People who understand both the art and the science of web development are particularly valued. Graduates will have a firm understanding of the principles of design as well as an understanding of the technical issues involved in the development of an active web site. Students graduating from this major will have an advantage over traditional web designers because they will have a clear understanding of the elements of web development. Likewise, the students will also have an advantage over traditional web developers because they will possess knowledge of the elements of design.

This major combines existing classes from the Communications and Computer Science programs to create a cohesive major in Web Design & Development. It seeks to draw students who are interested in integrating the two facets of web site creation rather than focusing on either the Graphic Design concentration or the Computer Science major.

### **Learning Outcomes**

1. Students Design and author accessible websites with semantic code.
2. Students employ iterative design processes.
3. Students are introduced to the core components of information architecture, usability, and user experience.
4. Students design and develop for a variety of screens and devices.
5. Students become proficient in the foundations of programming for the web

### **Program Requirements**

#### Required Core Courses

The core classes focus on providing students with a foundation for the other steps in their major.

COMM 121	Visual Communication	4
COMM 210	Introduction to Graphic Design: Principles and Practice	4
CS 112	Introduction to Computer Science	4

#### Required Courses

COMM 240	Intermediate Graphic Design I: Typography	4
----------	-------------------------------------------	---

COMM 244	Web I: Design for the World Wide Web	4
CS 113	Gui and Event-Driven Programming	4
CS 321	Web-Centric Programming	4

#### Electives

Students take three electives, not all from the same discipline (CS/COMM)

CS 227	Computer Networks	4
CS 327	Cybersecurity	4
CS 333	Database Management Systems	4
CS 343	Systems Analysis & Design	4
COMM 246	Digital Imaging for Design	4
COMM 248	Intermediate Graphic Design II	4
COMM 333	Web II	4
COMM 340	Advanced Design	4

#### Senior Seminar

COMM 344	Senior Seminar: Storytelling	4
----------	------------------------------	---

### **Independent Learning**

Students may choose to take independent studies and internships from either the Communications Department or the Computer Science Program. This will depend on the nature of the independent study or internship. Students may also opt to take COMM 390: Studio 5 for their independent learning requirement.

**Degree Options:** With the approval of their advisors, students may choose whether to graduate with a Bachelor of Arts or of Science, depending on which discipline they have chosen the preponderance of their course work.

Please keep in mind that this is a unique integration of visual communications and computer science. As such, it will not function as simply a Communications concentration nor as a Computer Science major.

## **Data Science and Analytics (BS)**

### **Faculty**

Margaret Menzin, *Professor of Mathematics and Computer Science, Coordinator*  
 Naresh Agarwal, *Assistant Professor of Library and Information Science*  
 Michael Brown, *Professor of Mathematics and Statistics*  
 Robert Goldman, *Professor of Statistics*  
 Susan D. Sampson, *Associate Professor of Management*



Anthony Scotina, *Assistant Professor of Statistics*  
 Amber Stubbs, *Assistant Professor of Computer Science*  
 Bruce Tis, *Associate Professor of Computer Science*  
 Nanette Veilleux, *Professor of Computer Science and Associate Dean for Research of the School of Library and Information Science*

Data Science and Analytics is a field which also goes by the names of Data Science, Data Analytics, and Predictive Analytics. Informally this is also referred to as “Big Data.”

By now most of us have heard of the term “big data”, which refers to data sets distinguished by “the 3 V’s”: volume, velocity, and variability. In this context ‘volume’ refers, obviously, to the size of the data set, ‘velocity’ refers to the speed at which new data arrives or the data set changes, and ‘variability’ refers to the lack of a strict organization for formatting all the data.

DS&A has applications in many areas. For example, famously, by analyzing what people were querying, Google was able to predict a flu epidemic several weeks ahead of the CDC. Another well-known example is the use of these techniques to target certain groups of people in election campaigns. Recently, breast cancer oncologists announced the formation of a database which will contain anonymized information about every woman who has had breast cancer and had her tumor sequenced. This database will contain the tumor sequence, other medical information, and details about the treatment and how successful it was. Oncologists will then be able to query it for patients with newly diagnosed tumors to select an optimal treatment approach.

*So, what is DS&A? It is a combination of statistical and computing methods to analyze and interpret such large data sets, in a particular discipline. Data Science & Analytics rests on a tripod of statistics, computer science, and domain knowledge.*

The DS&A major at Simmons is designed to implement this tripod approach, with required courses in statistics, computer science and management, and a required area of expertise (what we call a concentration; 5 courses in parts of a discipline where “big data” is likely to occur).

**Program Requirements:**

**Required Courses**

CS 112	Introduction to Computer Science	4
CS 113	Gui and Event-Driven Programming	4

CS 333	Database Management Systems	4
MATH 118	Introductory Statistics	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 228	Introduction to Data Science	4
MATH 229	Regression Models	4
CS 347	Applied Data Science	4
MGMT 100	Foundations of Business & Management	4
MGMT 221	Project Management	4
LIS 473	Information Visualization	3

*A typical schedule of courses is CS 112-CS 113 and MATH 118–MATH 228 in first year; MATH 227 and MATH 229 and CS 333 in second year; MATH/CS 440 and CS 347 and MGMT 100 and MGMT 221 in third year; Internship and LIS 593 in fourth year. Students starting the major in their second year will combine the third and fourth year programs.*

List of pre-approved concentrations; students with other interests should consult program faculty or their advisors.

**Biology-Bioinformatics:**

BIOL 113	General Biology	4
BIOL 225	Cell Biology	4
BIOL 337	Molecular Biology	4
CHEM 111	Introduction to Chemistry: Inorganic	4
CHEM 112	Introduction to Chemistry: Organic	4

**Biochemistry:**

BIOL 113	General Biology	4
BIOL 225	Cell Biology	4
BIOL 336	Genetics	4
CHEM 111	Introduction to Chemistry: Inorganic	4
	OR	
CHEM 113	Principles of Chemistry	4
CHEM 112	Introduction to Chemistry: Organic	4
CHEM 223	Introduction to Biochemistry	4

**Business-Accounting:**

ACCT 110	Financial Accounting	4
ACCT 120	Managerial Accounting	4
and 3 electives chosen from		
ACCT 200	Intermediate Accounting I	4

ACCT 201	Intermediate Accounting II	4	CHEM 113	Principles of Chemistry	4
ACCT 205	Cost Accounting	4	CHEM 112	Introduction to Chemistry: Organic OR	4
ACCT 301	Accounting Information Systems	4	CHEM 224	Organic Chemistry I AND	4
MGMT 260	Finance	4	CHEM 225	Organic Chemistry II	4
Business-Finance:			CHEM 223	Introduction to Biochemistry OR	4
ACCT 110	Financial Accounting	4	CHEM 345	Biochemistry	4
MGMT 260	Finance	4	Communications:		
and 3 electives chosen from			COMM 121	Visual Communication	4
ACCT 200	Intermediate Accounting I	4	COMM 244	Web I: Design for the World Wide Web	4
MGMT 311	Investments	4	COMM 210	Introduction to Graphic Design: Principles and Practice	4
MGMT 314	International Business	4	COMM 240	Intermediate Graphic Design I: Typography	4
MGMT 315	Corporate Financial Planning & Strategy	4	COMM 248	Intermediate Graphic Design II	4
MGMT 393	Financial Modeling	4	Computer Science:		
Business-Health Care Management:			CS 232	Data Structures	4
MGMT 120	Introduction to Health Systems	4	CS 227	Computer Networks	4
MGMT 239	Health Care Finance	4	CS 327	Cybersecurity	4
and 3 electives chosen from			CS 345	Operating Systems	4
MGMT 137	Entrepreneurship and Innovation	4	CS 330	Structure and Organization of Programming Language	4
MGMT 222	Human Resources Management	4	<i>or other elective chosen with the advisor.</i>		
MGMT 234	Organizational Communication and Behavior	4	Economics:		
MGMT 290E			ECON 100	Principles of Microeconomics	4
MGMT 325	Operations Management & Decision Making	4	ECON 101	Principles of Macroeconomics	4
CS 225	Health Informatics	4	ECON 393	Econometrics	4
SOCI 241	Health, Illness & Society	4	and 2 electives chosen from		
Business-Marketing:			ECON 216	Economic Development	4
MGMT 230	Why We Buy	4	ECON 218	International Trade	4
MGMT 250	Marketing	4	ECON 220	International Monetary Systems	4
and 3 electives from			ECON 222	Comparative Economies of East Asia	4
MGMT 231	Creating Brand Value Strategy	4	ECON 231	Money & Banking	4
MGMT 232A	Introduction to Advertising	4	ECON 236	Public Economics	4
MGMT 233	Developing Customer Relationships	4	ECON 247	Environmental Economics	4
MGMT 335	Marketing Research	4	Chemistry:		
MGMT 348	Sustainable Supply Chain	4	CHEM 111	Introduction to Chemistry: Inorganic OR	4
MGMT 392	Marketing Decision Making	4			

ECON 241 Business Competition and Antitrust Policy 4

Mathematics–Statistics:

MATH 220 Multivariable Calculus 4  
 MATH 211 Linear Algebra 4  
 MATH 338 Probability 4  
 MATH 339 Statistical Theory 4

*and an elective to be chosen with the advisor.*

Political Science/International Relations:

POLS 101 Introduction to American Politics 4  
 POLS 102 Introduction to International Politics 4  
 POLS 104 Introduction to Comparative Politics 4

and 2 electives from

POLS 213 Politics in the Republic: Congress and the Presidency 4  
 POLS 215 The Politics of Exclusion 4  
 POLS 217 American Public Policy 4  
 POLS 218 Parties and Elections 4  
 POLS 219 Gender and Politics 4  
 POLS 229 Comparative Foreign Policy 4  
 POLS 249/HIST 249 US Foreign Policy:1945-Pres. 4  
 POLS 250 Democratization in Latin America 4

Public Health:

BIOL 104 Introduction to Environmental Science 4  
 SOCI 241 Health, Illness & Society 4  
 SOCI 245 Global Health OR 4  
 SOCI 345 Health Systems & Policy 4  
 BIOL 346 Epidemiology of Infectious Disease 4

*and an elective to be chosen with the advisor.*

Sociology:

SOCI 101 Principles of Sociology 4  
 SOCI 239 Introduction to Social Research I 4

and 3 electives form

SOCI 245 Global Health 4

SOCI 249 Inequalities 4  
 SOCI 262 Criminology 4  
 SOCI 263 Sociology of Education 4  
 SOCI 321 Sociology of Food 4

**Honors in Data Science and Analytics** In order to receive Honors in Data Science and Analytics a student must:

1. Maintain superior academic performance as indicated by a GPA of 3 .5 or higher in major and concentration courses taken at Simmons College
2. Conduct independent research through the successful completion of an NSF-REU or similar research program or by completion of a thesis or project supervised within the Program which receives a grade of A- or A.
3. Communication of the work by presentation to the Program or another approved forum.

### Integrated BS/MS Programs

An integrated program permits students to obtain their BS and MS degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior year. Information about the integrated program in mathematics and library and information science is available from the Department of Mathematics and Statistics (p. 49).

### Computer Science (BS)/Library and Information Science (MS): 3 + 1 Program

The world of library and information science is changing—fast. No longer just a home for printed texts, a “library” is any place where creating, storing, and accessing traditional print and emerging digital resources come together.

This evolution is huge, and the vast array of careers it is creating calls for a new breed of highly trained, technologically savvy information professional. The 3 + 1 Computer Science/ Library and Information Science Program will thoroughly prepare you to meet this opportunity.

Pairing a Bachelor of Science in Computer Science or Information Technology with a Master’s in Library and Information Science, this sought-after combination will give you a versatile technical background, as well as advanced knowledge of the principles, theories, and practices of modern librarianship, digital curation, and content management.

You will earn your computer science degree in three years in an empowering, state-of-the-art environment. Through coursework and hands-on learning, you will develop your ability to understand computing foundation and theory and to solve real-world problems through the application of technology.

Master's level coursework in library science will commence by your senior year and culminate in stimulating yet practical independent studies. Our Graduate School of Library and Information Science (GSLIS) is ranked in the country's top 10 by U.S. News & World Report. The faculty are recognized leaders in their fields, while our prime Boston location opens the door to hundreds of prestigious internships.

### ***Computer Science (Minor)***

Computing technology pervades our experience, both in the workplace and in our personal lives. An understanding of technology and its application, as well as the development of strong technical problem solving skills is valuable to every undergraduate. Students from a wide range of majors frequently minor in computer science. Students choose from the following options:

#### **Web Development**

This option provides a strong technical background for anyone wishing to develop web-based applications. Students will learn HTML, JavaScript, Java, and database design and implementation, as well as the network infrastructure upon which web applications are built, including security considerations.

The curriculum includes:

CS 112	Introduction to Computer Science	4
CS 227	Computer Networks	4
CS 327	Cybersecurity	4
CS 321	Web-Centric Programming	4
CS 333	Database Management Systems	4

#### **Software Development**

This option provides an introduction to software development and programming. It is appropriate for anyone considering a major in computer science or interested in application programming.

The curriculum includes:

CS 112	Introduction to Computer Science	4
--------	----------------------------------	---

CS 113	Gui and Event-Driven Programming	4
CS 232	Data Structures	4
CS 330	Structure and Organization of Programming Language	4
CS 321	Web-Centric Programming	4

#### **Systems**

This option prepares the student to perform user support, system administration, or network administration, and develops the technical expertise needed in many small offices and organizations today.

The curriculum includes:

CS 112	Introduction to Computer Science	4
CS 226	Computer Organization and Architecture	4
CS 227	Computer Networks	4
CS 345	Operating Systems	4
CS 327	Cybersecurity	4

#### **Open**

A custom-designed minor consisting of five courses may be proposed by students to achieve their specific goals. Faculty members are available to help students design this minor. The Computer Science and Information Technology faculty must approve the final proposal.

### ***Information Technology (Minor)***

The minor in information technology provides the technology skills and understanding required of every professional in today's workforce. You gain an excellent grounding in technology—an overview of technology and web applications, a familiarity with a modern programming language; the ability to design, create, and use a database, a grasp of management issues, and the ability to sharpen your communication skills. This minor is an excellent complement to any major at Simmons.

#### **Requirements:**

Minor:

CS 110	Foundations of Information Technology	4
CS 112	Introduction to Computer Science	4
CS 333	Database Management Systems	4

One of the following:

CS 113	Gui and Event-Driven Programming	4
CS 227	Computer Networks	4

OR

CS 333	Database Management Systems	4
--------	-----------------------------	---

One of the following:

	Another IT/CS course (not IT 101/ 225)	
MGMT 234	Organizational Communication and Behavior	4
MGMT 221	Project Management	4

## DEPARTMENT OF MATHEMATICS

Margaret Menzin, *Chair and Professor*  
 Donna Beers, *Professor*  
 Michael Brown, *Professor*  
 Robert Goldman, *Professor*  
 Viktor Grigoryan, *Assistant Professor*  
 Anthony Scotina, *Assistant Professor*

### Scientific Computation (Minor)

The minor in scientific computation deals with the processing of large sets of “messy data”. A must for anyone who plans to attend graduate school.

#### Minor Requirements:

Required Courses

CS 112	Introduction to Computer Science	4
CS 333	Database Management Systems	4
MATH 118	Introductory Statistics	4
MATH 343	Mathematical Modeling	4

A fifth course to be chosen from:

CS 113	Gui and Event-Driven Programming	4
CS 226	Computer Organization and Architecture	4
MATH 225	Differential Equations	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 338	Probability	4

### Web Design and Development (Minor)

#### Minor Requirements:

Required:

CS 112	Introduction to Computer Science	4
CS 321	Web-Centric Programming	4
COMM 121	Visual Communication	4
COMM 244	Web I: Design for the World Wide Web	4
COMM 210	Introduction to Graphic Design: Principles and Practice	4

The Department of Mathematics and Statistics offers majors in Mathematics and in Biostatistics, as well as joint majors in Data Science and Analytics (joint with Computer Science and Management and listed under Computer Science), in Financial Mathematics and in Economics and Mathematics (listed under the Economics Department).

It also offers minors in Mathematics, Biostatistics, Statistics, and Scientific Computation (joint with Computer Science). First year students who had calculus and/or statistics in high school should see a member of the Department for proper placement mathematics and/or statistics courses.

### Biostatistics (BS)

Biostatistics is the application of statistical methods to medicine and public health. Biostatisticians generally work as part of a research team, and are responsible for the design of studies, the analysis of the resulting data, and the communication of the results. In recent years biostatistics has become an indispensable tool for improving public health and reducing illness and the demand for those trained in the field is great and growing. The major in Biostatistics includes a foundation in mathematics, a core of applied and theoretical statistics courses, and relevant biology and computing courses. Biostatistics provides a deep and wide foundation in quantitative methods that can form the basis for a career in numerous fields. A Biostatistics major can usefully be combined with a major in any health science or indeed with a major in any field which makes extensive use of quantitative methods.

#### Program Requirements:

The required courses for the Biostatistics major are

MATH 118	Introductory Statistics	4
MATH 220	Multivariable Calculus	4
MATH 211	Linear Algebra	4

MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 228	Introduction to Data Science	4
MATH 229	Regression Models	4
MATH 338	Probability	4
MATH 339	Statistical Theory	4
MATH 391	Special Topics Statistics Or Biostatistics	4
CS 112	Introduction to Computer Science	4

*CS 112 followed by MATH 4101 (Programming in SAS at Emmanuel College.)*

In addition, students must take two biology courses:

one from

BIOL 104	Introduction to Environmental Science	4
BIOL 123N	Principles of Microbiology	4
BIOL 113	General Biology	4

and the other from a 200- or 300- level biology course.

We recommend but do not insist that students take PH 201 Epidemiology. Finally, at least four semester hours of independent learning (for students entering prior to September 2014) or the Capstone (for students entering September 2014 or later) must be completed in Biostatistics. MATH 390 may be used to satisfy the Capstone requirement. It is Departmental policy that courses required for a major or minor should not be taken pass/fail.

The Student Learning Outcomes for the Biostatistics major are: Students will be able to:

1. Select from, use and interpret results of, descriptive statistical methods effectively;
2. Demonstrate an understanding of the central concepts of modern statistical theory and their probabilistic foundation;
3. Select from, use, and interpret results of, the principal methods of statistical inference and design;
4. Communicate the results of statistical analyses accurately and effectively;
5. Make appropriate use of statistical software;
6. Read and learn new statistical procedures independently

### ***Joint Major in Economics and Mathematics***

Specialization affords students interested in careers in business, the financial services, government, and the nonprofit sector the opportunity to pursue an area of applied mathematics. The joint major in economics and Mathematics provides students with the mathematical and statistical tools and concepts needed for economic analysis. See complete information about this major (p. 60).

### ***Financial Mathematics (BS)***

Offered jointly with the Departments of Economics and Management, this major serves students interested in applying the principles of mathematical and economic analysis in the financial services industry. Past graduates are pursuing careers in security analysis at mutual funds, private wealth management, and management of nonprofit organizations.

#### **Program Requirements**

Courses required for the financial mathematics major are:

ECON 100	Principles of Microeconomics	4
ECON 101	Principles of Macroeconomics	4
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 220	Multivariable Calculus	4
MATH 211	Linear Algebra	4
ECON 220	International Monetary Systems	4
ECON 231	Money & Banking	4
ECON 393	Econometrics	4
MATH 319	Financial Mathematics	4
MATH 338	Probability	4
MATH 339	Statistical Theory OR	4
MATH 343	Mathematical Modeling	4
ACCT 110	Financial Accounting	4
MGMT 260	Finance	4
MGMT 311	Investments	4

*MGMT 311 or another 300-level finance course in management*

The Capstone requirement for this major is satisfied by ECON 393.

**The Student Learning Outcomes for the Financial Mathematics major are:**

1. Understanding of the basic concepts and techniques in core content areas of mathematics, and statistics and ability to translate that theory to financial modeling and financial engineering.
2. To acquire knowledge of economic concepts, institutions, theories, models, and methodologies including econometrics, and to demonstrate competency in applying this information to analyze economics events and to evaluate alternative economic policy initiatives.
3. Understanding of the basic concepts and techniques in core content areas of accounting, finance, and investing.
4. Ability to use the knowledge of mathematics, statistics, economics and finance to build theoretically sound financial models, choose relevant data, use appropriate modeling tools and software, and critically interpret the results.
5. Ability to communicate mathematical, economic, and financial ideas clearly and precisely.
6. Ability to independently read and learn mathematical finance.

**Honors in Mathematics or Biostatistics** In order to receive Honors in Mathematics and Statistics, a student must:

1. Maintain superior academic performance as indicated by a GPA of 3.5 or higher in major courses taken at Simmons College
2. Conduct independent research through the successful completion of an NSF-REU or similar research program or by completion of a thesis or project supervised within the Department which receives a grade of A- or A.
3. Communication of the work by presentation to the Department or another approved forum.

## **Mathematics (BS)**

The increasing complexity of society has made the mathematical sciences important for solving problems in the social sciences and management as well as in the sciences. In addition, the pure mathematical areas continue to appeal to many as an intellectual discipline, an art form, or a game. The major in Mathematics is designed to provide a strong background in various mathematical areas and their applications.

Through her choice of courses and majors in our Department, a student may prepare for graduate work or a career in mathematics – either pure or computational - statistics, biostatistics, mathematical finance, bioinformatics, actuarial science, or teaching. There are many opportunities for students who are interested in combining mathematics with other disciplines.

Joint or double majors are available between Mathematics and Biology, Chemistry, Computer Science, Economics, Education, Management, and Psychology. Other fields may also be fruitfully combined with mathematics. Students interested in such majors should consult with the chairs of the departments involved.

### **Program Requirements:**

The major in Mathematics begins with

MATH 220	Multivariable Calculus	4
----------	------------------------	---

*(Some students will have taken the equivalent of MATH 120-MATH 121 in high school; other students will take MATH 123 or MATH 120-MATH 121 at Simmons prior to taking MATH 220.)*

Other required courses are

MATH 210	Discrete Mathematics	4
MATH 211	Linear Algebra	4
MATH 118	Introductory Statistics	4
	OR	
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 310	Modern Algebra	4
MATH 320	Introduction to Real Analysis I	4
MATH 321	Introduction to Real Analysis II	4
CS 112	Introduction to Computer Science	4

*MATH 211: normally taken in the sophomore year*

*MATH 118: sophomore or junior year*

*MATH 310, MATH 321: junior or senior year*

*CS 112: may be taken as early as the first year; students should plan on taking it in the first two years. With the approval of the department, another programming course may be substituted for CS 112*

In addition, Mathematics majors must take either

MATH 338	Probability	4
	OR	
MATH 343	Mathematical Modeling	4

*as an elective*

and two more Mathematics courses from

MATH 225	Differential Equations	4
MATH 338	Probability	4
	OR	
MATH 343	Mathematical Modeling	4
MATH 390	Special Topics Seminar in Mathematics	4

*the other of MATH 338/MATH 343*

*MATH 390: may be taken more than once*

Finally, at least four semester hours of independent learning (for students entering prior to September 2014) or the Capstone (for students entering September 2014 or later) must be completed in Mathematics. MATH 390 may be used to satisfy the Capstone requirement. It is Departmental policy that courses required for a major or minor should not be taken pass/fail.

The Student Learning Outcomes for the Mathematics major are:

1. Knowledge of the basic concepts and techniques in core content areas of mathematics and in elementary statistics;
2. Understanding of the basic concepts and techniques in core content areas of mathematics and in elementary statistics and ability to translate that theory to other disciplines;
3. Ability to apply the basic concepts and techniques in core content areas of mathematics and in elementary statistics to solve routine homework problems;
4. Ability to use logical reasoning and analysis to solve more complex problems, including the ability to select from, use and interpret various mathematical approaches.

## ***Integrated BS/MS Programs***

An integrated program permits students to obtain their BS and MS degrees in less time than it would take to do the programs separately. Students begin the MS degree program during their junior year. Information about the integrated program in mathematics and library and information science is available from the Department of Mathematics and Statistics.

## ***All-College Requirement of Competency in Basic Mathematics***

See information about the all College requirement of competency in basic mathematics (p. 233). Satisfaction of the mathematics competency requirement is a prerequisite to all MATH courses except MATH 101.

## ***Biostatistics (Minor)***

### **Minor Requirements:**

The minor in biostatistics consists of

MATH 118	Introductory Statistics	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 229	Regression Models	4

one from

BIOL 104	Introduction to Environmental Science	4
BIOL 113	General Biology	4
BIOL 123N	Principles of Microbiology	4
BIOL 336	Genetics	4
BIOL 346	Epidemiology of Infectious Disease	4

and one from

SOCI 241	Health, Illness & Society	4
PSYC 203	Research Methods in Psychology	4
MATH 228	Introduction to Data Science	4

Students who had the equivalent of MATH 118 in high school should consult with their Mathematics advisor about the selection of a fifth course.

## ***Mathematics (Minor)***

### **Minor Requirements:**

A mathematics minor consists of

MATH 211	Linear Algebra	4
----------	----------------	---



MATH 220      Multivariable Calculus                      4

and three additional MATH courses numbered 121 or higher, except MATH 227, 228 or 229.

### **Statistics (Minor)**

#### **Minor Requirements:**

The minor in statistics consists of

MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 229	Regression Models	4
MATH 338	Probability	4
MATH 339	Statistical Theory	4

and one of the following:

ECON 393	Econometrics	4
MATH 228	Introduction to Data Science	4
MATH 319	Financial Mathematics	4
MATH 343	Mathematical Modeling	4

*ECON 393: for students entering prior to 2015*

### **Scientific Computation (Minor)**

#### **Minor Requirements:**

The minor in scientific computation consists of

MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 343	Mathematical Modeling	4
CS 112	Introduction to Computer Science	4
CS 333	Database Management Systems	4

A fifth course to be chosen from:

CS 226	Computer Organization and Architecture	4
CS 113	Gui and Event-Driven Programming	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 338	Probability	4
MATH 225	Differential Equations	4

*MATH 227: if not taken earlier*

## **PROGRAM IN EAST ASIAN STUDIES**

#### **Faculty:**

Alistar Inglis, Director, *Professor of Modern Languages and Literatures*

Denise M. Horn, *Associate Professor of Political Science and International Relations and Women's and Gender Studies*

Zhigang Liu, *Associate Professor of History and Modern Languages and Literatures*

Shirong Luo, *Associate professor of Philosophy*

Niloufer Sohrabji, *Associate Professor of Economics*

#### **Overview:**

The major in East Asian Studies (EAS) is designed to provide students with knowledge and understanding of East Asia, a region that has become increasingly significant in the post-Cold War era. Students acquire this knowledge by studying an East Asian language as well as courses in other disciplines that may include art history, economics, film studies, history, literature, philosophy, political science, religion, and sociology. The major prepares students for further growth beyond college along a variety of paths, such as graduate study, careers in education, employment abroad or in business and institutions specializing in East Asia, and service within and to the Asian American community.

A minor in East Asian studies allows students to enhance their major academic program with an understanding of the history, politics, and culture of East Asia. A minor may consist of, but does not require, language courses.

#### **Learning Outcomes:**

At the successful completion of the major in East Asian Studies, students will:

- Form a deeper understanding of the history, politics, and culture of East and Southeast Asia
- Gain experience in East and Southeast Asia through language training and Study Abroad experiences
- Understand the impact of global politics in the region

#### **Departmental Honors:**

Honors in East Asian Studies requires a minimum GPA of 3.67 for EAS courses in addition to a grade of A or A- for the senior term-paper; i.e., the paper produced as part of the course work for either EAS 390 or EAS 350.

The number of credits transferred from study abroad or other institutions and applied to the major shall not exceed 16 (four courses).

**East Asian Studies (BA)****Program Requirements:**

Students must take five elective courses from the EAS curriculum, including at least one of either HIST 201, HIST 202, or HIST 206. No more than three courses may be taken in any one department.

**EAS Curriculum (20 semester hours)**

ART 252	Arts of China and Japan	4
CHIN 214	Contemporary Chinese Cinema	4
CHIN 202	Intermediate Chinese II	4
CHIN 245	Advanced Intermediate Chinese	4
CHIN 246	Advanced Intermediate Chinese II	4
CHIN 250	Masterpieces in Chinese Literature	4
CHIN 260	Chinese Calligraphy	4
CHIN 320	Reading Chinese Newspapers	4
CHIN 325	Masterworks of Chinese Modern Literature	4
ECON 222	Comparative Economies of East Asia	4
HIST 201	Dynamics Japanese History	4
HIST 202	Asia to the Eighteenth Century	4
HIST 203	Power & Culture: East Asia	4
HIST 204	Japanese Culture: Gender, Family and Society	4
HIST 206	Rise of Modern China	4
HIST 207	Gender, Family and Society in Modern China	4
HIST 362	Reform and Revolutions in Asia	4
HIST 364	Rape of Nanjing	4
HON 208	Art of Dissent	4
HON 211	Balance, Harmony, and Happiness: A New Look At Classical China	4
JAPN 202	Intermediate Japanese II	4
JAPN 245	Composition and Conversation	4
JAPN 320	Newspaper Kanji and Translation	4
JAPN 325	Japanese Fables and Onomatopoeia	4
PHIL 133	Asian Philosophy	4

PHIL 390/WGST 390	Seminar	4
POLS 225	International Politics of East Asia	4
POLS 245M	Politics of Newly Industrialized Countries	4
SOCI 267	Globalization	4

**Language Courses (20 semester hours)**

Students are required to study a single East Asian language offered at Simmons for four consecutive semesters. Courses taken to fulfill this part of the requirement, therefore, cannot also count among the five electives from the EAS curriculum. Students who enter the Program with at least an intermediate knowledge of an Asian language may satisfy the requirement by completing four semesters' continued study of either the same or another Asian language once correct placement has been determined. Alternatively, in special cases pending the Director's approval, the student may complete four additional courses from the EAS curriculum. Students who enter Simmons with an understanding of an Asian language below the intermediate level can satisfy the language requirement by study that would raise their competence to that of advanced intermediate in addition to either further language courses or those from the EAS curriculum.

**Capstone Cross-Cultural Experience (8 semester hours)**

This requirement consists of two phases:

1. **Study abroad, community-based or independent learning.** To encourage cross-cultural experience, students complete for semester hours through either study abroad or community-based learning within an Asian American community. Students should have adequate language preparation and a significant portion of coursework completed before undertaking this experience. Thus, most students will satisfy this requirement during the junior or senior year. The precise timing will be decided in consultation with the student's advisor. Alternatively, the student may undertake an independent study with an EAS faculty member that would culminate in a research paper on a topic of the student's own design.

2. **Integrative Seminar.** Successful completion of either EAS 390 or, when not offered, an alternate course is mandatory for all students in the major. In this seminar, the student will produce either a research paper or some form of creative work associated with a special interest. The nature and scope of the project will be collaboratively determined with the seminar instructor and/or their advisor. HIST 364 and 362 may be undertaken in lieu of the Seminar for 2018-20.

### ***East Asian Studies (Minor)***

A minor in East Asian studies consists of five courses from the EAS curriculum. No more than three courses may be taken in any one department.

## **DEPARTMENT OF ECONOMICS**

### **Faculty:**

Niloufer Sohrabji, *Chair and Associate Professor*  
 Masato Aoki, *Associate Professor*  
 Carole Biewener, *Professor*  
 Zinnia Mukherjee, *Assistant Professor*  
 Mark Valentine, *Administrative Assistant*

### **Overview:**

Decision-makers in business, government, and the nonprofit sector evaluate complex economic issues. Intelligent citizenship makes increasing demands on an individual's knowledge of economics. Finally, the analytical tools of economics are increasingly important to studies of health care and educational systems, the environment, sustainable resource use, food systems, gender and racial inequality, technology, economic policy, international relations, economic justice, and other domestic and global issues of public and private life.

The major in economics provides students with an excellent background for careers in finance, industry, government, and the nonprofit sector. In addition, it prepares students for graduate work in many disciplines, including economics, law, business, and public policy. Economics majors develop institutional knowledge about the business world, the domestic and global economic environment in which businesses, households, and communities operate. Majors also come to understand how governmental policies affect overall economic activity along with businesses, workers, and communities. Further, economics majors distinguish themselves by their ability to analyze complex economic and social issues and to communicate the results of their analysis through writing and oral presentation.

The Economics Department annually offers the Econnect program, a series of interactive programs aimed at helping students' successfully transition to careers or graduate study. Since 2001, Econnect features the annual Economics Student-Alumnae Networking Dinner, at which Economics alumnae engage in structured and friendly networking with current students. Outcomes include job offers, first interviews, internships, lessons in effective networking practices, advice about graduate programs, and networking beyond the Simmons community. In other Econnect activities, alumnae participate in skill-development workshops in interviewing, negotiating, LinkedIn, and preparation for graduate study.

The Department's Internship program further supports the student's exploration of career interests and provides practice in interviewing, résumé preparation, networking, research, and the opportunity to apply in a professional setting the analytical and communication skills they have developed in their Economics coursework.

The two-course introductory sequence (ECON 100 & ECON 101) provides students with conceptual frameworks for understanding and evaluating the U.S. economy from theoretical, historical, and global perspectives. Intermediate microeconomics and macroeconomics (ECON 200 & ECON 201) rigorously present major theoretical approaches and their analytical applications and policy implications. Economics electives (ECON 124 through ECON 393) extend theoretical and empirical analyses to various aspects of the U.S. and international economies. ECON 393 Econometrics applies mathematical principles and statistical techniques to the analysis of economic issues. The department's internship supervisor places students in internships (ECON 370) where they develop and apply their skills and knowledge in a professional, research, or policymaking setting. The senior thesis (ECON 355) challenges intellectually ambitious majors to propose, research, and write a defensible thesis; the thesis is the culminating product of a two-semester project and prepares students for graduate-level work, and qualifies the student for consideration for Honors in economics. Economics is complemented by other fields of study in the liberal arts and sciences and in the professional areas. According to their individual interests, strengths, and priorities, students might consider either double-majoring in economics and a complementary discipline or combining the economics major with a minor; the variety of possible combinations reflects the intellectual and aspirational diversity of the Simmons student body. In addition, the department collaborates with other departments in offering courses in East Asian studies, Environmental Science, International Relations, Public Policy, Sustainability, and Women's and Gender Studies. Depending on their areas of special interest and future plans, students might consider the joint major in economics and mathematics, the joint major in financial mathematics, and the minor in public policy studies.

The minor in economics complements the student's major area of study. The minor provides a survey of economic analysis or a focused concentration in particular fields of economic study such as the economics of the environment and sustainability, international economics, monetary economics, social analysis, gender, or public policy.

**Learning Outcomes:**

Economics Major Learning Outcomes:

1. To acquire knowledge of economic concepts, institutions, theories, models, and methodologies, and to demonstrate competency in applying this information to analyze economics events and to evaluate alternative economic policy initiatives.
2. To develop and demonstrate an ability to access and retrieve economic data and information, to manipulate and interpret critically such information, and to identify key relationships among economic data and behaviors.
3. To develop and demonstrate economic literacy through discussion and creative synthesis of economics articles which apply and integrate data, quantitative tools, theoretical models, and policy prescriptions.
4. To refine and demonstrate analytical and critical thinking skills, including logical reasoning and the abilities to apply and interpret quantitative, qualitative, and graphical information in a problem-solving context.
5. To develop and demonstrate the critical thinking skill of comprehending the logical construction of theories and, on that basis, comparing competing explanations and policy implications.
6. To develop and demonstrate an understanding of heterodox approaches to economics and to engage in the study of economics in an interdisciplinary context.
7. To apply course material and analysis in new areas or in new ways, including formulating and conducting economic research and presenting this research both orally and in writing in a polished, professional manner.

**Joint Major in Economics and Mathematics Learning Objectives:**

1. To understand the basic concepts and techniques in core content areas of mathematics and statistics, and to comprehend and articulate economic concepts.
2. To acquire knowledge of economic concepts, institutions, theories, models, and methodologies including econometrics, and to demonstrate competency in applying this information to analyze economics events and to evaluate alternative economic policy initiatives.

3. Ability to use the knowledge of mathematics, statistics and economics to build theoretically sound economic models, choose relevant data, use appropriate modeling tools and software, and critically interpret the results.
4. Ability to communicate mathematical and economic ideas clearly and precisely.
5. Ability to independently read and learn economic issues expressed and analyzed through mathematical models and techniques.
6. To develop and demonstrate the critical thinking skill of comprehending the logical construction of theories and, on that basis, comparing competing explanations and policy implications.

#### **Departmental Honors:**

Candidacy for honors in economics requires a minimum GPA of 3.67 in economics courses and a thesis proposal, which must be approved by the department normally in the student's junior year. The honors candidate must complete ECON 350 Independent Study and ECON 355 Thesis. Upon completion of the thesis, the department will determine whether the thesis merits designation of honors in economics.

#### **Recommendations:**

The student should work closely with her faculty advisor, who can provide invaluable assistance in various aspects of the student's success. First, the student may seek guidance in selecting economics courses that focus on a particular field of interest within economics such as the economics of the environment and sustainable resource use, international economics, monetary economics, social analysis, gender, or public policy. Second, the advisor may help the student identify non-economics courses that would enhance the student's intellectual growth according to their interests, strengths, and goals. Third, the student may want assistance in identifying student organizations or other co-curricular activities that would enhance their study and application of economics. Fourth, the advisor may assist the student in planning and preparing for graduate study or careers. Students considering graduate study in economics or related fields should take ECON 393 and courses in calculus and possibly other areas of mathematics; they should also consider various options that combine economics and mathematics, including the joint major in Economics and Mathematics. Economics majors must also complete a four-credit Capstone in order to fulfill the all-College requirement. While the capstone requirement may be completed in other departments, students are encouraged to complete the requirement within economics. The capstone may be met within the department through ECON 355 Thesis, ECON 370 Internship, ECON 390 Special Topics, and ECON 393 Econometrics. ECON 355, and ECON 370 do not count toward the 16-semester hour elective requirement for the economics major. If used for the Capstone, ECON 390 and ECON 393 also do not count toward the elective requirement.

### ***Economics (BA)***

#### **Program Requirements:**

The major in economics requires the successful completion of a total of ten courses, consisting of six core courses and four economics elective courses. At least two of the economics electives must be at or above the 200 level.

Core courses (all six are required; note the possible substitutions):

ECON 100	Principles of Microeconomics	4
ECON 101	Principles of Macroeconomics	4
MATH 118	Introductory Statistics	4

ECON 200	Intermediate Microeconomics	4
ECON 201	Intermediate Macroeconomics	4
MATH 120	Calculus I	4
<i>MATH 118: MATH 227: Biostatistical Design or MATH 229 Regression Models may substitute for MATH 118 MATH 120: or a higher-level calculus course</i>		
Elective Courses (select four from the following list), including at least two at the 200 level or higher):		
ECON 124	BRICS and the Global Economy	4
ECON 125	Rosie the Riveter to #MeToo: Women&Work&and Work	4
ECON 145	Economics of Sustainability and Resource Use	4
ECON 214	Gender, Globalization, and Development	4
ECON 216	Economic Development	4
ECON 218	International Trade	4
ECON 220	International Monetary Systems	4
ECON 222	Comparative Economies of East Asia	4
ECON 225	Political Economy of U.S. Capitalism	4
ECON 231	Money & Banking	4
ECON 235	From Farm to Table: The Political Economy of Food Systems	3
ECON 236	Public Economics	4
ECON 239	Government Regulation of Industry	4
ECON 241	Business Competition and Antitrust Policy	4
ECON 247	Environmental Economics	4
ECON 393	Econometrics	4

*ECON 393: not counted as an Economics Elective if used for the Capstone requirement*

Note: ECON 100 and ECON 101 may be taken in any order; this is true also for ECON 200 and ECON 201. Generally, majors complete ECON 100 and ECON 101 by the end of the sophomore year and the remaining core courses by the end of the junior year. ECON 100 and/or ECON 101 are prerequisites for all upper-level courses

### ***Economics and Mathematics (BS)***

The formal joint major in economics and mathematics is offered with the Department of Mathematics and is administered by the Department of Economics. This specialization has arisen to meet the needs of economics students realizing the increased role of mathematics and statistics in economic analysis. Also, for those students with good mathematical aptitude who do not wish to specialize only in mathematics, the joint major in economics and mathematics provides the opportunity to develop a field of applied mathematics.

#### **Learning Objectives:**

1. To understand the basic concepts and techniques in core content areas of mathematics and statistics, and to comprehend and articulate economic concepts.
2. To acquire knowledge of economic concepts, institutions, theories, models, and methodologies including econometrics, and to demonstrate competency in applying this information to analyze economics events and to evaluate alternative economic policy initiatives.
3. Ability to use the knowledge of mathematics, statistics and economics to build theoretically sound economic models, choose relevant data, use appropriate modeling tools and software, and critically interpret the results.
4. Ability to communicate mathematical and economic ideas clearly and precisely.
5. Ability to independently read and learn economic issues expressed and analyzed through mathematical models and techniques.
6. To develop and demonstrate the critical thinking skill of comprehending the logical construction of theories and, on that basis, comparing competing explanations and policy implications.

#### **Program Requirements:**

ECON 100 Principles of Microeconomics and ECON 101 Principles of Macroeconomics, which are basic to all other work in economics and should be taken no later than the second year by students considering the joint major.

The following courses are also required:

ECON 200	Intermediate Microeconomics	4
ECON 201	Intermediate Macroeconomics	4

ECON 393	Econometrics	4
MATH 211	Linear Algebra	4
MATH 220	Multivariable Calculus	4
MATH 338	Probability	4
MATH 339	Statistical Theory	4
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis	4

*In addition, the joint major requires either (1) three economics electives or (2) two economics electives plus MATH 320 Introduction to Real Analysis. In either case, two of the economics electives must be at the 200 level or higher. In addition, joint majors must complete the all-College capstone requirement in either economics or mathematics. Note: ECON 393 is a required course for the joint major and therefore cannot count toward the capstone requirement.*

The Capstone requirement for this major is satisfied by  
ECON 370      Internship      Variable

### **Joint Major in Financial Mathematics**

The Department of Economics also offers a joint major in financial mathematics with the Department of Mathematics. This major is intended to serve students who are interested in applying the principles of mathematical and economic analysis in the financial services industry. Students graduating with this major might become stock analysts, bond traders, or decision analysts at consulting firms, work in the pension/annuity industry, or go to graduate school in the growing area of financial mathematics. The requirements for the joint major in financial mathematics are described in the listings for the Department of Mathematics (p. 52).

### **3 + 1 Accelerated Degree Program: BA in Economics and MA in Public Policy**

In the 3 + 1 program in Economics and Public Policy, students complete the Economics major in three years and the interdisciplinary MA in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling.

### **Economics (Minor)**

#### **Minor Requirements:**

The minor in economics requires successful completion of a total of five courses, consisting of

ECON 100	Principles of Microeconomics	4
ECON 101	Principles of Macroeconomics	4

and any three economics elective courses other than ECON 390 and ECON 393.

*Note: ECON 200 and ECON 201 cannot be counted toward the minor.*

### **Public Policy Studies (Minor)**

See Public Policy Studies Minor for more information (p. 105).

## **DEPARTMENT OF EDUCATION**

#### **Faculty:**

Janie Ward, *Chair and Professor*  
Paul Abraham, *Professor, Director of the MATESL Program and the Language and Literacy Program*  
Judah Axe, *Associate Professor, Director of the Special Education Program*  
Amy Ballin, *Associate Professor of Practice*  
Janet Chumley, *Associate Professor of Practice*  
Ellen Davidson, *Associate Professor of Practice, Interim Director of MAT Program*  
Christine Evans, *Associate Professor of Practice, Director of the New England Center for Children Program*  
Heather Fortin, *Lecturer*  
Daren Graves, *Associate Professor*  
Helen Guttentag, *Professor of Practice, Director of Clinical Programs and Undergraduate General Education*  
Kristin Nelson, *Associate Professor of Practice*  
Theresa Perry, *Professor*

#### **Additional Teaching Faculty**

Agnieszka Bourret  
Kathryn Collins  
Jane Hardin  
Karen Janowski  
Kevin Lenane  
Bruce Mallory  
Janet MacNeil  
Karen Price  
Julie Rigo  
Taryn Snyder

Gina Stefanini  
John Ullian  
Martha Wall  
Lisa Williams

*Staff*

Suzanne Kowalewski, *Licensing Specialist*  
Patrick Bryant, *Department Coordinator*

**Overview:**

**Teacher Preparation Programs**

**Note:** The Massachusetts state regulations for licensing may continue to change. Thus, requirements for completing education programs in preparation for licensure may also be modified as the department responds to changes in licensing regulations. The teacher preparation program complies with Massachusetts licensing requirements and with those of the Interstate Certification Compact, with licensing reciprocity in 42 states.

Massachusetts requires that all candidates for licensing in all programs in education pass the Massachusetts Tests for Educator Licensure (MTEL). In order for a candidate to receive a license, that person must 1) successfully complete all courses and initial licensing requirements of the Simmons program, 2) be recommended for licensure by public school and college faculty at the conclusion of the practicum, and 3) pass all appropriate sections of the MTEL. Candidates seeking out-of-state licensure may additionally be asked to take a similar examination required by that state. Department administrators are available to discuss specific licensing information.

An initial license will be awarded upon recommendation to the Commonwealth of Massachusetts after completion of a baccalaureate with a major in one of the liberal arts and sciences and completion of a master's degree through the five-year Dunn Scholars Program in Elementary or Special Education. The programs below comply with the requirements of the initial license.

Simmons is ending programs in English as a Second Language (ESL) and secondary teaching in all content areas. These programs remain available to students who entered Simmons in the fall of 2016 and earlier, but are not available to students entering Simmons in the fall of 2017 and beyond. Information on these programs can be found in previous catalogs, which can be accessed through the Simmons Registrar.

The Department of Education offers the following teacher preparation programs in 4+1/five-year programs:

- Elementary (p. 64)
- Moderate disabilities (PreK-8 and 5-12) (p. 67)
- Severe disabilities (all levels) (p. 67)

Students wishing to become licensed in these fields must enroll in the five-year program.

**Independent Learning**

All elementary students do 4-8 credits of Independent Learning during the spring of their fourth year. This is completed either through EDUC 350 (4 credits) or EDUC 388 (8 credits).

**Kathleen Dunn Scholars**

This is an integrated bachelor's and master's program for all licensure programs, enabling students to complete a reduced-credit master's program during their fifth year, and do a year-long internship in a public school classroom. Students applying for this program are known as Kathleen Dunn Scholars. Dunn Scholars take two to five education courses at the undergraduate level (five for a minor) and complete full majors in a liberal arts area. They must complete 4-8 credits of independent learning in education prior to completion of the bachelor's degree and apply for admission to the appropriate graduate program at the end of their junior/third year.

All Dunn Scholars must have a minimum grade point average of 3.0 for admission into the graduate programs. Contact the director of undergraduate programs in general education for more information.

A joint social studies-education major is available for students preparing for elementary or special education. See Joint Social Studies-Education Major (p. 65) or contact the director of the general education undergraduate program for further information. All courses in Stages I, II, and III must be taken for a grade and may not be taken pass/fail. Students must receive a grade of B or higher in every education course. A grade of B- or lower will require the student to repeat the course.



Students in the Dunn Scholars program must have passing scores on the MTEL Communication, Literacy, and other license required tests before being admitted to the practicum. Students must pass the Communication and Literacy tests no later than the end of the junior year and must take their subject matter tests as soon as they have completed all of the courses in the content of their fields. It is strongly advised that elementary students take the Math portion of the elementary subject matter test as soon as they have completed MATH 115 and MATH 116

### ***Joint Social Studies-Education Major Overview***

This joint major is designed for students in the elementary and special education 4+1 programs. Courses selected offer the best preparation for the social studies curriculum now mandated by the Massachusetts Curriculum Frameworks and taught in public school classrooms and are designed to prepare candidates for the MTEL now required of all elementary and special education teacher candidates. Students should work closely with their advisors in the education department to plan a course of study. In addition to the courses prescribed in the joint major, students should take courses to complete the subject matter core required for licensing (Stage II and Stage III) as well as courses that fulfill the College requirements.

### ***Special Education Overview***

In the field of special education, Simmons College offers training for Massachusetts licensure for teachers of students with moderate disabilities (Levels: PreK–8 or 5–12) and teacher of students with severe disabilities (Levels: All). Students interested in these programs are required to enroll in the five-year Accelerated Graduate Program. Students who select one of these programs must also have a major in the liberal arts or sciences. In addition, as mandated by the Massachusetts Department of Elementary and Secondary Education, all students must document at least 36 semester hours in upper- and lower-level arts and sciences coursework covering composition, American literature, world literature, including British literature, U.S. history from colonial times to present, world history, including European history from ancient times to the present, geography, economics, U.S. government, including founding documents, child development; science laboratory work, and appropriate mathematics and science coursework (Courses under Elementary Teacher (Grades 1-6) are highly recommended for all Special Education students since these courses form the basis of the preparation for the General Curriculum Tests required by all seeking license in Special Education). Students may opt to minor in special education, but a master's is required to obtain licensure. The five-year Accelerated Graduate Program is the route to licensure in the programs in Special Education.

### ***Moderate Disabilities (Levels: PreK–8 or 5–12) Overview***

This concentration prepares students in inclusive education to work with learners with moderate disabilities in grades PreK–8 or 5–12 emphasizing collaborative consultation, general education classroom accommodations, curriculum strategies, and family involvement. The program provides the opportunity and skills to develop effective strategies to work with learners with moderate disabilities in a variety of public or 603 CMR 28.00 approved school settings.

### ***Severe Disabilities (Levels: All) Overview***

The severe disabilities (Levels: All) concentration prepares students to work with learners with severe disabilities in inclusive general education classrooms, in self-contained special education classes in general public schools, or in 603 CMR 28.00 approved residential or day schools. The goal is to support meaningful access to curriculum of learners with severe disabilities in inclusive classrooms, the community, and the workplace. Working in preschool, elementary, middle, and high school settings, each student is prepared to teach learners age-appropriate skills using the Massachusetts Curriculum as well as communication techniques, self-help strategies, social behavior skills, and specific vocational training.

**Mission Statement**

Simmons educates people who share a passion for learning, a commitment to community, and a determination to make a difference. We prepare educators and leaders through clinical experiences and research-based practices in order to enable them to meet the challenges of a more diverse, technological, and global society. We promote equity, excellence, and social justice in a culture of collaboration.

**Departmental Honors:**

The Department of Education does not designate honors, but does recognize outstanding students by conferring departmental awards at the end of the senior/fourth year.

**Elementary Education (BA/BS and MAT): 4 + 1 Program**

**Elementary Teacher (Grades 1–6)**

The Elementary Program is only offered as a five-year program. In addition to the common core, students must also complete the following courses in Stage II and Stage III.

**Stage I. Fundamentals of Education in the Inclusive Classroom (Common Core)**

(8 semester hours)

The following courses are required for all general education students:

EDUC 156	Schools in an Era of Change	4
GEDUC 460	Teaching Strategies for the Inclusive Classroom	4

*EDUC 156: freshman or sophomore year*

*GEDUC 460: junior year*

*EDUC 156, GEDUC 460: includes fieldwork*

Students will be evaluated for writing competence at the conclusion of EDUC 156 and must be recommended by the faculty to advance to GEDUC 460. Students will again be evaluated after completion of GEDUC 460. Those students who have not demonstrated strong academic and literacy skills will be offered other options and will work closely with their advisors to find a match for their child-related interests in a non-licensed field.

**Stage II. Subject Matter Field**

(52 semester hours)

English:

One course in World literature or American literature and

CHL 313	Survey Literature for Children and Young Adults	4
---------	-------------------------------------------------	---

Mathematics:

MATH 115	Number Systems and Algebra for Elementary School Teachers	4
----------	-----------------------------------------------------------	---

MATH 116	Geometry & Data Analysis for Elementary School Teachers	4
----------	---------------------------------------------------------	---

History and Social Studies:

HIST 100	World History I	4
HIST 101	World History II	4
HIST 140	Early American History	4
POLS 101	Introduction to American Politics	4

Science and Technology Engineering:

BIOL 103	Great Discoveries in Science OR	4
----------	---------------------------------	---

BIOL 113	General Biology	4
----------	-----------------	---

PHYS 105	Science and Technology in the Everyday World: The Way Things Work	4
----------	-------------------------------------------------------------------	---

PSYC 101	Introduction to Psychological Science	4
----------	---------------------------------------	---

Art/Music:

One course chosen with advisor

**Stage III. Licensure Preparation (24 semester**

**hours)**

Some or all of these courses may be taken at the graduate level during the fifth year.

Required courses:

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 446	Learners with Special Needs	4

*GEDUC 461, GEDUC 464, GEDUC 467, TESL 417, SPND 446: includes fieldwork*

**Joint Social Studies-Education Major**

**Stage I. Fundamentals of Education in the Inclusive Classroom (Common Core)**

(8 semester hours)

The following courses are required for all general education students:

EDUC 156	Schools in an Era of Change	4
GEDUC 460	Teaching Strategies for the Inclusive_Classroom	4

*EDUC 156: freshman or sophomore year*

*GEDUC 460: junior year*

*EDUC 156, GEDUC 460: includes fieldwork*

Students will be evaluated for writing competence at the conclusion of EDUC 156 and must be recommended by the faculty to advance to GEDUC 460. Students will again be evaluated after completion of GEDUC 460. Those students who have not demonstrated strong academic and literacy skills will be offered other options and will work closely with their advisors to find a match for their child-related interests in a non-licensed field.

**(36 semester hours)**

American History (8 semester hours):

HIST 140	Early American History	4
	OR	
HIST 241	Revolutions in the West	4

and one U.S. History course above the 100 level that includes material from the 20th century

World Civilization (8 semester hours):

HIST 100	World History I	4
	OR	
HIST 222	Greek & Roman History	4

and one non-U.S. history course above the 100 level that focuses on a period of history since the Renaissance

Economics (8 semester hours):

ECON 100	Principles of Microeconomics	4
ECON 101	Principles of Macroeconomics	4

Political Science (4 semester hours):

POLS 101	Introduction to American Politics	4
----------	-----------------------------------	---

Depth (8 credits):

Two courses above the 100 level, chosen from history or political science and international relations.

**Stage III. Licensure Preparation**

Students choose curriculum and methods courses, fieldwork, and pre-practicum teaching appropriate to their levels and licensure fields as designated below.

**Note:** Many of the courses in this major include courses in the subject matter core and the key content area courses.

**Special Education (BA/BS and MEd): 4 + 1 Program**

Students are required to complete the following sequence of courses:

- Stage I** Fundamentals of Education in the Inclusive Classroom (Common Core)
- Stage II** Subject Matter Field(s)
- Stage III** Licensure Preparation

**Stage I. Fundamentals of Education in the Inclusive Classroom (Common Core)**

(4 semester hours)

EDUC 156	Schools in an Era of Change	4
----------	-----------------------------	---

*EDUC 156: includes fieldwork (freshman or sophomore year)*

**Stage II. Subject Matter Field(s)**

All students seeking licensure must complete a major in the liberal arts or sciences. Students seeking the license in Severe Disabilities (all levels) or Moderate Disabilities (preK-8) must complete the subject matter courses listed below to prepare for the General Curriculum MTEL (multi-subject and math subtests).

Subject Matter Courses (52 semester hours)

English:

One course in World literature or American literature and

CHL 313	Survey Literature for Children and Young Adults	4
---------	-------------------------------------------------	---

Mathematics:

MATH 115	Number Systems and Algebra for Elementary School Teachers	4
----------	-----------------------------------------------------------	---

MATH 116	Geometry & Data Analysis for Elementary School Teachers	4
----------	---------------------------------------------------------	---

History and Social Studies:

HIST 100	World History I	4
----------	-----------------	---

HIST 101	World History II	4
----------	------------------	---

HIST 140	Early American History	4
----------	------------------------	---

POLS 101	Introduction to American Politics	4
----------	-----------------------------------	---

Science and Technology Engineering:

BIOL 103	Great Discoveries in Science OR	4
----------	---------------------------------	---

BIOL 113	General Biology	4
----------	-----------------	---

PHYS 105	Science and Technology in the Everyday World: The Way Things Work	4
----------	-------------------------------------------------------------------	---

PSYC 101	Introduction to Psychological Science	4
----------	---------------------------------------	---

Art/Music:

One course chosen with advisor

Students seeking the license in Moderate Disabilities (5-12) are not required to take the subject matter courses but are strongly encouraged select a major that will prepare them for a Secondary Subject Matter MTEL (e.g., English, History, Math). Students should thus plan their liberal arts majors, college requirements, and courses to fulfill particular subject requirements with their education advisors.

**Stage III. Licensure Preparation**

Students complete curriculum and methods courses, fieldwork, and pre-practicum teaching appropriate to their levels and licensure fields as designated below.

Courses are as follows:

First Year

PSYC 101	Introduction to Psychological Science	4
EDUC 156	Schools in an Era of Change	4

*PSYC 101: recommended*

Second Year

PSYC 235	Developmental Psychology	4
PSYC 236	Psychology of Adolescence	4

*PSYC 235, PSYC 236: recommended*

*Liberal arts requirements*

Third Year

SPND 446	Learners with Special Needs	4
----------	-----------------------------	---

RDG 410	Multisensory Structured Language Strategies for Reading	4
---------	---------------------------------------------------------	---

GEDUC 467	Math for the Elementary Classroom	4
-----------	-----------------------------------	---

GEDUC 460	Teaching Strategies for the Inclusive Classroom	4
-----------	-------------------------------------------------	---

*GEDUC 467, GEDUC 460: recommended*

Fourth Year

SPND 422	Differentiating Instruction Using Technology Across the Curriculum	4
----------	--------------------------------------------------------------------	---

OR

SPND 441	Classroom Management for Learners With Needs in Inclusive Settings	4
----------	--------------------------------------------------------------------	---

OR

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 350	Independent Study	4
----------	-------------------	---

*SPND 441: Moderate program*

*SPND 442: Severe program*  
*SPND 444, SPND 445: 2 credits*

Fifth Year

The courses as listed under the appropriate designation.

**Moderate Disabilities (Levels: PreK-8 or 5-12)**

The following courses are included in the post-baccalaureate curriculum:

SPND 441	Classroom Management for Learners With Needs in Inclusive Settings OR	4
SPND 422	Differentiating Instruction Using Technology Across the Curriculum	4
RDG 406	The Structure of Language for Teachers	4
SPND 415	Applied Research I	4
SPND 436	Formal & Informal Assessment	4
SPND 435	Practicum: Moderate (Pre K-8) OR	4
SPND 440	Practicum: Moderate (5-12)	4
SPND 438/SPND 439/SPND 468	Practicum: Moderate Disabilities_(PreK-8)	2
SPND 439/SPND 438/SPND 468	OR Practicum: Moderate Disabilities (5-12)	Variable
SPND 487	Seminar	2
SPND 488	Seminar & Fieldwork in Education	Variable
TESL 417	Sheltered English Instruction	4

**Severe Disabilities (Levels: All)**

The following courses are included in the post-baccalaureate curriculum:

SPND 415	Applied Research I	4
----------	--------------------	---

SPND 442	Analysis of Behavior: Principles and Classroom Applications OR	4
SPND 422	Differentiating Instruction Using Technology Across the Curriculum	4
SPND 447	Assessment and Curriculum Modification And Development for Learners With Severe Disabilities	4
SPND 448	Foundations of Transition Education & Services	4
SPND 467	Practicum: Severe	4
SPND 468/SPND 438/SPND 439	Practicum: Severe Disabilities_(levels: All)	4
SPND 487	Seminar	2
SPND 488	Seminar & Fieldwork in Education	Variable
TESL 417	Sheltered English Instruction	4
<i>SPND 467, SPND 468: Levels: All</i>		
<i>SPND 448, SPND 487, SPND 488: 2 credits</i>		

**Special Education Practicum (completed during the master's year)**

The practicum provides students with an in-depth learning experience under the guidance of skilled cooperating practitioners and College supervisors. In addition, it allows practicum students the opportunity to collaborate with special education and general education instructors, enabling them to meet the standards under the state regulations for an initial license. This experience involves practicum students in all areas of the Massachusetts Curriculum. Students in Programs in Special Education must pass all applicable sections of the MTEL as designated by the Massachusetts Department of Education, including the Communication and Literacy Skills test (all licenses), subject matter test (Moderate, 5-12), General Curriculum tests (multi-subject and math subtest; Severe and Moderate PreK-8), and Foundations of Reading test (both Moderate licenses). Students must pass the Communication and Literacy Skills test in order to register for the practicum. Before completing the program, students must submit formal documentation of test scores to the Programs in Special Education.

**Independent Learning**

Special education minors must engage in independent learning by completing 8 credits of SPND 350.

**Elementary (Minor)**

**(20 semester hours)**

Dunn Scholars (p. 61) might choose to do a minor and complete their licensure preparation at the graduate level during their fifth year.

Students complete EDUC 156 and GEDUC 460 and select three of the following courses:

SPND 446	Learners with Special Needs or other appropriate special education course	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

*All courses include fieldwork*

**Special Education (Minor)**

**Minor Requirements:**

A student may pursue a minor in special education by completing at least 20 credits from the following courses:

EDUC 156	Schools in an Era of Change	4
SPND 446	Learners with Special Needs	4
RDG 410	Multisensory Structured Language_Strategies for Reading	4
SPND 444	Special Education Laws & Regulations_For Teachers & Administrators	2
SPND 445	Individualized Education Program:_Strategies for Development,_Interpretation & Implementation	2
SPND 422	Differentiating Instruction Using_Technology Across the Curriculum	4
SPND 441	Classroom Management for Learners With_Needs in Inclusive Settings	4
SPND 442	Analysis of Behavior: Principles and_Classroom Applications	4
SPND 350	Independent Study	4

*EDUC 156: first or sophomore year*

*SPND 446, RDG 410: junior year*

*SPND 444, SPND 445, SPND 350: senior year*

*SPND 422: junior or senior year*

*SPND 441: senior year; moderate program*

*SPND 442: senior year; severe program*

*EDUC 156, SPND 446, RDG 410, SPND 444, SPND 445, SPND 350: required*

**Dual Licensure Program**

The dual licensure program is an expanded MAT program and prepares candidates for both the elementary initial license and the moderate special needs PreK-8 initial license. Students in this program complete the full elementary program and take additional special education courses (see courses below). During the fifth-year internship students complete the elementary practicum during the fall semester and complete the special education practicum during the spring semester. No additional MTEls are required.

**Program Requirements:**

## Special Education Courses:

SPND 446	Learners with Special Needs	4
SPND 436	Formal & Informal Assessment	4
SPND 444	Special Education Laws & Regulations_For Teachers & Administrators	2
SPND 445	Individualized Education Program:_Strategies for Development,_Interpretation & Implementation	2
SPND 420	Introduction to Assistive Technology	2

**DEPARTMENT OF ENGLISH****Faculty:**

Renée Bergland, *Department Chair, Professor*

Pamela Bromberg, *Professor*

Lydia Fash, *Senior Lecturer*

Sheldon George, *Professor and Director of the Graduate Program in English*

Audrey Golden, *Assistant Professor*

Kelly Hager, *Professor of English and Women's & Gender Studies and Chair of the Department of Women's & Gender Studies*

Suzanne Leonard, *Associate Professor*

Lowry Pei, *Professor*

Richard Wollman, *Professor*

**Overview:**

Students of literature become familiar with the work of important writers; are introduced to the individual and cultural values, ideas, debates, and insights woven into literature; and sharpen their understanding of the English language. Repeated practice in thinking, writing, and speaking about literary texts helps students discover their own voices, develop their skills of critical analysis, and gain confidence in themselves as independent thinkers. Students who major in English learn to read with discernment, an ability that can enrich them for the rest of their lives. At the same time, they develop pragmatic skills that will serve them well in the world of the professions. Simmons English majors have gone on to successful careers in law, publishing, journalism, advertising, business, public service, technology, and education.

**Learning Outcomes:**

Upon completion of a BA in English, a graduate should have gained the following knowledge, skills, and abilities:

**1. Disciplinary Skills**

Students will be able to read closely and critically, write critical essays driven by their own insights in conversation with those of published scholars, do research independently, reflect critically on their own analytical thinking, and talk intelligently about their insights in discussions or formal presentations.

**2. Disciplinary Content**

Students will be able to think about literature on the basis of a reasonably broad knowledge of individual literary works, literary history in different periods (both British and American), and literary or critical theories.

**3. Critical-Historical Awareness**

Students will be able to discuss how literary works fit into the context of their times and grow out of a society with a particular history and politics. Students will be able to discern the complex relationship of representation to issues of power in relation to race, class, gender, and sexuality.

**4. Life Skills After Graduation**

Students will be able to write insightfully, read closely, think critically, and do independent research in ways that serve them after graduation, in a variety of career paths or further degree programs. They will be especially aware of the power of language and discourse to shape thought and action.

**5. Caring about Literature as Art**

Students will be able to recognize, appreciate, and express original insights regarding the artfulness of literary works. Some will be able to pursue the creation of such art works on their own.

**Departmental Honors:*****Honors in English***

Students may earn Honors in English in one of two ways.

1. **Thesis option:** A student with a GPA of 3.67 in English may submit a thesis application and a portfolio at the end of the first semester of her junior year to the chair of the department. The portfolio should include a writing sample, two letters of recommendation, and a statement of intent describing her intellectual interests and reasons for pursuing an honors thesis in English. The chair, in consultation with members of the department, will determine candidacy. A student who is interested in this thesis option should consider enrolling in ENGL 390 as a junior. This version of Honors in English requires that candidates complete the regular English major through either the creative writing option or the literature option, plus ENGL 350, Independent Study, followed by ENGL 355, Thesis.
2. **Twelve Course option:** Students may instead earn Honors in English by taking 12 English classes plus ENGL 390, Seminar in Literary Scholarship. This option requires that the student maintain a GPA of 3.5 in English and earn at least an A- in ENGL 390.

Students intending to continue the study of English at the graduate level will find it advisable to complete honors in English. They are also strongly urged to take a significant number of English courses at the 300-level and to take a literature course in another modern language.

## **English (BA)**

### **Major Requirements:**

The major in English consists of 11 courses given by, or approved by, the department.

The following courses are required of all majors:

ENGL 199	Approaches to Literature	4
ENGL 200	Introduction to Theory	4

ENGL 199 is an introduction to the major and is open to all students thinking about majoring in English. All potential majors are urged to take it no later than the beginning of their sophomore year. While ENGL 199 and ENGL 200 constitute a sequence and must be taken in that order, this sequence is not necessarily consecutive. ENGL 199 is a class appropriate for incoming first-year students, while ENGL 200 is an advanced course in critical theory, open only to students with sophomore standing and above who have taken 199. Students will thus typically take 199 at the beginning of their first year, and they will take 200 no earlier than the beginning of their second year. ENGL 199 is the prerequisite for all 300-level literature classes offered by this department. Some 300-level classes may have additional prerequisites; see course descriptions below. Students may choose either the creative writing or the literature option for their English major. Described below are additional requirements for each option.

### **Requirements of the Major**

Students who major in English cannot use AP test scores to replace core requirements of the major. A score of 5 or higher on the IB will count as non-specific academic credit.

The department will accept up to seven classes toward the major for seniors transferring to Simmons, up to five for juniors, and up to three for sophomores. We require grades of C or above in all classes transferred in toward the major. All transfer students must take the two 300-level seminars required of English majors at Simmons. (We will accept advanced classes toward the major if students have earned grades of C or above in these classes, but these classes will not satisfy the 300-level requirements.)

#### **The Creative Writing Option**

One course covering literature before 1610

ENGL 111	Greek Mythology and Religion	4
ENGL 112	Poetry and Passion in the Bible	4
ENGL 121	Love, Death, and Fantasy in Shakespeare's Plays	4
ENGL 321	Studies in Shakespeare	4
ENGL 326	Medieval and Renaissance Literature	4

One course covering literature from 1610–1800

ENGL 243	English Novel Through Austen	4
----------	------------------------------	---



ENGL 307	Jane Austen and Her Contemporaries	4	ENGL 162	American Literature from 1865-1900	4
ENGL 232	English Literature of the 17th Century	4	ENGL 235	Identity and Race in American Literature	4
ENGL 342	18th Century Literature	4	ENGL 312	Classic American Writers	4
<i>ENGL 307: see note*</i>			ENGL 320	American Women's Poetry	4
One course covering 19th-c. English literature			One course in multiethnic literature		
ENGL 211	From Alice to Eeyore	4	ENGL 176	African American Fiction	4
ENGL 254	The English Novel from Victorians to Moderns	4	ENGL 178	Intersectional Themes in Modern American Literature	4
ENGL 304	Problems in Romantic Literature: The Romantic Rebel	4	ENGL 275	American Modernism and the Harlem Renaissance	4
ENGL 306	Victorian Literature and Culture	4	ENGL 308	The Postcolonial Novel	4
ENGL 307	Jane Austen and Her Contemporaries	4	ENGL 316	Native American Literature	4
HON 304	Specimens and Collections: Science in Victorian Literature	4	ENGL 317	Toni Morrison and American Literature	4
HON 305	Specimens and Collections	4	HON 205	Global Environmental History	4
<i>ENGL 211, ENGL 254, ENGL 307: see note*</i>			<i>ENGL 178, ENGL 239, ENGL 275, ENGL 317: see note *</i>		
One course covering British or U.S. literature and/or media of the 20th and/or 21st c.			Two creative writing courses		
ENGL 138	American Poetry	4	ENGL 105	Creative Writing: Non-Fiction	4
ENGL 172	20th Century U.S. Fiction	4	ENGL 107	Creative Writing: Fiction	4
ENGL 178	Intersectional Themes in Modern American Literature	4	ENGL 109	Creative Writing: Poetry	4
ENGL 193	Women in Literature	4	ENGL 207	Writing Fiction, Part 2	4
ENGL 195	Art of Film	4	ENGL 310	Advanced Poetry Workshop	4
ENGL 211	From Alice to Eeyore	4	ENGL 350	Independent Study	4
ENGL 214	The Invented Self in American Fiction	4	One literature or creative writing elective		
ENGL 221	The Critical Lens: Introduction to Film and Media Theory	4	<b>Notes:</b> <i>Two of these eleven courses must be 300-level literature seminars. 323, Special Topics, in its various versions may satisfy one of these requirements; check with the Chair.</i>		
ENGL 254	The English Novel from Victorians to Moderns	4	<i>*ENGL 211 and ENGL 254 may satisfy the 19th c. English literature requirement OR the 20th/21st c. requirement, not both. ENGL 178, ENGL 239, ENGL 275, and ENGL 317 may satisfy the multi-ethnic literature requirement OR the 20th/21st c. requirement, not both. ENGL 307 may satisfy the 1610-1800 literature requirement OR the 19th c. English literature requirement, not both.</i>		
ENGL 275	American Modernism and the Harlem Renaissance	4	The Literature Option		
ENGL 317	Toni Morrison and American Literature	4	One course covering literature before 1610		
ENGL 327	Race and Gender Psychoanalytical Discourse	4	ENGL 111	Greek Mythology and Religion	4
ENGL 354	Studies in Film Genre	4	ENGL 112	Poetry and Passion in the Bible	4
ENGL 398	Feminist Media Studies	4	ENGL 121	Love, Death, and Fantasy in Shakespeare's Plays	4
<i>ENGL 178, ENGL 211, ENGL 239, ENGL 254, ENGL 275, ENGL 317: see note*</i>					
One course in American literature before 1900					
ENGL 161	American Literature to the Civil War	4			

ENGL 321	Studies in Shakespeare	4	ENGL 398	Feminist Media Studies	4
ENGL 326	Medieval and Renaissance Literature	4	<i>ENGL 178, ENGL 211, ENGL 239, ENGL 254, ENGL 275, ENGL 317: see note*</i>		
One course covering literature from 1610–1800			One course in American literature before 1900		
ENGL 243	English Novel Through Austen	4	ENGL 161	American Literature to the Civil War	4
ENGL 307	Jane Austen and Her Contemporaries	4	ENGL 162	American Literature from 1865-1900	4
ENGL 232	English Literature of the 17th Century	4	ENGL 235	Identity and Race in American Literature	4
ENGL 342	18th Century Literature	4	ENGL 312	Classic American Writers	4
<i>ENGL 307: see note*</i>			ENGL 320	American Women's Poetry	4
One course covering 19th-c. English literature			One course in multiethnic literature		
ENGL 211	From Alice to Eeyore	4	ENGL 176	African American Fiction	4
ENGL 254	The English Novel from Victorians to Moderns	4	ENGL 178	Intersectional Themes in Modern American Literature	4
ENGL 304	Problems in Romantic Literature: The Romantic Rebel	4	ENGL 275	American Modernism and the Harlem Renaissance	4
ENGL 306	Victorian Literature and Culture	4	ENGL 308	The Postcolonial Novel	4
ENGL 307	Jane Austen and Her Contemporaries	4	ENGL 316	Native American Literature	4
HON 304	Specimens and Collections: Science in Victorian Literature	4	ENGL 317	Toni Morrison and American Literature	4
HON 305	Specimens and Collections	4	HON 205	Global Environmental History	4
<i>ENGL 211, ENGL 254, ENGL 307: see note*</i>			<i>ENGL 178, ENGL 239, ENGL 275, ENGL 317: see note*</i>		
One course covering British or U.S. literature and/or media of the 20th and/or 21st c.			Any three other English courses, one of which may be a creative writing course		
ENGL 138	American Poetry	4	<b>Note:</b> Two of these eleven courses must be 300-level literature seminars. 323, Special Topics, in its various versions may satisfy one of these requirements; check with the Chair.		
ENGL 172	20th Century U.S. Fiction	4	*ENGL 211 and ENGL 254 may satisfy the 19th c. English literature requirement OR the 20th/21st c. requirement, not both. ENGL 178, ENGL 239, ENGL 275, and ENGL 317 may satisfy the multi-ethnic literature requirement OR the 20th/21st c. requirement, not both. ENGL 307 may satisfy the 1610-1800 literature requirement OR the 19th c. English literature requirement, not both.		
ENGL 178	Intersectional Themes in Modern American Literature	4	<b>Capstone Requirement</b>		
ENGL 193	Women in Literature	4	In the Department of English, the capstone requirement can be met in the following ways:		
ENGL 195	Art of Film	4	ENGL 350	Independent Study	4
ENGL 211	From Alice to Eeyore	4	ENGL 370	Internship	8
ENGL 214	The Invented Self in American Fiction	4	ENGL 380	Fieldwork	4
ENGL 221	The Critical Lens: Introduction to Film and Media Theory	4	ENGL 390	Seminar in Literary Scholarship	4
ENGL 254	The English Novel from Victorians to Moderns	4			
ENGL 275	American Modernism and the Harlem Renaissance	4			
ENGL 317	Toni Morrison and American Literature	4			
ENGL 327	Race and Gender Psychoanalytical Discourse	4			
ENGL 354	Studies in Film Genre	4			

Alternatively, English majors who have double majors may meet the capstone requirement by taking appropriate courses or completing projects in an area other than English. Internship and Field Work (ENGL 370 and ENGL 380) do not count toward the eleven courses required for the major.

### **English (Minor)**

A minor in English requires five courses from departmental offerings, including ENGL 199 and at least one course at the 200 or 300 level.

Transfer students: The English department will accept up to three English classes transferred in toward the minor; we require grades of C or above in these classes. (Five classes are required for the minor, at least one of which must be at the 200 or 300-level.)

### **Cinema and Media Studies (Minor)**

A minor in Cinema and Media Studies is comprised of two required courses and three electives.

#### **Minor Requirements:**

##### Required Courses:

ENGL 195	Art of Film	4
ENGL 221	The Critical Lens: Introduction to Film and Media Theory	4

##### Elective Courses:

AST 307	Black History At the Movies: Truth Telling or Story Telling	4
AST 388	Black Popular Culture & the Education of Black Youth	4
ART 138	The Poetry of Photography	4
ART 139	Color Photography CSI	4
ART 232	Advanced Digital Workshop	4
ART 237	Advanced Black and White Photography	4
ART 239	Documentary Photography	4
ART 249	History of Photography	4
ART 256	Approches in Contemporary Photography	4
MUS 165	Music in Film	4
CHIN 214	Contemporary Chinese Cinema	4
COMM 120	Communications Media	4
COMM 121	Visual Communication	4
COMM 124	Media, Messages and Society	4

COMM 163	Radio Operations and Performance	4
COMM 220	Video Production	4
COMM 222	Animation	4
COMM 246	Digital Imaging for Design	4
COMM 262	Media Convergence	4
COMM 263	Broadcast, Narrowcast, Interactivity	4
ENGL 230		
ENGL 327	Race and Gender Psychoanalytical Discourse	4
ENGL 354	Studies in Film Genre	4
ENGL 398	Feminist Media Studies	4
FREN 314	Topics in French Cinema	4
HIST 254	History Through Novels & Film	4
HIST 329	Film and History Representation	4
PHIL 152	Philosophy Through Literature and Film	4
PHIL 225	Ethical, Legal, and Social Issues in Information Technology	4
SPAN 314	Hispanic Culture As Seen Through Film	4
HIST 374	Modern U.S. History: Digital Humanities	4

#### **Restrictions on Electives**

One elective must be a production class (Production classes are designated:

ART 138	The Poetry of Photography	4
ART 139	Color Photography CSI	4
ART 232	Advanced Digital Workshop	4
ART 237	Advanced Black and White Photography	4
ART 239	Documentary Photography	4
ART 256	Approches in Contemporary Photography	4
COMM 120	Communications Media	4
COMM 121	Visual Communication	4
COMM 220	Video Production	4
COMM 222	Animation	4
COMM 246	Digital Imaging for Design	4
COMM 262	Media Convergence	4

*At least one elective must be at the 200 or 300 level. No more than two photography classes will be counted toward the minor.*

#### **Transfer Students**

The English department will accept up to three English classes transferred in toward the minor; we require grades of C or above in these classes. (Five classes are required for the minor, at least one of which must be at the 200 or 300-level.)

All transfer students must take the two 300-level seminars required of English majors at Simmons. (We will accept advanced classes toward the major if students have earned grades of C or above in these classes, but these classes will not satisfy the 300-level requirements.)

## DEPARTMENT OF HISTORY

### Faculty:

Stephen Berry, *Chair and Associate Professor*  
 Sarah L. Leonard, *Associate Professor*  
 Zhigang Liu, *Associate Professor*  
 Stephen Ortega, *Graduate Program Director and Associate Professor*  
 Frances Peace Sullivan, *Assistant Professor*  
 Laura R. Prieto, *Professor*

### Additional Teaching Faculty

Nicole Eaton  
 Jessica Parr  
 Joseph Stanley

### Overview:

Studying history deepens our understanding of the world and its interconnections, its diverse peoples and cultures. It reveals the changes and continuities that ebb and flow around us. Diseases, agriculture, civil rights, childrearing practices, political dynasties, and furniture all have histories. The past shapes the present, from the environment to forms of government, to the way we think about gender and race. The Department of History at Simmons College offers courses that introduce students to a variety of historical regions, eras, and methodologies, as well as clusters of courses that allow students to develop expertise in a particular area of history. The Department of History offers research opportunities and internships in a variety of spheres to help students gain further knowledge and work experience. History graduates are prepared for varied careers including in teaching, law, publishing, business, government, librarianship, museum work, and archives. Employers in many fields choose to hire history graduates because of their skills in reading, writing, research, and analysis.

### Learning Outcomes:

Upon successful completion of the program, history majors will command a body of knowledge that encompasses political, social, and cultural history in national and transnational contexts. They will be familiar with both micro and macro approaches, with historical turning points and movements, with the transmission of ideas, and with the perception of change versus continuity. They will be able to contextualize people, ideas, and events from the past. They will comprehend the roles of gender, race and ethnicity, and class in shaping historical experience. They will have skill in organizing and articulating ideas orally and in writing. They will know how to examine primary and secondary sources from multiple perspectives. They will read, comprehend, and critique analytical historical writing; they will understand that all history writing involves interpretation on the part of the writer. They will have experience in applying their historical knowledge and skills in a number of professional venues.

### Departmental Honors:

Departmental honors in history is offered to qualified students (3.5 GPA in history courses) who are eligible according to the College requirements designated on page 23. A candidate for Departmental Honors is required to take HIST 350 Independent Study in the first semester of the senior year. Upon satisfactory completion of that course, the student is then required to satisfactorily complete HIST 355 Thesis. This course of study is especially recommended to the student intending to pursue the study of history or a related subject in graduate school.

## History (BA)

The history major consists of 40 semester hours of history coursework. It integrates study in a range of periods, geographical areas, and cultural contexts, to develop breadth as well as depth of historical knowledge, as well as sophisticated skills in research and inquiry.

### Programs Requirements:

Category I: Introductory level

Any three courses chosen from the following:

HIST 100	World History I	4
HIST 101	World History II	4
HIST 118		
HIST 128	Modern European History 1789-1989	4
HIST 130		

HIST 140	Early American History	4
HIST 141	Modern American History	4

*Students considering a major in history should complete Category I by the end of their sophomore year. History majors may substitute other history electives for survey courses if they have received a grade of four or five on an advanced placement exam in history, or a score of 5, 6, or 7 on an international baccalaureate exam in history.*

**Category II: Specialization**

Three courses with a specific focus defined by the student. This focus may be geographical (such as Asia, Europe, or the U.S.), thematic (such as race, gender, or revolution) or temporal (such as modern). One course in Category I may count in Category II. A specialization in public history requires four of the following, with HIST 253 ideally as the first course:

HIST 205/HON 205	Global Environmental History	4
HIST 252	History & Material Culture	4
HIST 253	Introduction to Public History	4
HIST 254	History Through Novels & Film	4
HIST 370	Internship	Variable
HIST 368	Sem. Public Hist: Sites of His	4
HIST 370	Internship	Variable

*HIST 368 and HIST 370 may count as Category V*

**Category III: Breadth**

Three courses covering required topics:

one course with a focus on race and ethnicity history

HIST 118		
AST 240	African American Intellectual History	4
HIST 210	African American Experience	4
HIST 217	Caribbean History	4
HIST 231	Understanding Islam & Historical Perspectives	4
HIST 237	Holocaust	4
HIST 240	The Atlantic World 1500-1800	4

one course in early or pre-modern history

HIST 130		
HIST 205/HON 205	Global Environmental History	4
HIST 222	Greek & Roman History	4

HIST 223	Medieval History	4
HIST 224	The Renaissance	4
HIST 231	Understanding Islam & Historical Perspectives	4
HIST 240	The Atlantic World 1500-1800	4
HIST 241	Revolutions in the West	4
HIST 371	Seminar in Early American History	4

one course in historical gender studies

HIST 204	Japanese Culture: Gender, Family and Society	4
HIST 207	Gender, Family and Society in Modern China	4
HIST 215/WGST 215	Women and Gender in US History Before 1890	4
HIST 216	Women and Gender in U.S. History Since 1890	4
HIST 230	Women and Gender in Europe	4
HIST 360	Seminar in the History of Women and Gender 1790-1920	4
WGST 204	Roots of Feminism	4

**Category IV: Methods**

All majors must take HIST 260: Interpreting the Past, in the sophomore or junior year. By petition, students in the accelerated BA/MA History program may count HIST 397 to fulfill the Methods requirement for the undergraduate major.

**Category V: Capstone**

At least one history course at or above the 350 level: this requirement may be fulfilled with a seminar, an internship, a thesis, or an independent study. Majors must declare how they plan to fulfill the independent learning requirement before the end of their junior year.

### ***Interdepartmental and Double Majors***

Many opportunities exist for students who wish to combine courses in history with courses offered by another department. For example, a student may propose an interdepartmental major in European studies or a double major such as history and secondary education. Other fields that lend themselves to such combinations with history are Africana studies, arts administration, communications, economics, English, modern languages and literatures, philosophy, political science, sociology, and women's and gender studies. This list is not intended to be restrictive; at the student's initiative, combinations with any department will be evaluated as a possible basis of a major. Another possible combination permits fulfilling requirements for the BA/Master of Arts in Teaching (MAT) degree (see the requirements under Department of Education). Although the ordinary expectation is that the MAT requires a fifth year of courses, with careful planning and effective advisement, that time may be shortened. Two seminars taken in the senior year may fulfill two requirements for the MA in history or for the history/archives management dual degree master's. We encourage students to discuss possible plans for study as early as possible with an advisor in the history department.

### ***Joint Social Studies–Education Major***

A joint social studies–education major is available for students majoring in elementary or special education. Further information is available in the Department of Education section of this catalog (p. 65). Students should contact the chairs of the education and history departments for further information.

### ***History (Minor)***

A minor in history consists of five courses, at least one of which should be at the 100 level and at least two at the 200 level.

### ***Gender History (Minor)***

#### **Minor Requirements:**

A minor in gender history consists of five courses.

One or two courses should be at the introductory level to gain a general understanding of historical methods, regional contexts, narrative, and chronology. The remaining three or four specialized upper-level courses in gender history should be selected from the following list:

HIST 204	Japanese Culture: Gender, Family and Society	4
HIST 207	Gender, Family and Society in Modern China	4
HIST 215/WGST 215	Women and Gender in US History Before_1890	4
HIST 216	Women and Gender in U.S. History Since 1890	4
HIST 230	Women and Gender in Europe	4
HIST 360	Seminar in the History of Women and Gender 1790-1920	4

### ***Public History (Minor)***

#### **Minor Requirements:**

A minor in public history consists of five courses:

one at the introductory level, one elective at any level, and

HIST 252	History & Material Culture	4
HIST 253	Introduction to Public History	4
HIST 370	Internship	Variable

*HIST 368 is strongly recommended.*

### ***Integrated Graduate Programs in History***

Two advanced level courses taken in the senior year may fulfill two required courses toward a master's degree in History. Please see the Graduate Program Director in History for details on the application process. The Department of History offers three graduate programs:

- MA in History
- Dual MS in Archives/MA in History, in conjunction with the School of Library and Information Science

- MA/MAT in History and Education

For more information on these graduate degrees, see the Graduate Course Catalog.

### Honors Program

Leanne Doherty, *Director*  
Valerie Geary, *Program Coordinator*

The Simmons Honors Program is an interdisciplinary studies program that develops holistic thought leaders for the 21st century through rigorous curricular and experiential programming. The Honors Program engages motivated students, enhancing the undergraduate experience of students in all majors by guiding them through complex intellectual tasks and problems. All Honors students are advised to seek depth in their major discipline and to enhance this knowledge through exploration of other departments and programs.

Students in the Honors Program are part of a “community of scholars” and offered an enriched curriculum that is presented in small seminars and team-taught courses. This community includes professors who are teacher/ scholars, bringing their own research and community engagement into the classroom and creating intellectual settings that challenge Honors students to push themselves beyond what they thought possible. Outside of the classroom, the Honors Program gives opportunities for students to expand their knowledge through study abroad opportunities, access to undergraduate research programs, connections to Honors alumnae/i, and engagement with the city of Boston.

#### Honors Program Requirements – Non-Nursing Students

##### Year One

The Boston Learning Community Course (Fall)	8
The Simmons Course: Explore (Fall)	2
The Honors Leadership Course (Spring)	4
HON 190 Talking in the 21st Century	1

*HON 190: Spring*

##### Year Two

HON 290 Honors Global Scholars	1
The Simmons Course: Experience (Fall or Spring)	1

*HON 290: Fall*

*All students in the Honors program are required to fulfill their Global Cultural Key Content Area in their second year. This is an honors only class and typically two are offered each semester so that students can have an opportunity to fill the requirement in either the fall or spring.*

##### Year Three

The Simmons Course: Excel (Fall or Spring)	1
3D–Design Across Diverse Disciplines (third and fourth years, 12 credits)	12
Two of the three 3D courses must be at the 200 level	

##### Year Four

HON 395 Honors Capstone Project	1
Capstone within Major	4-8

*HON 395: Fall or Spring*

#### Honors Program Requirements – Nursing Students

##### Year One

The Boston Course (Fall)	4
The Simmons Course: Explore (Fall)	2
The Honors Leadership Course (Spring)	4
HON 190 Talking in the 21st Century	1

*HON 190: Spring*

##### Year Two

HON 290 Honors Global Scholars	1
The Simmons Course: Experience (Fall or Spring)	1

*HON 290: Fall*

*All students in the Honors program are required to fulfill their Global Cultural Key Content Area in their second year. This is an honors only class and typically two are offered each semester so that students can have an opportunity to fill the requirement in either the fall or spring.*

##### Year Three

The Simmons Course: Excel (Fall or Spring)	1
3D–Design Across Diverse Disciplines (third and fourth years, 12 credits)	12
Two of the three 3D courses must be at the 200 level	

Year Four			
HON 395	Honors Capstone Project	1	
	Capstone within Major	4-8	

*HON 395: Fall or Spring*

#### Honors Courses

See Honors Course Descriptions (p. 170)

HON 190	Talking in the 21st Century	1	
HON 290	Honors Global Scholars	1	
HON 395	Honors Capstone Project	1	

#### Honors Seminars

HON 203	Islam and the West	4	
HON 204	Dialogues Culturels: France & the Francophone World	4	
HON 206	Islamophobia	4	
HON 211	Balance, Harmony, and Happiness: A New Look At Classical China	4	
HON 212	Colonial Legacy of South Africa: Africa In Film and Literature	4	
HON 214	Encountering South Asia	4	
HON 224	BRICS and the Global Economy	4	
HON 301	Disability and Society	4	
HON 302	Sexuality, Nature, and Power	4	
HON 303	Hiv/Aids Intersections of Science and Society	4	
HON 307	Creator, Patron, Muse: Roles of Women in Music	4	
HON 308	Energy & Global Warming	4	
HON 309	Discovering the Science of Data	4	
HON 315	Public Policy, Behavioral Sciences & Law	4	
HON 320	Boston's Past: Introduction to Public History	4	
HON 325	Political Economy of U.S. Capitalism	4	

## DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

### Faculty

Dánisa Bonacic, *Chair and Associate Professor*  
 Helena Sofía Belío Apaolaza, *Lecturer*  
 Pía Cúneo-Ruiz, *Lecturer*  
 Max Ehram, *Lecturer*  
 Daniela Fagnani, *Lecturer*  
 Eduardo Febles, *Associate Professor*

Alister Inglis, *Professor*  
 Zhigang Liu, *Associate Professor*  
 Marda Messay, *Assistant Professor*  
 Arlene Ovalle-Child, *Lecturer*  
 María Dolores Peláez-Benítez, *Professor*

### Overview

The Department of Modern Languages and Literatures offers Chinese, French, Italian, Japanese, and Spanish at various levels, enabling students to strengthen their command of a language they have already studied or to begin study of a new language. In these courses, students learn to speak and understand as well as to read and write with increasing facility and accuracy. As students become familiar with a particular language and its literature and culture, they develop knowledge of the intellectual and social history of the people who speak that language. Moreover, the knowledge and experience gained in the critical reading of foreign literature broadens students' perspectives and provides a foundation for further study and travel. Students may elect courses in modern languages and literatures as a part of a liberal education or choose a modern language major with a career objective in mind. The study of a modern language can be combined with diverse career areas, for example, in social sciences, in science, in other fields within the humanities, or in professional fields. A major in French or Spanish, when combined with a major in the humanities, social sciences, communications, health studies, or management, prepares students for careers in many areas, such as government service, employment with publishers or international agencies, health professions, teaching, or graduate study. Students may wish to study or work abroad in the future. To do so, they must achieve competence in all basic language skills. Likewise, if plans include further study in graduate school, they will need to acquire reading proficiency in one or more languages to fulfill the requirements of many graduate programs. Upon arrival at Simmons, previous language study is evaluated, and placement in a course is determined based on previous experience or a test given by the Center for Academic Achievement.

### Learning Outcomes

Through the Major in French at Simmons College, students who apply themselves to their studies will be able to:

### Language



1. Use the French language at the B2 proficiency level according to D.E.L.F. standards (Diplôme d'études en langue française.)
2. Communicate orally in different language registers; express ideas and arguments in class presentations and class discussions.
3. Listen and discuss with others relevant topics, understand and respond to questions about class materials.
4. Write well-organized papers or reports, which include a thesis and critical analysis of key passages.
5. Read complex texts to identify main topics and to analyze key parts of them.

#### **Literature**

1. Study main authors and works in the Francophone literary tradition.
2. Be able to know and recognize rhetorical figures, styles, and genres.
3. Be able to do research about specific issues within each literary context using appropriate bibliography and correct format according to discipline standards.

#### **Culture**

1. Recognize and discuss cultural concepts and traditions in the Francophone world.
2. Compare different cultural and historical events with the student's own culture.

Through the Major in Spanish at Simmons College, students who apply themselves to their studies will be able to:

#### **Language**

1. Use the Spanish language at the B2 proficiency level according to D.E.L.E. standards (Diploma de español como lengua extranjera.)
2. Communicate orally in different language registers; express ideas and arguments in class presentations and class discussions.
3. Listen and discuss with others relevant topics, understand and respond to questions about class materials.
4. Write well-organized papers or reports, which include a thesis and critical analysis of key passages.

5. Read complex texts to identify main topics and to analyze key parts of them.

#### **Literature**

1. Study main authors and works in the Hispanic literary tradition.
2. Be able to know and recognize rhetorical figures, styles, and genres.
3. Be able to do research about specific issues within each literary context using appropriate bibliography and correct format according to discipline standards.

#### **Culture**

1. Recognize and discuss cultural concepts and traditions in Spain and Latin America.
2. Compare different cultural and historical events with the student's own culture.

#### **Departmental Honors**

##### **French:**

Students register for FREN 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, they register for FREN 355. Thesis in the spring. Honor students fulfilling the capstone experience **with an Honor Thesis** must give a formal presentation about their research project at the end of that semester.

##### **Spanish:**

Students register for SPAN 350 Independent Study in the fall semester. Upon satisfactory completion of that course and with departmental approval, they register for FREN 355. Thesis in the spring. Honor students fulfilling the capstone experience **with an Honor Thesis** must give a formal presentation about their research project at the end of that semester.

**French (BA)****Requirements:**

The major consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to improve their language skills through study abroad. They can count up to 16 credits of coursework towards the French major taken in one of the approved study-abroad programs. Upon return from study-abroad, students are expected to complete at least 4 credits towards the major at Simmons. Otherwise, students are expected to take all classes for the major at Simmons with the possibility of transferring courses by petition and only in cases of extreme hardship. The department reserves the right to deny a transfer of credit from any institution, including Colleges of the Fenway offerings.

**Core Requirements**

Four semester hours of advanced work in language:

FREN 245	Conversation and Composition	4
----------	------------------------------	---

Four semester hours of French civilization, selected from:

FREN 310	Inside France: Studies in French Culture	4
FREN 311	Contemporary Issues in France	4
FREN 314	Topics in French Cinema	4
FREN 316	Outside France	4

Four semester hours of introduction to French literature:

FREN 266	The Quest for Identity: The Self and The Other in the French Literary Tradition	4
----------	---------------------------------------------------------------------------------	---

Eight semester hours of advanced work in language, literature and culture, selected from:

FREN 322	French Theater: the Actor & the Script	4
FREN 326	The City As Text: Paris and Its Literary Representations	4
FREN 395	Seminar: Special Topics in French	4

Twelve semester hours of elective courses in language,

literature, or civilization.

Recommendations: Proficiency in a second modern language beyond the intermediate level is strongly recommended for all French majors.

Capstone experience:

Majors in French will start fulfilling the capstone requirement by taking a **300 level** literature or civilization course either during their junior year or Fall semester of their senior year. After taking the class, students will write a research paper in the language studied, and give a formal presentation to faculty and students in the Department

**Spanish (BA)****Requirements:**

The major consists of at least 32 semester hours of advanced language, literature, and civilization courses, including 20 semester hours of core requirements. Students are encouraged to improve their language skills through study abroad. They can count up to 16 credits of coursework towards the Spanish major taken in one of the approved study-abroad programs. Upon return from study-abroad, students are expected to complete at least 4 credits towards the major at Simmons. Otherwise, students are expected to take all classes for the major at Simmons with the possibility of transferring courses by petition and only in cases of extreme hardship. The department reserves the right to deny a transfer of credit from any institution, including Colleges of the Fenway offerings. Granada Travel Courses are considered Simmons courses.

**Core Requirements**

Four semester hours of advanced work in language:

SPAN 245	Conversation & Composition	4
----------	----------------------------	---

Four semester hours of Spanish or Hispanic American civilization, selected from:

SPAN 310	Making of Spain: Studies in Spanish Culture	4
SPAN 312	Introduction to Latin American Culture and Civilization	4
SPAN 314	Hispanic Culture As Seen Through Film	4
SPAN 253M	Social & Political Issues in Modern Spain STC	4

Four semester hours of introduction to Spanish or

Hispanic American literature, selected from:

SPAN 265	20TH-CENTURY Hispanic Short Story	4
SPAN 266	The Quest for Independence and Search for Identity in Latin American Literature	4
SPAN 269	The Image of Bourgeoisie in the 19th and 20th Century Spanish Novel	4

Eight semester hours of advanced work in literature and culture, selected from:

SPAN 320	The World of Don Quijote	4
SPAN 322	Love, War, and Parody in Medieval and Contemporary Spanish Fiction	4
SPAN 332	Contemporary Fiction in Latin America	4
SPAN 336	Latin American Women Writers	4
SPAN 395	Seminar: Special Topics in Spanish	4

Twelve semester hours of elective courses in language, literature, civilization, or fieldwork.

Normally, no more than four semester hours of departmental courses given in English may be credited toward the major. Students may petition the chair of the department to take up to eight semester hours of coursework in English.

Recommendations: Proficiency in a second modern language beyond the intermediate level is strongly recommended for all Spanish majors.

Capstone experience:

Majors in Spanish will start fulfilling the capstone requirement by taking a **300 level** literature or civilization course either during their junior year or Fall semester of their senior year. After taking the class, students will write a research paper in the language studied, and give a formal presentation to faculty and students in the Department

Study Abroad:

Students may be granted credit for the satisfactory completion of a prescribed program in duly recognized study-abroad programs, provided each proposal is recommended and approved by the school or department concerned, the study-abroad advisor, and the administrative board. If considering language study, students should explore the options as early as possible to assure adequate preparation.

### ***French (Minor)***

#### **Minor Requirements:**

The minor in French consists of five courses above the 202 level to be distributed as follows:

FREN 245	Conversation and Composition	4
	One civilization course	
	One literature course	
	Two electives	

Students are encouraged to improve their language skills through study abroad. They can count up to 8 credits of coursework towards the French minor taken in one of the approved study-abroad programs. Otherwise, students are expected to take all classes for the minor at Simmons with the possibility of transferring courses by petition and only in cases of extreme hardship. The department reserves the right to deny a transfer of credit from any institution, including Colleges of the Fenway offerings.

### ***Spanish (Minor)***

#### **Minor Requirements:**

The minor in Spanish consists of five courses above the 202 level to be distributed as follows:

SPAN 245	Conversation & Composition	4
	One civilization course	
	One literature course	
	Two electives	

Students are encouraged to improve their language skills through study abroad. They can count up to 8 credits of coursework towards the Spanish minor taken in one of the approved study-abroad programs. Otherwise, students are expected to take all classes for the minor at Simmons with the possibility of transferring courses by petition and only in cases of extreme hardship. The department reserves the right to deny a transfer of credit from any institution, including Colleges of the Fenway offerings. Granada Travel Courses are considered Simmons courses. Nursing students going to the GRIIS program for the semester will be allowed to transfer up to 12 credits towards their minor in Spanish.

## INTERDISCIPLINARY MAJOR IN NEUROSCIENCE AND BEHAVIOR

Rachel Galli, *Coordinator and Associate Professor of Psychology*

Amanda Carey, *Associate Professor of Psychology*

The joint major in Neuroscience and Behavior may appeal to students interested in both psychology and biology. Drawing from the social, natural, mathematical, and life sciences, this major addresses intriguing and difficult issues related to behavior and experience. It is a fast-growing field that has yielded exciting new discoveries about the biological bases of behavior, conscious experience, and the relationship between physical and mental health. The major offers two tracks enabling students to focus on either neurobiology or cognition and behavior. Completion of the major prepares students to work in a variety of research and clinical settings and, with judicious selection of electives, serves as an excellent preparation for advanced work in a range of fields. Students planning to attend medical, dental, or veterinary school should contact the Health Professions advisor as early as possible to identify other courses required for admission to those professional programs. The major is jointly administered by the departments of psychology and biology. Classes taken pass/fail are accepted for Neuroscience and Behavior requirements, however, a course taken pass/fail may not transfer to other majors.

### Learning Objectives

**Theory and Content:** Students will demonstrate knowledge of the major concepts, theoretical perspectives, and empirical findings in the study of mind, brain, and nervous system function as it relates to behavior and mental processes.

**Research Methods:** Students will demonstrate skill in statistical analysis, hypothesis generation, ethical research design, and the interpretation of experimental data. Students will gain experience in conducting scientific research and working as an effective member of a team investigating important empirical questions.

**Communication Skills:** Students will be able to integrate knowledge, think critically, and clearly communicate concepts and defend conclusions in writing and orally to diverse audiences: lay public, students, and meetings of neuroscience professionals.

**Professional development:** Students will develop plans for implementing their neuroscience knowledge, skills, and values in a variety of occupational pursuits.

### Honors

Neuroscience and Behavior majors interested in attaining honors are encouraged to explore the options offered by the departments of psychology and biology and review the possibilities with their academic advisor before the end of their junior year.

## Neuroscience and Behavior (BS)

### Program Requirements:

Majors must complete nine core courses plus five track-specific courses spread throughout their four years.

#### 9 Core Courses

BIOL 113	General Biology OR	4
BIOL 115	Advanced General Biology	4
PSYC 101	Introduction to Psychological Science	4
CHEM 111	Introduction to Chemistry: Inorganic OR	4
CHEM 113	Principles of Chemistry OR	4
CHEM 115	Advanced General Chemistry	4
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis OR	4
MATH 229	Regression Models	4

PSYC 201	Biological Psychology	4
PSYC 203	Research Methods in Psychology	4
	One additional 200-level or higher Biology course	
PHIL 237	Philosophy of Mind	4
NB 347	Seminar in Neuroscience	4
<i>MATH 227, MATH 229: if a student places out of MATH 118</i>		
<i>CHEM 111, CHEM 113, CHEM 115: see note**</i>		
<i>PHIL 237: PHIL prerequisite waived for Neuroscience and Behavior majors</i>		
<i>NB 347: Capstone</i>		
5 Courses for the Neurobiology track:		
CHEM 112	Introduction to Chemistry: Organic	4
	OR	
CHEM 224	Organic Chemistry I	4
BIOL 225	Cell Biology	4
BIOL 334	Neurobiology	4
BIOL 337	Molecular Biology	4
BIOL 350	Independent Laboratory Research	4
	OR	
BIOL 370	Internship	Variable
<i>BIOL 370: 4 credits</i>		
<i>BIOL 334, BIOL 337: Please note these courses are offered every other year. Take care to plan course sequence accordingly.</i>		
<i>CHEM 112, CHEM 224: see note**</i>		
5 Courses for the Cognitive Behavioral track:		
BIOL 342	Behavioral Biology	4
One Psychology course chosen from the Basic Processes		
PSYC 243	Cognitive Psychology	4
PSYC 244	Drugs and Behavior	4
PSYC 245	Learning and Conditioning	4
PSYC 247	Sensation and Perception	4
One Upper Level Research course		
PSYC 301	Research in Biopsychology	4
PSYC 303	Research in Cognitive Processes	4
PSYC 304	Research in Personality	4

Two additional courses from the Neuroscience List (see

below).

Courses cannot double-count for both this requirement and other core/track requirements.

Neuroscience List

PSYC 231	Abnormal Psychology	4
PSYC 232	Health Psychology	4
PSYC 243	Cognitive Psychology	4
PSYC 244	Drugs and Behavior	4
PSYC 245	Learning and Conditioning	4
PSYC 247	Sensation and Perception	4
PSYC 301	Research in Biopsychology	4
PSYC 303	Research in Cognitive Processes	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 229	Regression Models	4
CS 112	Introduction to Computer Science	4
IT 225	Health Informatics	4
BIOL 222	Animal Physiology	4
BIOL 225	Cell Biology	4
BIOL 231	Anatomy and Physiology I	4
BIOL 246	Foundations of Exercise and Health	4
BIOL 334	Neurobiology	4
BIOL 335	Developmental Biology	4
BIOL 336	Genetics	4
CHEM 112	Introduction to Chemistry: Organic	4
	OR	
CHEM 224	Organic Chemistry I	4
CHEM 223	Introduction to Biochemistry	4
CHEM 225	Organic Chemistry II	4
NUTR 111	Fundamentals of Nutrition Science	4
	OR	
NUTR 112	Introduction to Nutrition Science	4
PHIL 136	Philosophy of Human Nature	4
SOCI 241	Health, Illness & Society	4

## Independent Learning in Neuroscience and Behavior

Independent learning experiences enrich a student's education in Neuroscience & Behavior and can distinguish a student's qualifications when applying for employment and admission to graduate school.

Students in the Neurobiology track are required to complete at least one semester of BIOL 350

Independent Laboratory Research or BIOL 370

Internship. However, Neuroscience & Behavior majors in both tracks are strongly encouraged to speak with their advisors about integrating one or more of the following into their plan of study:

BIOL 350	Independent Laboratory Research	4
BIOL 370	Internship	Variable
BIOL 355	Thesis	4
PSYC 350	Independent Study	4
PSYC 380	Fieldwork in a Psychological Setting	Variable
PSYC 355	Thesis	8
PSYC 381	Thesis in Psychology	4

*BIOL 350, BIOL 370: the two-semester 8-credit sequence*

*PSYC 380: a two-semester 8-credit course. Must apply in spring before senior year.*

\*\* Chemistry requirements for the major include one introductory semester; which course depends on placement exam results (CHEM 111, CHEM 113, or CHEM 115). The Neurobiology track requires one additional semester of organic chemistry, typically CHEM 112. (Please note, if you are completing premedical requirements you need one introductory course plus: CHEM 216 Quantitative Analysis and CHEM 224 & CHEM 225 Organic Chemistry I & II).

In all cases, students should make arrangements for independent learning with their Neuroscience and Behavior advisor and/or the course instructor before the end of their junior year.

## Minors

Neuroscience and Behavior is an interdisciplinary major offered jointly by the departments of psychology and biology. Neuroscience and Behavior majors may not add a minor in either psychology or biology. However, it is possible to complete minors, or double majors, in some other joint programs offered through the biology department (i.e., Exercise Science). Speak with an academic advisor in the appropriate program for further details. No minor is offered in Neuroscience and Behavior.

## SCHOOL OF NURSING

### Faculty

Judy Beal, *Dean, School for Nursing and Health Sciences, and Professor*

Anne-Marie Barron, *Associate Professor and Associate Dean, Undergraduate Curriculum and Student Affairs*

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

Patricia Rissmiller, *Associate Professor and Chair of Graduate Nursing*

Josephine Atinaja-Faller, *Associate Professor of Practice*

Helen Bellenoit, *Associate Professor of Practice*

Maria N. Bueche, *PhD Associate Professor of Nursing (Emeritus)*

Nickie Burney, *Associate Professor of Practice, Director of the FNP Program*

Gloria Carter, *Associate Professor of Practice*

LaDonna Christian, *Associate Professor of Practice and Director, Dotson Mentoring Program*

Jean Christofferson, *Associate Professor of Practice*

Margaret Costello, *Associate Professor of Practice*

Judith Cullinane, *Associate Professor of Practice*

Sarah Desmond, *Associate Professor of Practice*

Colette Dieujuste, *Associate Professor of Practice*

Susan Duty, *Professor and Director of the Health Professions Education Program*

Louis Kaplan, *Associate Professor of Practice*

Rebecca Koeniger-Donohue, *Professor of Practice*

Marla Lynch, *Associate Professor of Practice*

Kelly Marchant, *Associate Professor of Practice*

Linda Moniz, *Associate Professor of Practice*

Eileen McGee, *Associate Professor of Practice, Director of the DNP Program*

Cathy Prevost, *Associate Professor of Practice*

Patricia Reid Ponte, *Associate Professor of Practice*

Katherine Robbins, *Associate Professor of Practice*

Laura Rossi, *Assistant Professor*

Karen Teely, *Associate Professor of Practice*

Sarah Volkman Cooke, *Professor*

Marianne Williams, *Associate Professor of Practice*

Christine Colson, *Administrative Assistant*

Annette Coscia, *Executive Assistant to the Dean*

Jodi DeLibertis, *Assistant Dean, SNHS*

Namika Etienne, *Administrative Assistant*

Shiobhain Jenkins, *Graduate Clinical Placements*

Hind Khodr, *Manager of Clinical Education*

### Overview

Housed in the School of Nursing, the nursing program accepts first-year students, transfer students, students seeking a second degree, licensed practical nurses, and registered nurses seeking a baccalaureate degree. Recognizing society's increased demand for health professionals with advanced skills and knowledge of nursing science and individuals' unique educational and professional experiences, the faculty of the nursing program offers accelerated programs for registered nurses and non-nurses seeking a college degree. Part- and full-time study is available. There is an option for a five- year BS-MSN program. The nursing faculty believes that liberal education and nursing education provide essential preparation for the professional nurse practicing in a culturally, racially, and ethnically diverse community. The process as well as the content of a liberal education is fundamental to the development of the critical-thinking, decision- making, and communication skills essential to the practice of nursing science. The liberal arts and sciences, in combination with the major in nursing, serve as a foundation for a variety of careers in professional nursing. Graduates of the nursing program are prepared to meet the diverse health needs of clients in a variety of settings, as well as to coordinate health services, deliver humanistic nursing care, and engage in health assessment and health maintenance. Graduates may practice in community health agencies and programs, clinics, hospitals, and extended-care facilities.

The Bachelor of Science degree is awarded and qualifies the graduate for admission to graduate schools offering advanced degrees in nursing. Graduates are prepared to write the NCLEX-RN licensure examination required for practice by the Board of Registration, Commonwealth of Massachusetts. Students may opt to accelerate their program of study via a five-year BS-MSN program that prepares students in the advanced practice roles. The programs are accredited by the Commission on Collegiate Nursing Education and approved by the Massachusetts Board of Registration in Nursing. The department is an agency member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

### Learning Outcomes

- Utilize current evidence, clinical judgment, and patient preference to systematically assess, analyze, implement and evaluate health care interventions in order to promote safe, quality care throughout the lifespan, beginning with health promotion, through end of life.
- Deliver compassionate, respectful, patient and family centered care and education that reflects an understanding of human growth, development, nutrition, genomics, spirituality, culture, symptom management and health literacy across the health illness continuum through all transitions of care in all health care settings.
- Communicate/collaborate effectively with all members of the health care team, patient and family.
- Demonstrate leadership competency both interprofessionally and when delegating and supervising or coordinating teams to achieve shared goals and improve patient outcomes.
- Synthesize knowledge of health care delivery systems, social justice, global health, health care policy, informatics and principles of entrepreneurship in the addressing the health care needs of individuals and populations.
- Accepts accountability for continued development as a strategic, ethical, reflective scholar and practitioner to engaged as a lifelong learner with the goal advancing the profession of nursing.

### Departmental Honors

The Department of Nursing offers the opportunity for students with a superior record in the major to receive departmental honors. The candidate must have a minimum 3.5 overall GPA and 3.5 Nursing GPA and be in the top 5% of their nursing class. The student is expected to be intellectually curious, self-directed in learning and actions, have high level critical thinking and analysis skills, and demonstrate superior writing. The candidate will complete an 8 credit (2 semesters) thesis or equivalent project of high quality supervised by a nursing faculty.

**Nursing (BS)**

The Simmons College nursing faculty believes that professional nursing is practiced according to the nursing metaparadigm, which includes beliefs about person, health, nursing, and environment. Each person is unique. Human beings are holistic in nature, yet they have interacting biophysical, cognitive, social, spiritual, and developmental dimensions. Persons have their own perceptions, values, beliefs, and goals and have the ability to be self-directive, to adapt to change, to achieve their potential, and to ascribe personal meaning in their lives. Psychosocial concepts, research, leadership, management, health assessment skills, nutrition, pharmacology, growth, and development are integrated into all content. The educational process exists to help students become self-directed, creative, socially responsive, and lifelong learners.

**Program Requirements:**

The student who has been accepted into the major of nursing must fulfill the all-College requirements. A student accepted into the nursing major must achieve an acceptable level of academic performance, including a minimum grade of C+ in all science course prerequisites, prior to beginning the nursing course sequence, as well as maintain an acceptable level of clinical and academic performance to progress to the next nursing course. Progression is also affected by professional behavior. Those students achieving outstanding academic records may be initiated into Academy and/or the Simmons chapter of Sigma Theta Tau, Theta -at-Large, the International Nursing Honor Society. Criteria regarding academic performance, professional behavior, and health requirements are available upon entrance into the nursing major. Nursing students are required to show documentation of appropriate immunization and health clearance for clinical coursework. Please see the Nursing Student Handbook for specific requirements. All students will undergo a criminal record check each year (CORI) required for nursing practice in state and private agencies and by the Massachusetts Board of Registration in Nursing.

**Nursing Courses in the 4 year BSN Program and 2 year Dix Scholars BSN Program**

NURS 228	Nursing Theory & Evidence Based Practice	4
NURS 295	Fundamental Skills and Health Assessment	4
NURS 229	Nursing Health Promotion	4
NURS 331	Pharmacology	4
NURS 332	Medical Surgical Nursing 1	4

NURS 333	Maternity Nursing	4
NURS 334	Pediatric Nursing	4
NURS 335	Psychiatric & Mental Health Nursing	4
NURS 346	Medical Surgical Nursing 2	4
NURS 336	Health Care Policy	4
NURS 347	Complex Nursing Care Management across the Continuum	4
NURS 417	Leadership and Management	3
NURS 418	Synthesis & Clinical Decision Making	3
NURS 419	Clinical Capstone Practicum	2

**Nursing Courses in the 16 Month Accelerated BSN Program**

NURS 404	Advanced Pathophysiology	4
NURS 295	Fundamental Skills and Health Assessment	4
NURS 331	Pharmacology	4
NURS 332	Medical Surgical Nursing 1	4
NURS 333	Maternity Nursing	4
NURS 334	Pediatric Nursing	4
NURS 335	Psychiatric & Mental Health Nursing	4
NURS 346	Medical Surgical Nursing 2	4
NURS 387	Nursing Care of Individuals, Families, and Communities	4
NURS 417	Leadership and Management	3
NURS 419	Clinical Capstone Practicum	2
NURS 455	Clinical Decision Making & Complex Care	4

**Science Prerequisites**

Students Accepted into Nursing may take one of these 2 sequences:

**Sequence 1:**

BIOL 123N	Principles of Microbiology	4
CHEM 110	General, Organic and Biological Chemistry	4
BIOL 231	Anatomy and Physiology I	4
BIOL 232	Anatomy and Physiology II	4

*BIOL 232: may be taken concurrent with NURS 225*

*BIOL 123, CHEM 110, BIOL 231, BIOL 232: Includes a lab.*

Sequence 2 (chosen by students to keep options open to other science majors ie: premed):

BIOL 113	General Biology	4
CHEM 111	Introduction to Chemistry: Inorganic	4



CHEM 112	Introduction to Chemistry: Organic	4
BIOL 231	Anatomy and Physiology I	4
BIOL 232	Anatomy and Physiology II	4
BIOL 221	Microbiology	4

*BIOL 221: may be taken concurrent with NURS 235*

*BIOL 113, CHEM 112, BIOL 231, BIOL 232, BIOL 221:  
Includes a lab.*

#### Other Requirements:

Pass Math Competency Exam prior to NURS 295.

Complete PSYC 101 Introduction to Psychological Science and PSYC 237 N or PSYC 235 prior to NURS 333, NURS 334, NURS 335.

### ***Nursing For RN Holders (BSN)***

The College offers registered nurses the opportunity to earn a bachelor of science degree on a part- or full-time basis. This program's requirements are the same as those for the regular undergraduate nursing program with the exception of the language requirement, from which RNs are exempt. The methods by which course objectives are to be met by RN students are geared toward adult learners. RN students must complete 128 hours of credit and fulfill the Simmons general education and competency requirements. While at least 48 semester hours of credit must be earned at Simmons, transfer credit, credit for prior learning, and advanced placement in nursing credit are also granted when certain specifications are met.

#### **Admission:**

RN students are admitted into the program through the College's Dix Scholars Program. For information on admission requirements and financial aid, please call or write the Office of Undergraduate Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, 617-521-2051. Selected registered nursing students may elect to matriculate to the Master of Science in Nursing program (see the Graduate Nursing Bulletin for complete information).

### ***Nursing (BS) and Nursing (MS): 4 + 1 Program***

The School of Nursing offers an accelerated 4+1 program, allowing students accepted to the undergraduate Nursing program to obtain the Bachelor of Science in Nursing and the Master of Science in Nursing in five years. Students with a GPA of 3.3 in all nursing courses and an overall GPA of 3.3 are eligible to apply during their sophomore year. Progression into the nurse practitioner sequence is dependent upon the student attaining RN licensure and maintaining a GPA of 3.3 in all nursing courses.

### ***Dix Scholars Program***

Our Nursing Dix Scholars program offers three tracks: a 16-month program for individuals with previous BA/BS who wish to accelerate; a 2- year option for those without a baccalaureate degree.

## **DEPARTMENT OF NUTRITION**

### **Faculty**

Elizabeth Metallinos-Katsaras, *Chair and Ruby Winslow Linn Professor*

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

Lisa Brown, *Associate Professor and Dietetic Internship Director*

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

Rachele Pojednic, *Assistant Professor*

Kathrina Prelack, *Assistant Professor*

Kellene Isom, *Assistant Professor of Practice*

Elizabeth Colavito Siu, *Associate Director, MS Online*

Jennifer Chaves, *Dietetic Internship Clinical Faculty*

Victoria Bacon, *Senior Lecturer*

Karlyn Grimes, *Senior Lecturer*

Paula Cerqueira, *Lecturer*

Susan Frates, *Lecturer*

Ruth Kimokoti, *Research Assistant Professor*

Leah Smith, *Administrative Assistant*

### **Overview**

Housed in the College of Natural, Health and Behavioral Sciences (CNHBS). The Department of Nutrition offers undergraduate majors preparation for careers in food and nutrition or in dietetics, for graduate work in these areas, and for a track in food service management. The program provides opportunities for all students in the College to become knowledgeable about the fundamental principles of nutrition, dietetics, and food science and current scientific concepts of the relationship between diet and health.

The mission of the Simmons College Department of Nutrition is twofold. The first is to educate students and foster an appreciation of lifelong learning in preparation for their success in advanced nutrition or dietetics education or employment so that they can be effective in a profession that works to affect 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 food's relationship to other sciences; second, to provide the College community with the intellectual basis and professional expertise for achieving and/or maintaining health through food habits.

Career opportunities for nutrition majors are available in a variety of settings, including research, industry, education, health care, government, and entrepreneurial endeavors. Students may wish, therefore, to combine their study of nutrition with majors in biology, chemistry, communications, education, management, public health, or psychology. For those students interested in the field of dietetics, the program requires a variety of learning experiences in each of the major areas of the dietetics profession: clinical, community, and food service management. For some careers, such as research, postgraduate education is required. A Master's degree will also be required to become a registered dietitian beginning in 2024.

Program course requirements are described below. Students interested in research careers in nutrition or dietetics should plan to take additional courses in science and mathematics. Students must also maintain an acceptable level of clinical, management, and academic performance to progress to the next nutrition course. Progression is also affected by professional behavior and health status. Students should refer to the Department of Nutrition Student Guide regarding criteria for academic performance, professional behavior, and health requirements. Students receive this upon entrance into one of the nutrition majors.

The Department of Nutrition also offers a post-baccalaureate certificate for students wishing to complete the Didactic Program in Dietetics but who have completed a degree in a different discipline (many courses are the same as those in the nutrition and dietetics major shown below); the latter (DPD) is one of the requirements of becoming credentialed as a registered dietitian. For further information see the Simmons College Website. Students can also obtain a Master of Science in Nutrition and Health Promotion and can choose either the Wellness or Entrepreneurship track; they can do this concurrently with the DPD certificate from Simmons College. For further information, see the Simmons College website.

In addition, Simmons' nutrition program, in conjunction with the Friedman School of Nutrition and Science Policy and the School of Medicine-Public Health and Professional Degree Programs at Tufts University, offers a joint program for students wishing to complete the academic requirements for the Didactic Program in Dietetics Certificate. Students doing so take courses at Simmons and Tufts University concurrently and obtain the DPD certificate from Simmons College while completing a Master of Science in Nutrition or Public Health from Tufts University. For further information, contact Simmons's Department of Nutrition, 617-521-2718. The Simmons College Nutrition Department also has affiliation agreements with North Shore Community College and Merrimack College; the Department will accept specific courses from those colleges as counting towards the BS in Nutrition and Dietetics.

Academic and grade requirements for all majors and tracks are described in the Nutrition Student Guide, which is available on the Simmons website and is given to all students annually.

#### **Program Goals and Objectives for the DPD Program**

The mission of the Simmons College Didactic Program in Dietetics is to educate students and foster an appreciation of lifelong learning in preparation for their success in the nutrition and dietetics profession so that they can 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.

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.

As part of our accreditation requirements set forth by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) we have set forth the aforementioned measurable outcome objectives, which track our progress toward attaining the aforementioned goals.

For those students who have already completed a bachelor's degree and who would like to complete solely the DPD requirements to become a registered dietitian, the Simmons College Certificate in the Didactic Program in Dietetics is a post-baccalaureate program that allows students to just complete the DPD. Even Students who have already obtained a bachelor's degree in a different discipline can complete the DPD certificate program in order to apply for supervised practice program (e.g., dietetic internship). Please go to the Simmons College Website for further details. The Simmons College Nutrition Program Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND, 120 South Riverside Plaza, Suite 2000, Chicago, IL, 60606-6995, telephone: 800-877-1600 ext.5400

#### **Departmental Awards and Honors**

##### **Anne DeForest Baker Spaulding Award**

This award is given to a rising Junior who has an outstanding academic record and shows leadership potential.

##### **Ruby Winslow Linn Scholarship Award**

This award is given to a rising senior who has an outstanding academic record and shows leadership potential.

##### **Nutrition Faculty Award**

This is awarded to a graduating senior who holds promise as a leader in the profession.

##### **Nancie Herbold Humanitarian Award**

The Nancie Herbold Humanitarian Award is given each year to a Nutrition student who has demonstrated commitment to social justice.

##### **Didactic Program in Dietetics Outstanding Achievement Award**

This is awarded to a graduating student in the Certificate of Didactic Program in Dietetics who holds promise as a leader in the profession.

##### **Nutrition and Health Promotion Outstanding Achievement Award**

This is awarded to a graduating Masters of Nutrition and Health Promotion student who holds promise as a leader in the profession.

## ***Nutrition and Dietetics (BS)***

The nutrition and dietetics major includes all courses required for the Didactic Program in Dietetics (DPD). The Simmons College Didactic Program in Dietetics is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Chicago, IL 60606, 312- 899-0040 ext.5400 (see the Didactic Program in Dietetics section for program goals and outcomes). It should be noted that fulfilling the courses required for the Didactic Program in Dietetics is only one step in the credentialing process for dietetics practitioners. In addition to a minimum of a bachelor's degree, the undergraduate DPD completion must be followed by the successful completion of an accredited supervised practice program (e.g., a dietetic internship program (DIP)) to ensure eligibility to take the RD examination. The application to the DIP is a separate process, and completion of the DPD in no way guarantees acceptance into a DIP. The dietetics internship application process is competitive and not all applicants are accepted. The degree requirement for sitting for the Registered Dietitian registration exam will change from a bachelor's degree to a graduate degree on January 1, 2024.

Over the past few years about half of all those applying nationally were accepted into dietetic internships nationally. To plan their schedules appropriately, students should note that the courses in the basic sciences are prerequisite to upper-level work in the department (courses numbered in the 200 and 300 series). Students are expected to meet departmental criteria regarding academic performance, grades, health status, and professional behavior. Students must formally apply for this major. Details on these criteria and criteria for acceptance into the Nutrition and Dietetics major, are provided in the Department of Nutrition Student Guide.

### **Science Requirements**

All dietetics majors must complete the following science requirements:

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 OR	4
CHEM 113	Principles of Chemistry	4

CHEM 112	Introduction to Chemistry: Organic OR	4
CHEM 224	Organic Chemistry I	4
CHEM 223	Introduction to Biochemistry	4
MATH 118	Introductory Statistics	4

### **Nutrition Requirements:**

Students must complete the following nutrition requirements.

These requirements also fulfill the Didactic Program in Dietetics requirements:

NUTR 112	Introduction to Nutrition Science OR	4
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 311	Nutrient Metabolism	4
NUTR 334	Medical Nutrition Therapy	6
NUTR 381	Advanced Practice in Community Nutrition	4
NUTR 390	Seminar: Selected Topics in Nutrition	4
NUTR 301	Dietetics Profession	1

There are two required social science courses; at least one of these should be in sociology or psychology.

Capstone course(s) or Independent Learning for the

**Nutrition and Dietetics Majors**

For those students entering as freshman the fall, 2015 or later, there are two Capstone courses that are required under the PLAN: these are Advanced Applications in Community Nutrition (NUTR 381 and Seminar: Selected Topics in Nutrition (NUTR 390). For those students entering as freshman prior to the fall 2015 semester, the All College independent learning requirement is met by these same two courses: Advanced Applications in Community Nutrition (NUTR 381), and Seminar: Selected Topics in Nutrition (NUTR 390).

**Suggested Course Sequence for Dietetics Major**

**First Year**

<b>Fall</b>			
	Boston Course		
	Simmons Course-Explore		
CHEM 111	Introduction to Chemistry: Inorganic	4	
NUTR 112	Introduction to Nutrition Science Language Requirement	4	

<b>Spring</b>			
CHEM 112	Introduction to Chemistry: Organic Leadership Course Language requirement or Elective or All College Requirement (Mode or PLAN)	4	

**Second Year**

<b>Fall</b>			
BIOL 113	General Biology	4	
NUTR 248	Food Production and Service Systems	4	
PSYC 101	Introduction to Psychological Science Elective or All College Requirements (Modes or PLAN)	4	

*PSYC 101: prerequisite for PSYC 232*

<b>Spring</b>			
BIOL 221	Microbiology	4	
MATH 118	Introductory Statistics	4	
NUTR 237	The Practice of Community Nutrition	4	
PSYC 232	Health Psychology	4	

*NUTR 237, PSYC 232: Please note these comprise a learning community and must be taken together.*

*\*Biology or chemistry can be taken freshman and sophomore year; sometimes taking chemistry freshman year and biology sophomore year gives students more flexibility later.*

**Third Year**

<b>Fall</b>			
BIOL 231	Anatomy and Physiology I	4	
NUTR 201	Advanced Food Science Two electives or All College Requirements (Modes or PLAN)	4	

<b>Spring</b>			
NUTR 249	Leadership in Food Service Management	4	
BIOL 232	Anatomy and Physiology II	4	
CHEM 223	Introduction to Biochemistry	4	

**Fourth Year**

<b>Fall</b>			
NUTR 311	Nutrient Metabolism	4	
NUTR 390	Seminar: Selected Topics in Nutrition Elective or All College Requirements (Modes or PLAN)	4	
NUTR 301	Dietetics Profession	1	

<b>Spring</b>			
NUTR 334	Medical Nutrition Therapy	6	
NUTR 381	Advanced Practice in Community Nutrition	4	
NUTR 331	The Practice of Clinical Dietetics One elective or All College Requirements (Modes or PLAN)	4	

***Nutrition and Food (BS)***

The core courses for the Nutrition and Food major are shown below. There are two tracks under the Nutrition and Food Major: The food service management track and the wellness track. Note that the additional courses for each track are listed below. Please note, this major does not fulfill the DPD requirements for becoming a Registered Dietitian. The following are the core science/math and nutrition courses for the Nutrition and Food major:

**Program Requirements:**

## Science/Math Requirements:

CHEM 111	Introduction to Chemistry: Inorganic	4
BIOL 113	General Biology	4
MATH 118	Introductory Statistics	4

## Nutrition Requirements:

NUTR 112	Introduction to Nutrition Science	4
NUTR 237	The Practice of Community Nutrition	4
NUTR 248	Food Production and Service Systems	4

**Track in Nutrition, Health Promotion and Wellness**

The Nutrition, Health Promotion and Wellness track within the Department of Nutrition will lead the student to a Bachelor of Science degree in Nutrition and Food. The track draws across disciplines with courses predominantly from the Nutrition Department but also from the departments of: biology, chemistry, communication, and management. Students will gain an appreciation for communicating sound information to targeted populations and communities to encourage individuals to make healthy decisions. The curriculum focuses on assessing and evaluating community programs for established outcome measures. The Nutrition, Health Promotion, and Wellness track is for the student who is interested in communicating nutrition information through social media, is interested in exercise as part of a holistic approach, and has an entrepreneurial spirit.

In addition to the core courses listed above for the Nutrition and Food major, the following courses are required for the Nutrition, Health Promotion, and Wellness track. A total of 72 credits of required and elective courses are required for this major.

## Additional Science Requirements:

BIOL 231	Anatomy and Physiology I	4
BIOL 232	Anatomy and Physiology II	4
BIOL 246	Foundations of Exercise and Health	4

## Additional Nutrition Requirements:

NUTR 101	Food and Culinary Science OR	4
NUTR 201	Advanced Food Science	4
NUTR 215	Sports Nutrition	4

NUTR 381	Advanced Practice in Community Nutrition	4
NUTR 390	Seminar: Selected Topics in Nutrition	4

## Required Communication/Management Core Courses:

COMM 121	Visual Communication	4
COMM 122	Media Writing Bootcamp	4
COMM 124	Media, Messages and Society	4
MGMT 137	Entrepreneurship and Innovation	4

## Required to select ONE of the following Communication Courses:

COMM 163	Radio Operations and Performance	4
COMM 186	Introduction to Public Relations and Marketing Communications	4
COMM 210	Introduction to Graphic Design: Principles and Practice	4
COMM 244	Web I: Design for the World Wide Web	4
COMM 281	Writing for Public Relations and Integrated Marketing Communications	4
COMM 262	Media Convergence	4

## Electives

Consult with your adviser to choose electives in psychology and/sociology or possible other courses that fit with your career goals.

**Track in Food Service Management**

A possible track within the nutrition program is food service management. The following courses are required:

## Science Requirements:

BIOL 221	Microbiology	4
CHEM 112	Introduction to Chemistry: Organic	4

## Additional Nutrition Requirements:

NUTR 201	Advanced Food Science	4
NUTR 249	Leadership in Food Service Management	4
NUTR 390	Seminar: Selected Topics in Nutrition	4
NUTR 381	Advanced Practice in Community Nutrition	4

*NUTR 381: for those who entered prior to Fall 2015*

Pick either Option:

Option 1:

ACCT 110	Financial Accounting	4
MGMT 260	Finance	4
MGMT 250	Marketing	4
	OR	
MGMT 221	Project Management	4

Option 2:

MGMT 137	Entrepreneurship and Innovation	4
MGMT 250	Marketing	4
MGMT 221	Project Management	4

**Capstone course(s) or Independent Learning for the Nutrition and Food Majors**

For those students entering as freshman the fall, 2015 or later, there is a Capstone course requirement under the PLAN. This requirement is met by taking Advanced Applications in Community Nutrition (NUTR 381) and Selected Topics in Nutrition (NUTR 390). For those entering as a freshman prior to the fall 2015, there is an 8-credit all-College of independent learning; four semester hours must be fulfilled by enrolling in Advanced Applications in Community Nutrition (NUTR 381) and the remaining four semester hours are met by NUTR 390.

**Dietetic Internship**

The department of nutrition offers two accredited dietetic internship options to prepare baccalaureate nutrition graduates for entry-level dietetic practice and eligibility for the registration examination.

Track 1) Stand-alone dietetic internship program: This track is comprised of 8 months of supervised practice that meets the ACEND requirements for a stand-alone dietetic internship. The emphasis of the program is on community dietetics practice health promotion and wellness. Admission to the nutrition and dietetics program/ certificate does not guarantee admission to a dietetic internship. Please go to the Simmons College website for further details.

Track 2) Combined Master of Science/Dietetic Internship (MSDI) program: This track includes both the supervised practice hours and experiences that meet ACEND's requirements for dietetic internship and also includes the academic coursework to earn a Master's degree in Nutrition and Health Promotion. Students may choose either concentration with the Master's program: wellness or entrepreneurship. To complete this program and earn a verification statement, all requirements must be met for the supervised practice portion and the academic requirements to earn the MS degree.

Dietetic Internship concentrations: The Simmons College dietetic internship program has two ACEND recognized concentrations. The first is in community nutrition, wellness and health promotion and focuses on providing nutrition intervention in community settings. This is the concentration that all interns will automatically be enrolled in, unless the intern applies and is accepted into the second concentration in Eating Disorder Treatment. The concentration in Eating Disorder Treatment was approved as a second option in 2017. This concentration trains interns to enter the field as a specialist in eating disorder treatment. To complete this concentration, an intern must apply and be accepted into the program. Once accepted into the concentration, the intern must complete NUTR 420 with a grade of B or better, and complete 12 weeks of supervised practice in various settings of supervised practice that specialize in eating disorder treatment.

**Certificate of Didactic Program in Dietetics (DPD)**

The Didactic Program in Dietetics (DPD) fulfills one of the requirements for becoming a registered dietitian. The courses required for this program can be completed within the context of the Simmons College curriculum either as a part of a bachelor's degree or in addition to an already completed bachelor's degree through the DPD Certificate.

***Accelerated Degree Programs***

There are three accelerated degree options that allow a student to pursue a graduate degree in Nutrition and Health Promotion after completing their BS in Nutrition, Exercise Science or Public Health. Please visit the Simmons College website to view the Nutrition Catalog for graduate requirements. Students may apply to the joint programs during their second semester junior year. Formal application should be made through the Nutrition Department. The application requirements for all three programs are as follows:

- The student must be earning a BS degree, have completed the prerequisites for the MS degree, and be in their junior year of their BS.
- The student must have maintained satisfactory academic progress in their coursework and attained a final minimum GPA of 3.3 at the time of their application (GPA usually through their fall semester of their junior year).
- The student must show strong evidence of communication skills and motivation.
- The Student must present two favorable letters of recommendation from Simmons College faculty members; at least one must be from a full time faculty member in the department of their major.
- In order for an accepted student to continue with the program after her/his senior year (UG), she/he must meet the following academic standards her/his senior year.
- Have maintained satisfactory academic progress in coursework through the Spring semester of her/his senior year and attained a final undergraduate minimum GPA of 3.3 upon graduation (including spring semester grades)
- Have met the MS in Nutrition and Health Promotion requirement of attaining a minimum of a B in each of the graduate courses taken as part of the program during her/his senior year, Specific criteria for each program are listed below.

***Nutrition (BS)/Nutrition and Health Promotion (MS): 4 + 1 Program***

This program allows students interested in nutrition to obtain a BS in nutrition and a MS in nutrition and health promotion in an accelerated five-year program. Working with her advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of her senior year, respectively.

***Exercise Science (BS)/Nutrition and Health Promotion (MS): 4 + 1 Program***

This program allows students interested in exercise science and nutrition to obtain a BS in exercise science and a MS in nutrition and health promotion. Working with an advisor, a student will take SNHS 410 Research Methods and SNHS 450, The Health Care System: Interdisciplinary Perspectives during the fall and spring semester of the senior year. Please see the Department of Biology for the required courses to enter this program.

***Public Health (BS)/Nutrition (MS): 4 + 1 Program***

The Public Health major is an interdisciplinary major in Biology and Sociology and offers two tracks (Biology and Sociology). An accelerated five-year BS Public Health (Biology track)/MS Nutrition program is jointly offered by the Biology Department, College of Arts and Sciences, and the Nutrition Department, School of Health Sciences.

Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Public Health and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Working with an advisor, two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year.



### ***Nutrition and Health Promotion (MS)***

The Master of Science in Nutrition and Health Promotion is designed for those who wish to be leaders in nutrition and wellness. This program is offered both on the ground and fully online. The program attracts students with backgrounds in such disciplines as nutrition, biology, health sciences, health education, athletic training, exercise physiology, or physical education, as well as those with bachelor's degrees in other fields wishing to enter the nutrition field. This program builds upon the decades-long expertise of the Simmons undergraduate program in nutrition and the interdisciplinary resources available in the School of Nursing and Health Sciences programs in physical therapy, and primary healthcare nursing as well as our Internationally renowned School of Business for graduate Management courses. Students are also able to take relevant elective courses in the Simmons graduate programs in Communications, Management, Education, and Library and Information Science. There are two concentrations: Wellness and Entrepreneurship. For further information, please go to the Simmons College website.

### ***Sports Nutrition (Certificate)***

This graduate certificate combines nutrition and exercise knowledge to build competence in the area of fitness. For further details, please go to the Simmons College website.

### ***Nutrition (Minor)***

#### **Minor in Nutrition:**

A minor in nutrition consists of the following courses:

NUTR 101	Food and Culinary Science	4
NUTR 111	Fundamentals of Nutrition Science	4
	OR	
NUTR 112	Introduction to Nutrition Science	4
NUTR 150	International Nutrition Issues	4
	OR	
NUTR 110	Sociocultural Implications of Nutrition	4
NUTR 248	Food Production and Service Systems	4

One additional NUTR course at the 200-level or above

## **DEPARTMENT OF PHILOSOPHY**

### **Faculty**

Diane Grossman, *Chair and Professor of Philosophy*  
 Robb Eason, *Lecturer*  
 Kaplan Hasanoglu, *Lecturer*  
 Julia Legas, *Lecturer*  
 Shirong Luo, *Associate Professor of Philosophy*  
 Lendsey Melton, *Lecturer*  
 Wanda Torres Gregory, *Professor*  
 Jo Trigilio, *Senior Lecturer*

### **Overview**

Philosophy is that discipline in which questioning is central. It cultivates sensitivity to values, to systems of thought, and to other people. By sharpening the skills of critical analysis and clarity in thinking, philosophy fosters the intellectual flexibility necessary to meet any challenge. The philosophy major provides excellent preparation for graduate work in law, theology, education, psychology, health fields, and public affairs. Students may elect a double major if they wish to relate their study of philosophy directly to another subject. In the past, students have chosen double majors coupling philosophy with women's and gender studies, management, political science, English, nursing, and psychology. A philosophy minor is also a popular option.

### **Learning Outcomes**

1. Knowledge of the main problems and positions in at least three periods in the history of philosophy;
2. Knowledge of the basic theory and standard methods of analysis and evaluation in (mathematical or informal) logic;
3. Knowledge of a variety of ethical theories; and
4. In-depth understanding of particular philosophical problems, domains, or position

### **Departmental Honors**

Students eligible for honors in philosophy must have a GPA of 3.67 or higher in philosophy, they must complete a thesis in philosophy by taking PHIL 355 (one or two semesters), they must receive a grade of A or A- in that thesis, and they must present their thesis to the faculty of the Philosophy Department.

**Philosophy (BA)**

**The philosophy major requires 40 semester hours (ten courses).**

All majors must take

PHIL 122	Critical Thinking OR	4
PHIL 123	Symbolic Logic	4
PHIL 130	Ethics	4

At least three courses in the history of philosophy

PHIL 241	The Beginnings of Philosophy	4
PHIL 242	Making of the Modern Mind	4
PHIL 243	Mind, Politics, and Society: 19th Century Philosophy	4
PHIL 244	Contemporary Philosophy	4
PHIL 245	Existentialism	4

At least two other intermediate level courses

And the Capstone Seminar

PHIL 390/WGST 390	Seminar	4
-------------------	---------	---

*PHIL 390: may be taken more than once.*

Students are encouraged to take independent learning courses that best match their career plans; PHIL 350, PHIL 355, or PHIL 370 are all options for independent learning.

**Philosophy (Minor)****Minor Requirements:**

A minor in philosophy requires

PHIL 122	Critical Thinking OR	4
PHIL 123	Symbolic Logic	4

Two history of philosophy courses

PHIL 241	The Beginnings of Philosophy	4
PHIL 242	Making of the Modern Mind	4
PHIL 243	Mind, Politics, and Society: 19th Century Philosophy	4
PHIL 244	Contemporary Philosophy	4
PHIL 245	Existentialism	4

And two electives.

**DOCTOR OF PHYSICAL THERAPY PROGRAM****Faculty**

Amy Heath, *Chair and Associate Professor of Practice*  
Justin Jones, *Associate Chair and Associate Professor of Practice*  
Justin Beebe, *Associate Professor*  
Jennifer Bottomley, *Associate Professor of Practice*  
George Coggeshall, *Professor of practice*  
Amit Dashottar, *Assistant Professor*  
Derek Liuzzo, *Assistant Professor*  
Elizabeth Murphy, *Director of Clinical Education and Associate Professor of Practice*  
Alia Sullivan, *Director of Clinical Education and Associate Professor of Practice*  
Lisa Rosmarin, *Administrative Assistant*

**Overview**

Simmons College's Doctor of Physical Therapy (DPT) program is nationally respected as a leader in physical therapy education for over 50 years. For students entering Simmons as first year undergraduates, the Exercise Science/ Doctor of Physical Therapy Early Assurance (3+3) Program extends over a period of six years. During the first three years, students fulfill requirements in the necessary basic and social sciences, liberal arts, and electives. In addition students will complete the prerequisites for admission into the DPT program and the coursework required for a BS degree in Exercise Science. During the final three years, those students who meet the GPA criteria are enrolled in the DPT program in the School for Nursing and Health Sciences and take courses in the DPT curriculum. At the end of the first year in the DPT program, students receive a BS degree in Exercise Science. After an additional two years in the professional program, at the end of six years at Simmons, a clinical doctoral degree is awarded (DPT). The successful completion of the doctoral degree is required to be eligible to take the National Physical Therapy Examination (NPTE) to gain licensure to practice as a physical therapist. Situated in the School of Nursing and Health Sciences, the DPT program offers a unique interdisciplinary environment that prepares graduates to meet the challenges of today's health-care system.

The curriculum emphasizes a problem-based, self-directed approach to learning. Case studies are used to integrate basic science and clinical knowledge and skills in conjunction with psychosocial, ethical, and behavioral aspects of patient care. In small group tutorials, students work closely with individual faculty to explore information and develop clinical insights and professional behaviors.

Professional practice is a fundamental component of the curriculum accomplished through integrated clinical experiences and full-time clinical experiences. DPT graduates practice in a variety of health care settings with individuals of all ages. In clinical practice Simmons graduates demonstrate excellent clinical skills, leadership, and confidence as successful practitioners.

Throughout the six years at Simmons, students must meet certain academic requirements. These requirements should be reviewed by the student with their advisor periodically to ensure that all appropriate steps are taken toward meeting them. Students must complete all prerequisite and PLAN required courses by the end of their third year at Simmons. In order to matriculate into the professional program, students must have a 3.25 GPA in the prerequisite courses (biology, chemistry, physics, anatomy and physiology, exercise physiology, psychology, and statistics) at the end of the junior year and a 3.25 overall GPA. If at any time a student's academic work, conduct, or health is unsatisfactory, she may be required to withdraw from the major. Further descriptions of the academic requirements, student responsibilities, and the curriculum for the Doctor of Physical Therapy program can be viewed online. See Simmons College Website for more information.

### ***Exercise Science (BS) and Physical Therapy (DPT)***

#### **Major in Exercise Science**

Majors will complete four prerequisite courses, ten core courses, plus two electives spread out across their four years. All majors are required to have Basic Life Support and First Aid Certifications by the end of the junior year.

The suggested sequence is:

#### First Year

BIOL 113	General Biology	4
CHEM 111	Introduction to Chemistry: Inorganic	4

CHEM 112	Introduction to Chemistry: Organic	4
----------	---------------------------------------	---

*BIOL 113: prereq. for BIOL 246*

*CHEM 111, CHEM 112: prereq. for BIOL 231*

#### Second Year

BIOL 231	Anatomy and Physiology I	4
BIOL 232	Anatomy and Physiology II	4
BIOL 246	Foundations of Exercise and Health	4
MATH 118	Introductory Statistics	4
PSYC 101	Introduction to Psychological Science	4
NUTR 112	Introduction to Nutrition Science	4

#### Third Year\*

BIOL 332	Exercise Physiology	4
PHYS 110	Introductory Physics I	4
SNHS 361	Exercise Assessment & Prescription	4
PSYC 232	Health Psychology	4

*BIOL 332: prereq. for SNHS 361*

*PHYS 110: prereq. for BIOL 362*

*CPR with AED Training & First Aid Certification (both offered on campus at cost)*

*\*If you are approved by the Department of Physical Therapy and are able to progress into the Doctor of Physical Therapy Program, in your 3rd year you must also complete:*

*PHYS 111 & PHYS 111L Introduction to Physics II and lab*

#### Fourth Year

If you remain in the Exercise Science Program to earn a BS in Exercise Science you must complete:

BIOL 370	Internship	Variable
BIOL 362	Kinesiology	4

*Two Electives*

\*If you progress into the DPT program, to earn the BS in Exercise Science, you can apply the courses in the first year of the DPT program to fulfilling the BS in Exercise Science requirements. The DPT program is 99 credits (including the combined undergraduate 4th Year/Year 1 in the graduate program). Thirty hours of work or volunteer/ observation experience in physical therapy are required. These hours give you a firsthand picture of the profession that you have chosen. The graduate DPT program involves a full-time commitment over a three year period, including summers, beginning in the summer following the third year. Graduation is in May of the fourth (BS degree) and sixth (DPT degree) years. The program affiliates with approximately 300 institutions across the country, offering students a wide variety of clinical settings in which to participate in the practice of physical therapy. [The] 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; website: <http://www.capteonline.org>

## PROGRAM IN PHYSICS

### Faculty

Michael Jordan, *Senior Lecturer*  
Mirela Mustata, *Assistant Professor*  
Mariam Ismail, *Assistant Professor*  
Vicente Franzin, *Physics Lab Technician*

### Overview

Housed in the Department of Chemistry and Physics, the program in Physics helps one understand the basic, universal laws of the natural world and appreciate how this knowledge is used to design diverse devices that have tremendous implications for our lives, such as pacemakers, artificial limbs, integrated circuits, or rocket engines. Physics also enhances preparation for careers in medicine, health sciences, industry, and education. Courses emphasize the applications of physics and provide important problem-solving skills as well as laboratory and computer-related experience. Students who major in Physics can use up to one AP test score of five to replace PHYS 112, a core requirement of the major. Students who major in Physics can use an IB test score of six or seven to replace a core requirement of the major PHYS 112 or PHYS 112 and PHYS 113, respectively.

### Learning Outcomes

### **Knowledge-Based**

All our graduates will be able to:

1. Master a broad set of knowledge concerning the fundamentals in the basic areas of the physics (mechanics, electromagnetism, thermodynamics, waves, and modern physics).
2. Solve problems competently by identifying the essential parts of a problem and formulating a strategy for solving the problem. They will be able to rationally estimate the solution to a problem, apply appropriate techniques to arrive at a solution, test the correctness of the solution, and interpret their results.

### **Performance/Skills-Based**

All our graduates will demonstrate the ability to:

1. Understand the objective of their experiments; properly carry out the experiments; troubleshoot experiments; appropriately record and analyze the results; understand what constitutes "reasonable" data; estimate the error bounds on their measurements.
2. Use standard laboratory equipment, modern instrumentation, and classical techniques to carry out experiments.
3. Know and follow the proper procedures and regulations for safe handling and use of materials electricity, lasers, and other potentially hazardous equipment.
4. Communicate the concepts and results of their laboratory experiments through effective writing and oral communication skills.
5. Use computers in data acquisition and processing and use available software as a tool in data analysis.
6. Employ modern library search tools to locate and retrieve scientific information about a topic, a material, an instrument, or an issue relating to physics.

### **Professional**

All graduates will:

1. Maintain the integrity of data and demonstrate high ethical and professional standards in reporting of information in accordance with the American Physical Society guidelines for Professional Conduct.

2. Act in a highly ethical professional capacity as a scientist in their articulation, evaluation and employment of techniques and processes that are benign for human health and the environment which include but are not limited to the 12 Principles of Green Engineering and the Principles of Global Sustainability set forth by the Report of the Brundtland Commission, Our Common Future, in 1987.
3. Successfully pursue their career objectives such as in advanced education in professional and/or graduate schools, in a scientific career in government or industry, in a teaching career, or in a related career following graduation.
4. Function successfully as part of a team, exhibit good citizenship in group interactions, and be an active contributor to group projects.

**Departmental Honors**

**Honors in Physics:**

The Department of Chemistry and Physics will grant Chemistry & Physics Departmental Honors to students graduating with majors within the Department who have earned a cumulative GPA of 3.8 or above and also earned an “Honors Thesis” designation. An “Honors Thesis” designation will be awarded to an exceptional senior thesis completed for Independent Study within the Department; earning an A on all three categories—work in the laboratory, written thesis document, and thesis defense.

**Physics (BS)**

The physics major focuses on the theoretical framework of the discipline, emphasizes student research, and highlights the properties and structure of materials.

**Requirements:**

Physics majors take the following courses:

PHYS 112	Fundamentals of Physics I	4
PHYS 113	Fundamentals of Physics II	4
PHYS 201	Wave Phenomena and Introductory Modern Physics	4
PHYS 300	Mechanics	4
PHYS 305	Electricity and Magnetism	4
PHYS 331	Thermodynamics and Kinetics	4
PHYS 332	Quantum Mechanics and Molecular Structure	4

PHYS 350	Independent Learning	Variable
PHYS 390	Physics Seminar	

Choose 4 credits from the following courses:

PHYS 120	Materials: Properties	2
PHYS 121	Materials: Structures	2
PHYS 233	Introduction to Medical Imaging	4
PHYS 245	Introduction to Biophysics	4
PHYS 333	Advanced Topics in Modern Physics	4

Prerequisites and other required courses:

MATH 120	Calculus I	4
MATH 121	Calculus II	4
MATH 220	Multivariable Calculus	4
MATH 225	Differential Equations	4
CHEM 111	Introduction to Chemistry: Inorganic OR	4
CHEM 113	Principles of Chemistry	4
CHEM 112	Introduction to Chemistry: Organic OR	4
CHEM 224	Organic Chemistry I	4

Additional upper-level mathematics and computer science courses are also highly recommended.

**Physics (Minor)**

A minor in physics exposes students to some of the key topics in either materials science or biophysics and provides an opportunity to participate in research and use advanced instrumentation. The experience and knowledge gained are particularly relevant because technological advances in all areas, from growing artificial skin to developing faster computers, are critically dependent on innovations in research. This minor is particularly appropriate for biology, chemistry, or biochemistry majors or pre-medical (veterinary or dental) students, especially those interested in the high-tech industry or medical research. The minor may also be attractive to anyone with an interest in science and/or problem solving and laboratory skills.

**Requirements:**

20 credits chosen as follows:

PHYS 112	Fundamentals of Physics I	4
PHYS 113	Fundamentals of Physics II	4

PHYS 201	Wave Phenomena and Introductory Modern Physics	4
----------	------------------------------------------------	---

Choose 8 credits from the following (at least one 300-level):

PHYS 120	Materials: Properties	2
PHYS 121	Materials: Structures	2
PHYS 233	Introduction to Medical Imaging	4
PHYS 245	Introduction to Biophysics	4
PHYS 300	Mechanics	4
PHYS 305	Electricity and Magnetism	4
PHYS 331	Thermodynamics and Kinetics	4
PHYS 332	Quantum Mechanics and Molecular Structure	4
PHYS 333	Advanced Topics in Modern Physics	4

## DEPARTMENT OF POLITICAL SCIENCE AND INTERNATIONAL RELATIONS

### Faculty

Denise M. Horn, *Chair and Associate Professor of Political Science and International Relations, and Women's and Gender Studies*  
 Abel Amado, *Assistant Professor*  
 Kirk Beattie, *Professor (Emeritus)*  
 William M. Bellamy, Joan M. and James P. Warburg  
*Professor of International Relations*  
 Benjamin Cole, *Associate Professor*  
 Leanne Doherty, *Associate Professor*  
 Catherine Paden, *Associate Professor, and Associate Provost and Dean of Undergraduate Education*  
 Kristina Pechulis, *Senior Lecturer, Director, Barbara Lee Family Foundation Intern Fellowship Program*  
 Aaron Rosenthal, *Assistant Professor*  
 Lena Zuckerwise, *Assistant Professor*  
 Mark Valentine, *Administrative Assistant*

### Overview

The field of political science is divided into four subfields: American politics, comparative politics, international politics, and political theory. Collectively, courses in these areas introduce students to the study of the institutions of government, the processes of decision-making (domestic and international), the content of these decisions (public policy), and their impact on society. The field of political science is also concerned with questions of how governments should be constituted and how politics should be carried out. The study of political science has traditionally provided a solid foundation for careers in government (national, state, and local), diplomacy, law, and business, as well as in teaching and journalism. For this reason, students often choose to combine a major in political science with one of a wide variety of other majors, such as communications, economics, education, English, history, management, psychology, sociology, or international relations.

The curriculum in the Department of Political Science consists of four introductory courses, a wide variety of topics courses, and an advanced seminar. Students in the department are encouraged to undertake internships in government offices and interest groups at the national, state, and local levels. They also have the opportunity to pursue independent research with individual professors. The department also encourages students to engage in political science studies abroad.

### Learning Outcomes

At the successful completion of the Political Science major, students will understand and be able to critically analyze:

- Domestic and international institutions of government
- The processes of decision making
- The content of political decisions
- The impact of political decisions on society
- The theoretical foundations of government and governmental decision-making

At the successful completion of the International Relations major, students will be able to demonstrate proficiency in a foreign language, and will understand and be able to critically analyze:

- Domestic and international institutions of government and organizations
- The political, economic, and social relations among states
- The transnational roles of non-state actors

- The impact of political decisions on society
- The theoretical and historical foundations of political decision-making
- The aspects of political development, nation building, and democratization.
- The nuances of international law, human rights, and ethics.
- The tenets of international economic institutions and trade

### **Departmental Honors**

To become a candidate for honors in political science, a student must have a GPA of 3.67 in political science and must submit a proposal for a thesis to the department in the spring of their junior year. The chair, in consultation with members of the department, will determine candidacy. In addition to the courses listed above, an honors candidate is also required to complete POLS 350 Independent Study followed by POLS 355 Thesis. Graduation with honors in political science is based on the assessment of the faculty committee to which the student submits their thesis.

### ***Departmental Awards in Political Science:***

Each year, the department recognizes selected graduating seniors for their academic accomplishments and contributions to the POLS/IR department. The Carroll French Miles Award recognizes a graduating Political Science major who has demonstrated academic excellence in the major. The Roy M. Tollefson Award recognizes a graduating Political Science major who has demonstrated a high level of engagement with the department and its programming. Award recipients are selected each year by the POLS/IR faculty.

### ***Honors in International Relations***

To become a candidate for honors in international relations, a student must have a GPA of 3.67 in international relations courses and must submit a proposal for a thesis to the International Relations Steering Committee in the spring of their junior year. The chair, in consultation with members of the Committee, will determine candidacy. In addition to the courses listed above, an honors candidate is also required to complete INRL 350 Independent Study followed by INRL 355 Thesis. Graduation with honors in international relations is based on the assessment to the faculty committee to which the student submits their thesis.

### ***Departmental Awards in International Relations***

Each year, the department recognizes selected graduating seniors for their academic accomplishments and contributions to the POLS/IR department. The James P. Warburg Award recognizes a graduating International Relations major who has demonstrated academic excellence in the major. The Dag Hammarskjöld Award recognizes a graduating International Relations major who has demonstrated a high level of engagement with the department and its programming

### ***International Relations (BA)***

The interdisciplinary major in international relations seeks to understand the political, economic, social, and cultural relations among states as well as the transnational roles of non state actors. Such an understanding is critical in today's world and can support a variety of career options. The major consists of core courses in international politics, economics, history, and women's studies. Electives are chosen from these disciplines, as well as from modern languages and sociology. The senior year includes an integrative seminar and, if the student chooses, an internship or independent study. Students have interned at organizations involved in international relations such as the World Affairs Council, the United Nations Association, Amnesty International, the International Business Center, the offices of U.S. Senators, and Grassroots International.

### **Language Requirement for International Relations Majors**

The international relations major requires a level of proficiency in a modern language beyond that required by the College's foreign language requirement. Students may indicate their attainment of this enhanced proficiency in one of four ways:

1. A student may complete a second major in a modern language or may minor in a modern language.
2. A student whose native language is not English may choose to use their native language to fulfill the language proficiency requirement in International Relations.

3. Students who choose to use either French or Spanish to fulfill the proficiency requirement in International Relations must take at least two foreign language courses beyond the College's foreign language requirement in the same language used to fulfill that requirement. Students who choose to fill the proficiency requirement in Japanese or Chinese must take one language course beyond the College's foreign language requirement in the same language used to fulfill that requirement. Any language course above the 202 level may be counted as an elective toward a relevant "Area Studies" are of elective concentration 4. Students whose native language is English and wish to use a modern language not taught at Simmons to fulfill the proficiency requirement in international relations, may petition the International Relations Steering Committee, which will determine whether the level of proficiency in that language meets the requirement.

Note: Dix Scholars majoring in international relations must fulfill the international relations language requirement.

**Requirements for the Major**

Core Courses (six total):

ECON 214	Gender, Globalization, and Development	4
HIST 101	World History II	4
HIST 128	Modern European History 1789-1989	4
INRL 390	Senior Seminar	4
POLS 102	Introduction to International Politics	4
POLS 220	International Organization and Law OR	4
POLS 223	Human Rights: The Basic Dilemmas	4

One of the following:

ECON 218	International Trade	4
ECON 220	International Monetary Systems	4

Students are strongly encouraged to take the following courses in the first or second year:

ECON 100	Principles of Microeconomics	4
----------	------------------------------	---

ECON 101	Principles of Macroeconomics	4
HIST 101	World History II	4
HIST 128	Modern European History 1789-1989	4
POLS 102	Introduction to International Politics	4

*Faculty members of the International Relations Steering Committee are available for advising and supervising independent studies and honors theses.*

**Electives:**

Three courses in one of the following areas: Global and Human Security, Political Economy and Development, Transnational Issues of Culture and Identity, or Geographical Area Studies. Students may substitute courses from other colleges and study-abroad programs with special permission. This list is not inclusive and new curricular offerings may be added.

*Elective Areas:*

Global and Human Security

HIST 203	Power & Culture: East Asia	4
HIST 205/HON 205	Global Environmental History	4
HIST 237	Holocaust	4
HIST 251	World Historical Perspectives on 9/11	4
HON 303	Hiv/Aids Intersections of Science and Society	4
NUTR 150	International Nutrition Issues	4
POLS 223	Human Rights: The Basic Dilemmas	4
POLS 224	Human Security: Translational Issues in a Global World	4
POLS 229	Comparative Foreign Policy	4
POLS 249/HIST 249	US Foreign Policy: 1945-Pres.	4

Political Economy and Development

ECON 124	BRICS and the Global Economy	4
ECON 216	Economic Development	4
ECON 222	Comparative Economies of East Asia	4
NUTR 150	International Nutrition Issues	4
POLS 104	Introduction to Comparative Politics	4



POLS 225	International Politics of East Asia	4	Africa		
POLS 242	Colonial & Postcolonial Politics of Africa	4		FREN 316	Outside France
POLS 245M	Politics of Newly Industrialized Countries	4		HON 201	Conflict & Identity in Sudan
SOCI 245	Global Health	4		POLS 242	Colonial & Postcolonial Politics of Africa
Transnational Issues of Culture and Identity			Asia		
FREN 266	The Quest for Identity: The Self and The Other in the French Literary Tradition	4		ECON 222	Comparative Economies of East Asia
FREN 316	Outside France	4		HIST 201	Dynamics Japanese History
HIST 231	Understanding Islam & Historical Perspectives	4		HIST 202	Asia to the Eighteenth Century
HIST 251	World Historical Perspectives on 9/11	4		HIST 203	Power & Culture: East Asia
HIST 361	Topics in World History	4		HIST 204	Japanese Culture: Gender, Family and Society
HIST 364	Rape of Nanjing	4		HIST 206	Rise of Modern China
HON 201	Conflict & Identity in Sudan	4		HIST 207	Gender, Family and Society in Modern China
HON 203	Islam and the West	4		HIST 362	Reform and Revolutions in Asia
HON 204	Dialogues Cultures: France & the Francophone World	4		HIST 364	Rape of Nanjing
INRL 202	Special Topics in International Relations	4		POLS 225	International Politics of East Asia
POLS 202	Special Topics in Political Science	4		POLS 245M	Politics of Newly Industrialized Countries
POLS 240	Islam and the West	4		SOCI 270	South Asia, People & Power
POLS 247	Politics of Religious Fundamentalism	4	Europe		
SOCI 267	Globalization	4		FREN 266	The Quest for Identity: The Self and The Other in the French Literary Tradition
SOCI 270	South Asia, People & Power	4		FREN 310	Inside France: Studies in French Culture
SOCI 300/SOCI 500	Special Topics: Race Theory	4		HIST 230	Women and Gender in Europe
SPAN 314	Hispanic Culture As Seen Through Film	4		HIST 237	Holocaust
SPAN 380	Migrant in the City: Fieldwork Seminar On Puerto Rican Culture	4		HON 301	Disability and Society
<i>INRL 202, POLS 202: Depending on the topic, these courses may count in another particular area</i>				POLS 233	Feminism and Capitalism
Geographic Area Studies				POLS 240	Islam and the West
A student may choose to concentrate their electives in one geographic area, selecting three courses from one of the following lists. If a student wishes to concentrate their electives in an area not represented, or if they wish to count courses taken abroad or at another university in the relevant area, they must obtain permission from the Chair of the Department of Political Science and International Relations.				SPAN 253M	Social & Political Issues in Modern Spain STC
				SPAN 264	Pushing the Limits: the Quest for Freedom in Contemporary Hispanic Theater
				SPAN 310	Making of Spain: Studies in Spanish Culture
				SPAN 314	Hispanic Culture As Seen Through Film
			Latin America		
				HIST 218	Topics in Latin American History

POLS 250	Democratization in Latin America	4
SPAN 266	The Quest for Independence and Search for Identity in Latin American Literature	4
SPAN 395	Seminar: Special Topics in Spanish	4
SPAN 312	Introduction to Latin American Culture and Civilization	4
SPAN 332	Contemporary Fiction in Latin America	4
Middle East		
HIST 231	Understanding Islam & Historical Perspectives	4
HON 203	Islam and the West	4
POLS 243	Politics of the Middle East and North Africa	4

*Prerequisites: For ECON/WGST 214: ECON 100 and ECON 101 or by consent. For ECON 216, ECON 218, ECON 220, and ECON 222: ECON 100 and ECON 101. For POLS 220: POLS 102.*

### **Political Science (BA)**

#### **Program Requirements:**

All majors are required to take introductory courses in each of the four subfields of political science:

POLS 101	Introduction to American Politics	4
POLS 102	Introduction to International Politics	4
POLS 103	The Nature of Politics	4
POLS 104	Introduction to Comparative Politics	4

Students must also take four POLS electives and a 300 level course in one of the subfields of Political Science to satisfy the capstone requirement. Alternatively, the capstone requirement may be met by completing a Senior Honors Thesis or a Barbara Lee Fellowship.

A student who has received a 4 or 5 on AP exams in American Government and/or Comparative Politics has fulfilled the introductory course requirement for POLS 101 and/or POLS 104. Transferred AP credits on either, or both, exam(s) may be counted toward a Political Science major.

### **3+1 Accelerated Degree Program: BA to MA in Public Policy**

Simmons College is uniquely situated to offer an innovative 3 + 1 Master's Degree in Public Policy with a BA in Economics, Political Science, or Sociology. The study of Public Policy requires an interdisciplinary understanding of societal problems and their potential solutions. Because of the College's existing strengths in Management, Economics, Political Science, Public Health, Social Work, and Environmental Studies, a 3 + 1 MPP program would be a natural extension of Simmons' vigorous academic programs.

Upon completing their 4-year BA/MPP degrees, students will have a command public policy analysis and will have an applied understanding of the various institutional contexts in which public policy is developed and implemented. This program is targeted to incoming students who are interested in a liberal arts education with a strong career focus.

### **Political Science (BA)/Public Policy (MPP): 3 + 1 Program**

In the 3 + 1 program in Political Science and Public Policy, students complete the Political Science major in three years and the interdisciplinary MA in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling.

### **International Relations (Minor)**

#### **Minor Requirements:**

A minor consists of the following five courses:

POLS 102	Introduction to International Politics	4
ECON 214	Gender, Globalization, and Development	4
ECON 218	International Trade	4
	OR	
ECON 220	International Monetary Systems	4
HIST 101	World History II	4
	OR	
HIST 128	Modern European History 1789-1989	4

and one elective, to be chosen from any other core

course or area elective

### ***Political Science (Minor)***

A political science minor consists of three 100-level courses and two courses at the 200 level or above.

### ***Public Policy Studies (Minor)***

Coordinator: Denise Horn

Public policy concerns the actions of governments and the objectives that guide those actions. The 80,000 governments that make up the American system have a profound effect on the daily life of their citizens. Students are drawn to study public policy for various reasons. Many students may hope to work for local, state, or national governments at some point in their careers. Students who plan to work in the private sector increasingly find that government affects their professional and personal activities. In addition, all students who desire to become more informed citizens find their lives enriched by an appreciation of how, and to what effect, government acts. The interdisciplinary field of public policy is organized around four related sets of questions:

- Who or what influences the direction of government action?
- What “tools” are available to address societal problems?
- What are the effects of government actions?
- What are the appropriate normative questions about how policy is made and what government actually does?

The study of public policy requires a basic grounding in economics and political science.

Students are therefore required to take introductory courses in each of those fields. Since the upper-level public policy courses in economics are all microeconomics-based, ECON 100 Principles of Microeconomics is required.

#### **Minor Requirements:**

The minor consists of five courses:

ECON 100	Principles of Microeconomics	4
POLS 101	Introduction to American Politics	4
POLS 217	American Public Policy	4

Plus two of the following:

ECON 236	Public Economics	4
ECON 241	Business Competition and Antitrust Policy	4
ECON 247	Environmental Economics	4
POLS 212	Politics Unplugged: How Things Work in Massachusetts	4

## **DEPARTMENT OF PSYCHOLOGY**

### **Faculty & Staff**

Gregory Feldman, *Chair and Professor*  
 Ellen Birchander, *Lecturer*  
 Amanda Carey, *Associate Professor*  
 Elizabeth Donovan, *Assistant Professor*  
 Rachel Galli, *Associate Professor and Coordinator of the Neuroscience and Behavior Major*  
 Sarah Martin, *Associate Professor*  
 John Reeder, *Associate Professor*  
 Geoffrey Turner, *Associate Professor*  
 Evelyn Alemán, *Administrative Assistant*

### **Overview**

Psychology is the scientific exploration of behavior and mental processes. Our curriculum covers the biological, cognitive, developmental, emotional, personal, and interpersonal aspects of the human experience, as well as the methodologies used to study them. Along the way students gain a better understanding of themselves and others. They also discover the connection between those underlying processes and mental health, and how mental health problems can be diagnosed and treated with a range of therapeutic techniques. The breadth and depth of our course offerings, along with opportunities for research and fieldwork experience, prepare students for graduate study and a wide variety of careers in psychology and related fields including basic research, clinical practice and counseling, neuroscience, child development, education and school psychology, social work, human factors, organizational psychology and human resources, public health, law, and any other field that involves behavior and thought (in other words, any field at all). The Psychology major can be combined with majors and minors in other departments leading to exciting interdisciplinary careers.

We also offer a joint major in Neuroscience and Behavior for students whose interests span psychology and biology (See separate Neuroscience and Behavior section of catalog for more details about this program).

**Learning Outcomes**

**Theory and Content:** Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**Research Methods:** Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

**Communication Skills:** Students will be able to communicate effectively in a variety of formats.

**Leadership:** With insight into behavior and mental processes, students will learn strategies for self-management and self-improvement as well as coordinating collaboration and navigating group dynamics.

**Professional Development:** Students will develop realistic plans for implementing their psychological knowledge, skills, and values in a variety of occupational pursuits

**Departmental Honors****Honors in Psychology:**

The general requirements for obtaining departmental honors are indicated in the Undergraduate Catalog under Academic Honors and Recognition Programs. To qualify for Honors in Psychology, a student must satisfactorily complete either PSYC 350 Independent Study or the first half of PSYC 380 Fieldwork in a Psychological Setting during the first semester of the senior year. The student must then propose a thesis to the Psychology Faculty. If the proposal is approved, and if the student's Psychology GPA is at least 3.5, the student may register for PSYC 355 Thesis or PSYC 381 Writing a Psychological Thesis in the second semester of the senior year. By earning a grade of A or A- in that course and successfully defending the thesis to the Psychology Faculty, the student will graduate with Honors in Psychology. Note that although a thesis can be proposed after the first semester of PSYC 380, students must still complete the second semester of that course (which can be done concurrently with PSYC 355 or PSYC 381) to earn credit for it.

**Psychology (BA)****Program Requirements:**

Every Psychology major must complete 36 semester hours in psychology and four hours in statistics.

The following five core courses are required:

PSYC 101	Introduction to Psychological Science	4
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis OR	4
MATH 229	Regression Models	4
PSYC 201	Biological Psychology	4
PSYC 203	Research Methods in Psychology	4
PSYC 345	History & Systems of Psychology	4

In addition, to ensure sufficient breadth across substantive areas as well as depth in at least one area, every Psychology major must complete at least one course in each of the five following areas:

**Basic Processes**

PSYC 243	Cognitive Psychology	4
PSYC 244	Drugs and Behavior	4
PSYC 245	Learning and Conditioning	4
PSYC 247	Sensation and Perception	4

**Social and Developmental**

PSYC 235	Developmental Psychology	4
PSYC 236	Psychology of Adolescence	4
PSYC 239	Psychology of Aging	4
PSYC 248	Social Psychology	4

**Clinical and Personality**

PSYC 230	Theories of Personality	4
PSYC 231	Abnormal Psychology	4
PSYC 232	Health Psychology	4

**Capstone**

Students fulfill the capstone requirement in the Department by completing two Courses: one Upper Level Theory and Application Course and one Upper Level Research Course (listed below).

**Upper Level Theory and Application**

PSYC 331	Seminar in Clinical Psychology	4
PSYC 335	Social & Emotional Development	4
PSYC 336	Childhood Psychopathology	4
PSYC 339	Psychology & the Law	4

Upper Level Research

PSYC 301	Research in Biopsychology	4
PSYC 303	Research in Cognitive Processes	4
PSYC 304	Research in Personality	4
PSYC 308	Research in Social Psychology	4

Prerequisites:

PSYC 101 Introduction to Psychological Science is a prerequisite for all courses offered by the department except PSYC 220 (for which the prerequisite is PSYC 101 or WGST 100). Upper-level courses have additional prerequisites as detailed in the course descriptions. Students may use an AP psychology test score of 4 or 5 to replace the PSYC 101 course requirement, but they are still encouraged to take the course for the comprehensive background it provides.

Recommendations:

Students considering a major in psychology are advised to take PSYC 101 Introduction to Psychological Science and MATH 118 Introductory Statistics during their first year so that they can take PSYC 203 Research Methods in Psychology and PSYC 201 Biopsychology in their second year, as intended. Advisors and the Department Chair can help students plan individualized course sequences based on their interests and career goals. The following examples illustrate a variety of possibilities.

1. A student with career interests in the clinical and personality area should consider

PSYC 230	Theories of Personality	4
PSYC 231	Abnormal Psychology	4
PSYC 232	Health Psychology	4
PSYC 304	Research in Personality	4
PSYC 331	Seminar in Clinical Psychology	4
PSYC 336	Childhood Psychopathology	4
PSYC 339	Psychology & the Law	4

2. A student planning a career working with children, such as early childhood education, counseling, child guidance, or school psychology, should consider

PSYC 235	Developmental Psychology	4
PSYC 236	Psychology of Adolescence	4
PSYC 335	Social & Emotional Development	4
PSYC 336	Childhood Psychopathology	4

3. A student planning a career in medical or neuroscience research should consider

PSYC 232	Health Psychology	4
----------	-------------------	---

PSYC 243	Cognitive Psychology	4
PSYC 244	Drugs and Behavior	4
PSYC 245	Learning and Conditioning	4
PSYC 247	Sensation and Perception	4
PSYC 301	Research in Biopsychology	4

*Relevant courses in biology, chemistry, and computer science are also recommended.*

4. A student interested in a career in behavioral research, human factors, or computer-based instruction should consider

PSYC 243	Cognitive Psychology	4
PSYC 245	Learning and Conditioning	4
PSYC 247	Sensation and Perception	4
PSYC 248	Social Psychology	4
PSYC 303	Research in Cognitive Processes	4

*Relevant areas of mathematics and/or computer science are also recommended.*

5. A student planning a career in social service or human resources should consider

PSYC 230	Theories of Personality	4
PSYC 231	Abnormal Psychology	4
PSYC 232	Health Psychology	4
PSYC 248	Social Psychology	4
PSYC 308	Research in Social Psychology	4
PSYC 339	Psychology & the Law	4

Independent Learning in Psychology

Independent learning experiences enrich a student's education in Psychology and can distinguish a student's qualifications when applying for employment and admission to graduate school. Although not required for the Psychology degree, majors are strongly encouraged to speak with their advisors about integrating one or more of the following courses into their plan of study:

PSYC 350	Independent Study	4
PSYC 355	Thesis	8
PSYC 380	Fieldwork in a Psychological Setting	Variable
PSYC 381	Thesis in Psychology	4

*PSYC 380: Note: Must apply in spring before senior year. Students typically earn 8 credits of PSYC 380 across two consecutive semesters.*

## ***Interdisciplinary Major in Neuroscience and Behavior***

Students interested in both psychology and biology can pursue the joint major in Neuroscience and Behavior (See separate Neuroscience and Behavior Major section (p. 82) of the catalog for details of program and degree requirements)

### ***Psychology (Minor)***

The requirements of the Psychology Minor include PSYC 101 Introduction to Psychological Science, one course chosen from the Basic Processes area:

PSYC 243 Cognitive Psychology

PSYC 244 Drugs and Behavior

PSYC 245 Learning and Conditioning

PSYC 247 Sensation and Perception,

and three electives with the PSYC designation. Nursing students can count NURS 335 or NURS 348 as one of the three electives

## **DEPARTMENT OF PUBLIC HEALTH**

### **Faculty**

Elizabeth Scott, *Chair and Professor*

Shelley White, *Assistant Professor, Director of the online MPH Program*

John Quattrochi, *Assistant Professor*

Felipe Agudelo-Acevedo, *Assistant Professor*

Chris Chanyasulkit, *Senior Lecturer*

### **AFFILIATED FACULTY**

Valerie Leiter, *Professor of Sociology*

Donna Cole, *Assistant Professor of Sociology*

### **Overview**

This program provides a unique and challenging educational experience for students who wish to combine an interdisciplinary liberal arts education with a specialty focus on public health. The major provides conceptual foundations and empirical bases for analyzing the interplay between science, society, and health, and prepares students for a variety of public health careers. The minor provides students with an opportunity to augment their specialty education with this broad perspective. There is a rising demand for public health professionals, due to increased global concerns regarding infectious and chronic disease epidemiology, food and water safety, sanitation, and environmental health issues as well as health inequities. Public health professionals have excellent employment prospects, as researchers, community health workers, and health program managers.

### **Learning Outcomes**

The Public Health department has identified the following essential public health domains as learning outcomes for our undergraduate majors:

Address the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society

Address the basic concepts, methods, and tools of public health data collection, use and analysis and why evidence-based approaches are an essential part of public health practice

Address the concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations

Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course

Address the socio-economic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities

Address the fundamental concepts and features of project implementation, including planning, assessment and evaluation

Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries

### **Departmental Honors**

A graduating senior in the department of Public Health can earn Department Honors based on either one of the following criteria:

1. A cumulative GPA of 3.7 or above and successfully completed a thesis
2. A cumulative GPA of 3.7 or above and undertaken significant engagement with service to public health, beyond the required credit-bearing service-learning courses and internships

### **Public Health (BA)**

Majors will complete a core consisting of twelve courses plus three track-specific courses and a capstone requirement spread out across their four years.

#### **The suggested sequence for core courses is:**

##### First Year

PH 101	Introduction to Public Health	4
BIOL 113	General Biology	4
SOCI 241	Health, Illness & Society	4
CHEM 109	Chemistry and Society: General, Organic, and Biochemistry for Public Health	4

##### Sophomore Year

BIOL 104	Introduction to Environmental Science	4
MATH 118	Introductory Statistics OR	4
MATH 227	Intermediate Statistics: Design & Analysis	4
BIOL 221	Microbiology	4
SOCI 245	Global Health	4

##### Junior Year

SOCI 345	Health Systems & Policy	4
PH 201	Introduction to Epidemiology	4
COMM 312	Health Communications	4

##### Senior Year

PH 347	Public Health Seminar Independent Learning*	4
--------	---------------------------------------------	---

### **Social Analysis Track (BA Public Health)**

#### Required Courses

SOCI 239	Introduction to Social Research I	4
----------	-----------------------------------	---

Students must choose two additional courses from the social analysis list:

#### Social Analysis Electives

AST 232/SOCI 232	Race, Gender & Health	4
HON 303	Hiv/Aids Intersections of Science and Society	4
IT 225	Health Informatics	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 229	Regression Models	4
MGMT 234	Organizational Communication and Behavior	4
PHIL 131	Biomedical Ethics	4
POLS 217	American Public Policy	4
PSYC 232	Health Psychology	4
SOCI 220	Working for Social Justice	4
SOCI 222	Organizing for Social Change	4
SOCI 210	Body Politics	4
SOCI 275	Birth and Death	4
SOCI 321	Sociology of Food	4
SOCI 339	Community Research	4
AST 365	Intimate Family Violence	4

#### **Capstone Requirement**

Public Health Seniors will complete their capstone requirement through internship and/or research activities plus associated courses. All Public Health students are required to undertake a senior internship or research experience over one or two semesters (totaling approximately 190 -200 hours) and either submit an internship paper and journal or a research paper or a research thesis.

To meet this capstone requirement, Public Health majors are required to take PH 347 Senior Seminar (4 credits) and one of the following courses for 4 or 8 credits, depending on whether they are undertaking an internship or research experience or thesis work.

#### For students doing Internships

PH 370	Internship	4
--------	------------	---

For students doing independent research

(depending on whether they are BIO or SOCI track)			
BIOL 350	Independent Laboratory Research	4	OR
SOCI 350	Independent Study	4	

For Thesis

(depending on whether they are BIO or SOCI track)			
BIOL 355	Thesis	4	OR
SOCI 355	Thesis	4	

All students will be required to submit a final paper or thesis and make an oral presentation of their work at an approved internal or external symposium.

Arrangements for satisfying the independent learning requirement must be made with the student's public health advisor before the end of the junior year.

#### Public Health Resources in Boston

Students will be encouraged to attend open lectures on Public Health in Boston. In addition, courses developed at Simmons will integrate guest speakers from the pool of expertise in the area.

### Public Health (BS)

Majors will complete a core consisting of twelve courses plus three track-specific courses and a capstone requirement spread out across their four years.

#### The suggested sequence for core courses is:

First Year

PH 101	Introduction to Public Health	4
BIOL 113	General Biology	4
SOCI 241	Health, Illness & Society	4
CHEM 109	Chemistry and Society: General, Organic, and Biochemistry for Public Health	4

Sophomore Year

BIOL 104	Introduction to Environmental Science	4
MATH 118	Introductory Statistics	4
	OR	

MATH 227	Intermediate Statistics: Design & Analysis	4
----------	--------------------------------------------	---

BIOL 221	Microbiology	4
SOCI 245	Global Health	4

Junior Year

SOCI 345	Health Systems & Policy	4
PH 201	Introduction to Epidemiology	4
COMM 312	Health Communications	4

Senior Year

PH 347	Public Health Seminar	4
	Independent Learning*	

### Biology Track (BS Public Health)

Required Courses

BIOL 246	Foundations of Exercise and Health	4
BIOL 347	Human Development and Genetics	4

Students must choose one additional course from the biology list:

Biology Electives

BIOL 245	Principles of Ecology	4
BIOL 338	Microbial Pathogenesis	4
BIOL 341	Microbiology of Food, Water, and Waste	4
CHEM 327	Energy and Global Warming	4
HON 303	Hiv/Aids Intersections of Science and Society	4
IT 225	Health Informatics	4
MGMT 234	Organizational Communication and Behavior	4
MATH 227	Intermediate Statistics: Design & Analysis	4
MATH 229	Regression Models	4
NUTR 110	Sociocultural Implications of Nutrition	4
PHIL 131	Biomedical Ethics	4
POLS 217	American Public Policy	4
PSYC 232	Health Psychology	4



### Capstone Requirement

Public Health Seniors will complete their capstone requirement through internship and/or research activities plus associated courses. All Public Health students are required to undertake a senior internship or research experience over one or two semesters (totaling approximately 190 -200 hours) and either submit an internship paper and journal or a research paper or a research thesis.

To meet this capstone requirement, Public Health majors are required to take PH 347 Senior Seminar (4 credits) and one of the following courses for 4 or 8 credits, depending on whether they are undertaking an internship or research experience or thesis work.

For students doing Internships

PH 370	Internship	4
--------	------------	---

For students doing independent research

(depending on whether they are BIO or SOCI track)

BIOL 350	Independent Laboratory Research	4
----------	---------------------------------	---

SOCI 350	Independent Study	4
----------	-------------------	---

For Thesis

(depending on whether they are BIO or SOCI track)

BIOL 355	Thesis	4
----------	--------	---

SOCI 355	Thesis	4
----------	--------	---

All students will be required to submit a final paper or thesis and make an oral presentation of their work at an approved internal or external symposium.

Arrangements for satisfying the independent learning requirement must be made with the student's public health advisor before the end of the junior year.

### Public Health Resources in Boston

Students will be encouraged to attend open lectures on Public Health in Boston. In addition, courses developed at Simmons will integrate guest speakers from the pool of expertise in the area.

### Public Health (BS)/Nutrition (MS): 4 + 1 Program

An accelerated five-year BS Public Health (Biology track)/MS Nutrition program is jointly offered by the Public Health Department and the Nutrition Department. Students complete this accelerated BS/MS program in five years and receive a Bachelor of Science degree with a major in Public Health and a Master of Science degree in Nutrition and Health Promotion. Graduates of this program will find opportunities and careers in a variety of fields promoting health, which include research, government programs, weight loss centers, and exercise facilities. Two graduate courses, SNHS 410 Research Methods and SNHS 450 Health Care Systems: Interdisciplinary Perspectives, are taken in the senior year.

#### Requirements for the undergraduate Public Health major and graduate degree in Nutrition:

Year One

PH 101	Introduction to Public Health	4
BIOL 113	General Biology	4
BIOL 104	Introduction to Environmental Science	4
SOCI 241	Health, Illness & Society	4
CHEM 111	Introduction to Chemistry: Inorganic	4
CHEM 112	Introduction to Chemistry: Organic	4

Year Two

BIOL 221	Microbiology	4
MATH 118	Introductory Statistics	4
NUTR 112	Introduction to Nutrition Science	4
BIOL 246	Foundations of Exercise and Health	4
BIOL 231	Anatomy and Physiology I	4
BIOL 232	Anatomy and Physiology II	4

Year Three

SOCI 345	Health Systems & Policy	4
PH 201	Introduction to Epidemiology	4
BIOL 347	Human Development and Genetics	4
CHEM 223	Introduction to Biochemistry	4
NUTR 237	The Practice of Community Nutrition	4

## Year Four

BIOL 350	Independent Laboratory Research AND	4
BIOL 355	Thesis OR	4
PH 370	Internship	4
PH 347	Public Health Seminar Biology Elective	4
SNHS 410/PT 610	Research Methods	3
SNHS 450	Health Care Sys: Interdis Pers	3

*Note that one of these courses would be taken as a fifth course during the senior year. Students need 127 unique credits to graduate with an undergraduate degree. This allows them to substitute one 3-credit course for the usual 4-credit offerings at Simmons. Since both of the graduate courses are 3 credits, then the student would have to take one of these as a fifth course, if they didn't have an extra course prior to the senior year.*

Working with their advisor, a student will take SNHS 410 Research Methods and SNHS 450 The Health Care System: Interdisciplinary Perspectives during the fall and spring of senior year. Students need to maintain a 3.0 GPA to continue in the program. Please visit the Simmons College website and view the Nutrition Catalog for graduate requirements.

**Public Health (Minor)****Minor Requirements:**

The minor consists of the following five courses:

PH 101	Introduction to Public Health	4
BIOL 104	Introduction to Environmental Science	4
PH 201	Introduction to Epidemiology	4
SOCI 241	Health, Illness & Society	4
SOCI 245	Global Health OR	4
SOCI 345	Health Systems & Policy	4

**Other**

The Public Health Department has matriculation agreements in place for Masters Programs in Public Health with Boston University School of Public Health (Select Scholars Program) and The London School of Hygiene and Tropical Medicine. Interested students should discuss these options with the Chair of the Public Health Department in the fall of their junior year.

**PROGRAM IN SOCIAL WORK (BSW)****Faculty**

Paul R. Gould, *Assistant Professor and Director, BSW Program*  
Shelly-Ann Dewsbury, *Associate Professor of Practice and Director of Field Education, BSW Program*  
Anjali Fulambarker, *Assistant Professor*  
Katherine Novick Nolan, *Associate Professor of Practice*

**Overview**

The Simmons College BSW Program's Mission is to prepare baccalaureate-level students for professional generalist social work practice and lifelong professional and personal learning. Consistent with the mission and vision of Simmons College, the School of Social Work, and professional social work tradition, the Program seeks to develop competent, ethical practitioners who are attuned to the values of the social work profession, embrace a professional social work identity, value diversity, and seek social justice through effective advocacy and social change efforts.

**Competency-Based Curriculum Model: Combining Classroom Learning and Field Education**

In alignment with the Council on Social Work Education's Educational Policy and Accreditation Standards, the Simmons BSW Program utilizes a competency-based educational model that combines classroom learning with field education. Within this model, students are provided opportunities to gradually master the knowledge, values, and skills necessary for effective, competent, ethical social work practice. BSW students integrate the College's liberal arts foundation with required social work courses which focus on the fundamentals of professional generalist social work, including human behavior in the social environment, social welfare history, policy analysis, advocacy, practice methods, social science research, diversity and cultural competence, and critical thinking and writing. Of equal importance to the course-work component of the curriculum, BSW students receive formal field training which connects and reinforces classroom learning with the social work practice setting. Supporting and advancing student's learning and growth, the BSW Program curriculum includes service-learning requirements and formal, supervised field placements in the junior (100 hours) and senior years (425 hours). Field placements occur in a variety of social service settings, serving various populations of people in need who are facing complex problems and circumstances. The synergistic integration of classroom and field work allows Simmons College BSW graduates to develop competency in the key areas of generalist social work practice, readying them for the workforce, graduate level study, and LSW licensure.

### **Learning Outcomes**

Social Work education courses are designed in accordance with the Council on Social Work Education (CSWE) Educational Policies & Accreditation Standards (EPAS) and utilize a competency-based approach to course design and student assessment. Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and 2 community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning. In 2015 EPAS, social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.

### **Departmental Honors**

Honors in Social Work To become a candidate for honors in social work, a student must have a GPA of 3.67 in social work and complete a social work Capstone project that is, based on the assessment of the social work faculty, considered exemplary and worthy of honors distinction

### ***Phi Alpha National Social Work Honor Society***

In 2013, the Simmons College BSW Program established a chapter of the Phi Alpha national social work honor society. The purpose of Phi Alpha is to create a sense of community among social work students, reward those who have attained excellence in scholarship and achievement, and create a space where students can share social justice goals and ideals as well as participate in community service outreach. In order to be considered for Phi Alpha membership, students must be an officially declared social work major, be at least a junior, have earned at least 16 credits in social work courses, have achieved an overall GPA of at least 3.0, and have achieved a GPA of at least 3.5 in required social work courses. Students inducted into Phi Alpha complete community-based service as part of their membership.

**Social Work (BSW)**

**Program Requirements:**

Required BSW Program Courses

SW 101	Introduction to Social Work and Social Welfare	4
SW 200	Social Welfare Policy	4
SW 251	Human Behavior in the Social Environment I	4
SW 252	Human Behavior in the Social Environment II	4
SOCI 249	Inequalities	4
SW 351	Social Work Practice I: Introduction to Generalist Practice	4
SW 352	Social Work Practice II: Work with Individuals & Families	4
SW 353	Social Work Practice III: Groups	4
SW 354	Social Work Practice IV: Macro Social Work	4
SOCI 239	Introduction to Social Research I	4
SW 345	Junior Field Experience Seminar	1
SW 370	Social Work Field Placement I	8
SW 371	SW Field Placement & Sem II	8
SW 390	Social Work Senior Seminar	4

In addition to those courses, BSW students are also required to complete the following courses as part of their liberal arts plan of study:

MATH 118	Introductory Statistics	4
BIOL 102	Biology of Human Development OR	4
BIOL 113	General Biology	4
ECON 101	Principles of Macroeconomics	4

**Social Work (Minor)**

**Minor Requirements:**

The minor in social work consists of the following 5 courses:

SW 101	Introduction to Social Work and Social Welfare	4
--------	------------------------------------------------	---

SW 200	Social Welfare Policy	4
SW 251	Human Behavior in the Social Environment I	4
SW 252	Human Behavior in the Social Environment II	4
SOCI 249	Inequalities	4

Students interested in minoring in social work should consult with a BSW faculty member to guide them in their course and field work.

**DEPARTMENT OF SOCIOLOGY**

**Faculty**

- Valerie Leiter, *Chair and Professor*
- Anima Adjepong, *Assistant Professor*
- Elise Brenner, *Instructor*
- Donna Cole, *Assistant Professor*
- Jyoti Puri, *Professor*
- Becky Thompson, *Professor*
- Saher Selod, *Associate Professor*
- Dawna Thomas, *Associate Professor*
- Shelley White, *Assistant Professor*

**Overview**

The sociology department offers students a framework to understand social issues from a grounded and critical perspective and attracts students who are committed to social justice as an intellectual and activist pursuit. Students learn ways to apply research and theoretical skills toward social equity and leadership through our curriculum. The department emphasizes critical reading, thinking, and writing. We support interdisciplinary approaches, especially regarding social justice, transnational studies, social policy, and cultural practices. We welcome collaboration with women’s and gender studies, Africana studies, international relations, psychology, and related fields toward a well rounded and rigorous liberal arts education. Sociology majors are encouraged to treat community service and activism as integral to their studies. Many of our students continue studies in sociology and related fields at the graduate level, either immediately or in the future. Sociology provides particularly good preparation for community organizing, law, public policy, social work and human services, doctoral work in sociology and related fields, and teaching at the early childhood, elementary, or college levels.

**Learning Outcomes**

Our department has established six learning outcomes. Students will be able to:

- Identify structural causes of inequality
- Identify how structural inequality impacts individuals and groups
- Identify global/transnational circuits of people/services/commodities
- Conduct social research (collection and analysis of data)
- Apply critical sociological theory from the perspective of social justice
- Conduct independent applications of sociological perspectives

### Departmental Honors

#### **Honors in Sociology:**

To become a candidate for honors in sociology, a student must earn a GPA of 3.6 in sociology, and either write a thesis (that earns an A- or A) or complete two or more years of outstanding community service and/or social justice work. If doing a thesis, students will work with their thesis advisor from the department, in consultation with other members of the department to determine candidacy. A thesis candidate will complete SOCI 350 (Independent Study) followed by SOCI 355 (Thesis) and earn an A or A- on the thesis. Honors distinction based on community service/activism would include at least two years of outstanding service/activism and earning an A in SOCI 370. Graduation with honors in sociology is based on the assessment of the department faculty.

#### **Alpha Kappa Delta**

Instituted in 2007, the Simmons College Chapter of Alpha Kappa Delta, the U.S. national sociology honor society, recognizes students who maintain outstanding academic records. Students who qualify for election to Alpha Kappa Delta are invited by the faculty to join the chapter each spring. To be elected, students must be an officially declared sociology major or minor, be at least a junior, have accumulated the equivalent of an overall GPA of 3.3, have a GPA of 3.0 in Sociology courses taken at Simmons College, and completed at least four Sociology courses prior to initiation (not including courses graded pass/fail). Students with questions about Alpha Kappa Delta should contact Professor Saher Selod, the chapter representative.

## **Sociology (BA)**

Students majoring in sociology complete five required courses, three electives, and eight credits of capstone activities (internship or thesis). Students work closely with advisors in course selection and planning.

### **Program Requirements:**

#### Required Courses

SOCI 101	Principles of Sociology	4
SOCI 239	Introduction to Social Research I	4
SOCI 249	Inequalities	4
SOCI 325	Applications of Sociological Theory	4
SOCI 330	Transnational Studies	4

*Generally, SOCI 101 should be completed no later than the sophomore year, SOCI 239 and 268 in the sophomore or junior year, and SOCI 325 and SOCI 330 in the junior or senior year.*

Students choose any three electives from the list below:

#### Electives

##### Social Justice

Courses examine social inequalities and ways that groups and communities confront injustices.

SOCI 210	Body Politics	4
SOCI 220	Working for Social Justice	4
SOCI 222	Organizing for Social Change	4
SOCI 231	Sociology of Childhood	4
SOCI 232/AST 232/WGST 232	Race, Gender & Health	4
SOCI 241	Health, Illness & Society	4
SOCI 262	Criminology	4
SOCI 263	Sociology of Education	4
SOCI 347	Antiracism and Social Justice	4

##### Transnational Studies

Courses challenge inequities that result from colonial legacies, capitalism, and multiple forms of nationalism and neocolonialism

SOCI 267	Globalization	4
SOCI 270	South Asia, People & Power	4
SOCI 330	Transnational Studies	4

## Health and Well-Being

Courses examine the social distribution of health, illness and health care as a consequence of unequal distribution of social resources.

SOCI 232/AST 232/WGST 232	Race, Gender & Health	4
SOCI 241	Health, Illness & Society	4
SOCI 245	Global Health	4
SOCI 345	Health Systems & Policy	4
SOCI 365	Intimate Family Violence	4

## Cultural Practices

Courses emphasize the importance of culture toward a fuller understanding of all of our lives.

SOCI 210	Body Politics	4
SOCI 261	Urban Sociology	4
SOCI 266	Sociology of Sports	4
SOCI 275	Birth and Death	4
SOCI 321	Sociology of Food	4
SOCI 344	Sociology of Poetry & Prose	4
SOCI 365	Intimate Family Violence	4

## Social Policy

Courses examine social issues and how Sociological theory and research contributes to the development of meaningful social policies to address those issues.

SOCI 231	Sociology of Childhood	4
SOCI 262	Criminology	4
SOCI 263	Sociology of Education	4
SOCI 321	Sociology of Food	4
SOCI 345	Health Systems & Policy	4

## Capstone

Students may take one of the two following options:

### Internship and Portfolio

Students may choose to complete an internship to fulfill the capstone requirement. Internships are completed in the spring semester of the student's senior year. In the fall semester before the internship, each student works with the internship supervisor to design an 8-credit internship plan for the following semester. As part of this requirement, students also take the Internship seminar (SOCI 370). Students completing double majors who wish to do an internship will complete their internship through one of their departments.

**Portfolio:** All students completing their capstone through internships will also submit a portfolio to fulfill their requirements towards the major.

A portfolio includes:

- A paper from their first or second year of undergraduate study
- An outstanding paper, preferably from a sociology course taken in their third or fourth year
- A 5-page summative statement in which students reflect on majoring in sociology

Students present their portfolios publicly during the internship class.

OR

### Thesis

Students may choose to do an independent research and writing project that culminates in a 40–50 page thesis written under the supervision of a faculty member in the department.

Students submit a proposal by the second semester of their junior year and take SOCI 350 (Independent Study) in the first semester of their senior year and SOCI 355 (Thesis) in the second semester of their senior year. An honors designation is granted to meritorious theses. All theses are presented at an event organized by the department.

## ***Sociology (BA)/Public Policy (MPP): 3 + 1 Program***

In the 3 + 1 program in Sociology and Public Policy, students complete the Sociology major in three years and an interdisciplinary MA in Public Policy in the fourth year. Success in the program will require close collaboration with a faculty advisor, who will guide the student in careful course selection and scheduling. Students wishing to pursue this program should consult with Professor Valerie Leiter.

## ***Sociology (Minor)***

**The minor in sociology consists of five courses.**

One required course:

SOCI 101	Principles of Sociology	4
----------	-------------------------	---

One of the following core courses:

SOCI 239	Introduction to Social Research I	4
SOCI 249	Inequalities	4
SOCI 325	Applications of Sociological Theory	4

SOCI 330 Transnational Studies 4

Three elective courses, selected from the lists of required and elective courses, after consulting with a faculty advisor in the department.

## DEPARTMENT OF WOMEN'S AND GENDER STUDIES

### Faculty

Kelly Hager, *Chair and Professor of English and Women's and Gender Studies*

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

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

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

Heather Hole, *Associate Professor of Art and Music and Faculty Affiliate of Women's and Gender Studies*

Denise M. Horn, *Associate Professor of Political Science and Women's and Gender Studies and Chair of Political Science*

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

Jo Trigilio, *Senior Lecturer in Philosophy and Women's and Gender Studies, and Director of the Graduate Program in Gender/Cultural Studies*

Suzanne Leonard, *Associate Professor of English and Faculty Affiliate of Women's and Gender Studies*

Briana Martino, *Assistant Professor of Communications and Faculty Affiliate of Women's and Gender Studies*

Lena Zuckerwise, *Assistant Professor of Political Science and Faculty Affiliate of Women's and Gender Studies*

Kristina Pechulis, *Director of the Simmons College*

*Barbara Lee Family Foundation Intern Fellowship Program and Senior Lecturer in Political Science*

### Overview

The goals of the Department of Women's and Gender Studies are to educate students in the theoretical, empirical, and methodological perspectives for considering the status and experiences of women; to consider gender in diverse national and international contexts by studying the multiple and contested meanings and roles of gender; and to develop an understanding of how gender is related to other social categories including race, class, age, sexuality, religion, and nationality. Women's and Gender Studies courses, whether taken as part of the major or to enrich another discipline, invite students to understand past and present experiences in order to prepare for challenges and opportunities in their future personal, work, and social lives. Majoring in Women's and Gender Studies has led to careers in management, law, academia, counseling, education, library, museum or archival work, health care, social services, public administration, writing, publishing, and the media.

### Learning Outcomes

Upon graduation students with a BA in Women's and Gender Studies will have gained the following skills, knowledge, and abilities:

- **Critical-Historical Awareness** – Students will be adept at considering gender in diverse national and international contexts as a result of studying the multiple and contested meanings and roles of gender from an historical, a multidisciplinary, and a trans-national perspective and will have developed an understanding of how gender is related to other social categories such as race, ethnicity, social class, sexuality, religion, and nationality.
- **Interdisciplinary Content** – Students will have acquired theoretical, methodological, and empirical perspectives for studying and critically analyzing the history, status, and experiences of women from diverse backgrounds.
- **Disciplinary Skills** – Students will be skilled at integrating theory and practice and will be able to communicate effectively in both writing and speaking.
- **Practical Skills** – Through independent learning or internships, students will be prepared to enter the workplace, graduate programs, and community-based volunteer work with an understanding of social justice issues informed by interdisciplinary scholarship and feminist perspectives.

- Leadership Skills – Students will continue in leadership roles that they have either begun or further developed while at Simmons

**Departmental Honors**

A WGST major may qualify for departmental honors with a 3.5 average in WGST courses and completion of WGST 355, Thesis, or WGST 370, Internship with the addition of a substantial written project or paper.

**Laurie Crumpacker Scholars**

This 4+1 accelerated program for Simmons students offers the opportunity to acquire a Master's of Arts in Gender/Cultural Studies within one year after completing the undergraduate BA degree. Simmons students with a strong undergraduate record may apply to the program in the second semester of their junior year. Applicants must submit an official transcript of their undergraduate record, a statement of purpose, a writing sample, and two letters of recommendation. At least one letter should be from someone well acquainted with the applicant's academic ability and potential inquiries should be addressed to graduate studies. Students admitted to the program begin graduate level work in the GCS program in the senior year of their undergraduate program at Simmons. Students may transfer up to 8 credits of 300-level undergraduate coursework from the GCS list of elective courses toward the degree. As students would be accepted into the GCS program prior to enrolling in these courses, they would be expected to complete work at the graduate level in these two 300-level elective courses. Students are able to enroll in 400-level GCS courses only after they have completed their BA degrees and have fully entered the GCS program.

**Program Requirements:**

40 semester hours (10 courses):

1. Four semester hours (1 course) in one of the three 100-level courses:

WGST 100	Introduction to Multicultural Women's Studies	4
WGST 111	Introduction to Gay, Lesbian, Bisexual & Transgender Studies	4
WGST 125	Rosie the Riveter to #MeToo: Women&Workýand Work	4

2. Take the following:

WGST 204	Roots of Feminism	4
----------	-------------------	---

3. Four semester hours (1 course) in a Race, Ethnicity and Diversity course selected from one of the following:

WGST 232	Race, Gender & Health	4
HIST 213	Race and Ethnicity in U.S. History	4
PHIL 223	Philosophy of Diversity	4
SOCI 249	Inequalities	4

4. Four semester hours (1 course) in a Globalization course selected from one of the following:

WGST 200	Women, Nation, Culture	4
WGST 210	Sisters of African Diaspora	4
WGST 214	Women in World Economy	4

5. Four semester hours (1 course) in a Methodology course selected from one of the following:

ENGL 390	Seminar in Literary Scholarship	4
HIST 260	Interpreting the Past: The Craft of History	4
SOCI 239	Introduction to Social Research I	4
PSYC 203	Research Methods in Psychology	4

6. Twelve semester hours (3 courses) chosen from the list of Women's and Gender Studies courses and electives.

A course taken to fulfill the race/ethnicity requirement may not also count as an elective.

7. Four semester hours (1 course) in advanced coursework chosen from

WGST 350	Independent Study	4
WGST 353	Special Topics Seminar	4
WGST 355	Thesis	4
WGST 365	Intimate Family Violence	4
WGST 370	Internship	Variable
WGST 380	Gender and Queer Theory	4
WGST 398	Feminist Media Studies	4
HIST 360	Seminar in the History of Women and Gender 1790-1920	4
PHIL 390/WGST 390	Seminar	4
WGST 356	Feminist International Relations	4



POLS 356	Feminist International Relations	4
----------	----------------------------------	---

## 8. Capstone

WGST 354	Feminist Theories	4
----------	-------------------	---

***Women's and Gender Studies (Minor)***

**A minor in Women's and Gender studies includes 20 semester hours (5 courses).**

1. Four semester hours (1 course) in one of the three 100 level courses:

WGST 100	Introduction to Multicultural Women's Studies	4
----------	-----------------------------------------------	---

WGST 111	Introduction to Gay, Lesbian, Bisexual & Transgender Studies	4
----------	--------------------------------------------------------------	---

WGST 125	Rosie the Riveter to #MeToo: Women&Workýand Work	4
----------	--------------------------------------------------	---

2. Take the following

WGST 204	Roots of Feminism	4
----------	-------------------	---

3. Three elective courses selected from the list of WGST offerings

# UNDERGRADUATE COURSES

---

## AADM - ARTS ADMINISTRATION

### AADM 143 - Boston Arts in Action (4)

GC

Go behind the scenes of Boston's art world, and learn about the structure of cultural organizations around the globe. Emphasizes firsthand experience of Boston's visual and performing arts institutions through site visits, concerts, and guest lectures. Examines theory and best practices in non-profits, including audience outreach, education, curation, and fundraising.

### AADM 236M - New York City Arts Administration Institute (4)

Travel course. Offers an in-depth introduction to all facets of the New York art world. Includes site visits and meetings with leading professionals at museums, theaters, dance companies, art galleries, conservation labs, and more. Examines the history, structure, tensions, and biases of the New York art world in an accompanying classroom seminar.

### AADM 253 - Special Topics in Arts Administration (4)

Focuses on issues and structures involved in the management of performing arts organizations, including governance, creative direction, programming, audience development, funding and more. Includes attendance at performances and meetings with professionals in the field.

### AADM 349 - Directed Study (4)

Consent of instructor required.

### AADM 370 - Internship (4)

Students apply for and complete a semester's work at a cultural institution in the area and work with faculty on a related project. Requires consent of the supervising faculty.

### AADM 390 - Seminar: Arts in the Community (8)

ALA

Capstone of the Arts Administration major. Pairs a four-credit advanced seminar with a four-credit external internship. Examines the theory and practice of arts administration through academic readings, class discussion, and real-world, semester-long projects. Develops concrete professional skills including curation, event management and marketing, arts-related writing for the general public, and grant writing.

Prerequisite: Required AADM-143.

## ACCT - ACCOUNTING

### ACCT 110 - Financial Accounting (4)

QL

Develops the ability to read, understand, analyze and interpret a company's financial statements. Also develops decision-making skills based on accounting information that may vary according to perspective, such as investor, creditor or manager. A required concurrent lab offers training and reinforcement in the use of Excel spreadsheets.

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam .

### ACCT 120 - Managerial Accounting (4)

Introduces the student to the business concepts and methods used to report managerial performance information to internal users and managers to assist in making sound business decisions in managing the firm. Students will learn the skills required for collecting, analyzing, and presenting internal financial information.

Prerequisite: Required ACCT-110 or MGMT-110.

### ACCT 200 - Intermediate Accounting I (4)

Intermediate financial accounting examines the processes that culminate in the preparation of financial reports relative to the enterprise as a whole for use by parties both internal and external to the enterprise. This course includes a comprehensive study of Generally Accepted Accounting Principles and procedures underlying valuation, conceptual frameworks, information systems, and a deeper exploration of financial statement components such as income measurement and the preparation and evaluation of financial data. This course is relevant to preparation for the financial accounting sections of the CPA and CMA exams.

Prerequisite: Required ACCT-110 or MGMT-110.

### **ACCT 201 - Intermediate Accounting II (4)**

This is a course in financial accounting (reporting). As the second of a two-course Intermediate Accounting sequence, it examines investments; current and long-term liabilities; leases; pensions; shareholders' equity; stock-based compensation; earnings per share; and the statement of cash flows.

### **ACCT 205 - Cost Accounting (4)**

Cost accounting provides information for planning, control, and decision making. Based on the concept of "different costs for different purposes," the course focuses on analyzing and using various types of costs. Students will develop quantitative and qualitative methods for analyzing cost data to support a wide variety of business decisions.

Prerequisite: Required ACCT-110 or MGMT-110.

### **ACCT 207 - Tax Accounting (4)**

This course introduces the relevant laws governing individual income taxation and business entity taxation. Topics include tax law, electronic research and methodologies, and the use of technology for preparation of individual income tax returns. Upon completion, students should be able to analyze basic tax scenarios, research applicable tax law, and complete various individual tax forms.

Prerequisite: Required MGMT-110 or ACCT-110.

### **ACCT 270 - Internship (8)**

### **ACCT 301 - Accounting Information Systems (4)**

The course prepares students to be effective users, evaluators, developers, and auditors of accounting information systems. At its core, the course focuses on internal controls. A key objective is to develop the ability to evaluate information systems and to design control systems that mitigate risks associated with information systems.

Prerequisite: Required MGMT-100, MGMT-110, MGMT-200, MGMT-201, and MGMT-260 .

### **ACCT 308 - Auditing and Assurance (4)**

This course introduces selected topics pertaining to the objectives, theory and practices in engagements providing auditing and other assurance services. Topics include planning, conducting and reporting, with emphasis on the related professional ethics and standards. Upon completion, students should be able to demonstrate an understanding of the types of professional services, the related professional standards, and engagement methodology.

Prerequisite: Required MGMT-201 or ACCT-201.

### **ACCT 325 - Accounting and Business Ethics (2)**

This course incorporates a behavioral perspective into ethical decision-making that encourages students to identify with their values and learn how to voice them in the workplace when conflicts arise and ethical dilemmas exist. We build on traditional philosophical reasoning methods by converting ethical intent into ethical action. Students will use the "Giving Voice to Values" (GVV) approach to provide a framework for ethical reasoning. In addition, knowledge of professional values and ethical standards as well as understanding the attributes for exercising professional skepticism are also encompassed.

Prerequisite: Required ACCT-110 or MGMT-110.

### **ACCT 350 - Independent Study (4)**

Consent of instructor required. Involves a course of study on a topic of interest to the student. The work culminates in a final paper or other substantial final project. In order to complete an independent study, students must identify a faculty member of the Program faculty who is willing to work with them on the topic.

### **ACCT 370 - Accounting Internship I (Variable)**

Provides supervised work experience for accounting majors. Credit hours are typically based on the nature of the work and the number of hours, to be determined by accounting faculty coordinator. Internship sponsor must be approved by accounting faculty coordinator. Successful completion of work experience as well as a comprehensive portfolio required for credit. Consent of the instructor required.

Prerequisite: Required ACCT-200.

### **ACCT 371 - Accounting Internship II (Variable)**

Provides supervised advanced work experience for accounting majors. Credit hours are typically based on the nature of the work and the number of hours, to be determined by accounting faculty coordinator.

Internship sponsor must be approved by accounting faculty coordinator. Successful completion of work experience as well as a comprehensive portfolio required for credit. Consent of the instructor required.

Prerequisite: Required ACCT-200.

### **ACCT 396 - Accounting Capstone (4)**

Capstone course for majors in Accounting. Consent of the instructor required.

Prerequisite: Required ACCT-201 or MGMT-201.

## **ART - ART**

### **ART 100 - Objects & Ideas: A Museum History of Art (4)**

ALA

Introduces the history of art based on the worldclass museum collections in the Boston area. Includes slide lectures and weekly field trips to Boston-area museums and galleries, including the Museum of Fine Arts, Harvard Art Museums, the Institute of Contemporary Art, the Gardner Museum, and others. Counts towards the art minor.

### **ART 111 - Draw What You See (4)**

ALA

Introduces basic pictorial concepts and techniques while investigating or interpreting sources such as portraits, landscapes, still life, and interior and architectural space. Uses slides, critique, and homework assignments to expand on skills developed in class and provide insight into the cultural and historical context in which stylistic development takes place. Requires no previous studio experience.

### **ART 112 - Introduction to Studio Art - Color (4)**

ALA

Investigates the role of color in perception and in pictorial structure through studio work in painting and mixed media. Uses slides to depict works of art from different periods and cultures and considers the relation between the cultural and historical situation of the artistic and stylistic development. Requires no previous experience.

Prerequisite: Recommended ART-111.

### **ART 117 - Printmaking (4)**

ALA

Presents a variety of basic printmaking processes including wood block, calligraphy, drypoint etching, stenciling, embossing, and monotypes. These techniques will be used to explore the transformation of drawings, designs, and ideas into prints.

### **ART 119 - Introduction to Sculpture (4)**

ALA

Introduces students to hands-on experience with the design and creation of small abstract and representational sculpture. Explores a broad range of natural and manufactured materials (such as found and neglected objects, cardboard, wire, and plaster) to create mobiles, wall hangings, reliefs, and freestanding sculptures. Requires no previous studio experience.

### **ART 120 - Special Topics in Studio Art: Printmaking Workshop, Woodblock Prints (2)**

The course covers the basics of woodblock printing. Students will experiment with creating both one-color prints as well as multi-color reduction woodblock prints.

### **ART 121 - Artist's Books (4)**

ALA

Introduces creative bookmaking as a form of visual expression. Addresses the book as an art object. Students will be introduced to several ways of making books, unique construction, and basic hand-printing methods. Emphasizes thinking visually about content.

### **ART 138 - The Poetry of Photography (4)**

ALA

Like a poem, the art photograph often uses metaphor, allusion, rhythm, and profound attention to detail. In this course, students will learn to create artful photographs, and acquire the skills and craft of using a 35mm camera, developing black and white film, and making prints in the darkroom.

Prerequisite: Required ART-138L. Crosslisted as: COMM-138.

### **ART 139 - Color Photography CSI (4)**

ALA

Teaches the art and craft of contemporary color photography with emphasis on using the medium as a means of personal expression. Hands-on demonstrations demystify how manual and digital cameras work. Students learn effective Photoshop and Camera Raw techniques to produce color prints with impact.

Prerequisite: Required ART-139L. Crosslisted as: COMM-139.

### **ART 141 - Introduction to Art History: Egypt to The Renaissance (4)**

ALA

Explores the idea of art as a visual language, why people make art, what purpose art serves, and how art reflects values and ideas. Discusses painting, sculpture, and architecture ranging from the Egyptian pyramids to Michelangelo's Sistine Ceiling. Students develop their ability to recognize and analyze art from a wide range of cultures, and to understand the variety of contexts in which art was made. They study firsthand and write about the collections at the Museum of Fine Arts and the Gardner Museum.

### **ART 142 - Introduction to Art History: Baroque to the 20th Century (4)**

ALA

Introduces paintings, sculpture, and architecture from Europe and the United States made between 1600 and the present. Explores the careers of key artists and interprets objects from this period, considering such issues as obstacles and opportunities for women artists at various periods, changing views on what art should accomplish in society, and the development of unconventional approaches to art during this century. Uses the collections of the Museum of Fine Arts and the Gardner Museum to study the work of such important artists as Rembrandt, Goya, Cassatt, Monet, O'Keeffe, Warhol, and others.

### **ART 154 - Contemporary Art (4)**

Examines art from 1945 to the present with emphasis on the changing nature of the art object, role of the artist, and audience for art in the second half of the 20th century. Emphasizes primarily, but not exclusively, American art with attention to emerging awareness of feminism, multiculturalism, and postmodern critical influences.

### **ART 174M - Collect Culture: Art in Britain (travel Course) (4)**

Students who want to register for travel courses must first apply through the Colleges of the Fenway GEO Center on [www.cof.studioabroad.com](http://www.cof.studioabroad.com). All requirements must be completed as listed on studio abroad before a student is accepted into a course. In addition to Simmons travel courses, other College of the Fenway courses are listed on the site. After registration on studio abroad, the GEO Center will ask for you to deposit for your course. The GEO will send the list of completed and accepted registrations to the Registrar. This is how you will be registered for the travel course. Interested students should create an account on studio abroad as soon as possible. Studies significant collections of art and antiquities in museums, galleries, and country houses in and near London; how they were formed; and their relationship to changing social and political contexts in Britain. Topics include classical and Assyrian art at the British Museum in relationship to empire building in 18th- and 19th-century England, portraiture as a document of changing aristocratic ideals and national identity, and the Victoria and Albert Museum as an example of social reform.

### **ART 183 - Life Drawing (4)**

ALA

Offers a more animated perspective to a spatial environment than ART 111. Requires no previous studio experience and covers techniques and concepts that may overlap basic drawing. Includes work with a live model in numerous contexts and explores a broad range of media and techniques. Relates the figure to other figures, an environment, or more conceptual interpretations.

**ART 205 - Thinking Through Art (4)**

ALA

Examines the Visual Thinking Strategies teaching method, in which open-ended group discussions of visual art help learners of all ages to develop critical thinking skills. Students will explore the theory and research underpinnings, practice facilitating discussion, study assessment strategies and consider applications of VTS in both classrooms and art museums. Guest speakers and visits to the Gardner Museum and Museum of Fine Arts are included in the work for this course. No experience in art or art history is necessary.

Crosslisted as: EDUC-205.

**ART 210 - Architecture of Boston (4)**

SH

Uses Boston and Cambridge to explore the history and theory of modern and pre-modern American and European architecture. Considers such landmarks as Richardson's revivalist Trinity Church, Pei's international-style Hancock Tower, and Le Corbusier's sculptural Carpenter Center within the wider context of significant development. Lectures and museum and site visits required, as well as walking tours exploring Boston as architecture and urban design.

**ART 211 - Drawing II: Contemporary Approaches (4)**

ALA

Emphasizes graphic and conceptual inventiveness leading to the capacity for creating independent projects in various media. Students will experiment with a range of marking systems, found imagery, mixed media, and color while working from observational, abstract, conceptual, cultural, and personal sources. As a final project, students will create a series of related works.

Prerequisite: Required ART-111, ART-183, or ART-213

**ART 212 - Modern Art in Mexico and the United States (3)**

GC

Explores connections between Mexican and American modernists (including Frida Kahlo, Georgia O'Keeffe, Diego Rivera, Marsden Hartley and Charles Alston) between 1900 and 1960. In addition to shared networks, patrons, and political movements, these artists also shared parallel ambitions to define homegrown visual styles and distinct national cultures. Fulfills elective in Art History major; fulfills elective in Arts Administration major.

**ART 213 - Painting I: Observation and Expression (4)**

ALA

Students are introduced to a wide range of basic approaches to painting, emphasizing the development of perceptual, organizational, and critical abilities. Studio projects will utilize traditional and non-traditional methods and will work from observational sources (still life, figure) and with abstraction. Emphasizes color as it relates to both individual expressive concerns and pictorial structure. Stresses technical and conceptual understudying of painting practices.

Prerequisite: Recommended ART-111, ART-112, or ART-183 .

**ART 215 - Screen Printing (4)**

ALA

Teaches various methods of screen printing, including paper and photo emulsion stencils, direct application of screen painting fluid, as well as screen preparation and reclamation. Students learn the operation of an exposure unit, various registration techniques, and good studio practice.

Prerequisite: Recommended ART-111, ART-112, or ART-117 .

**ART 216 - Screen Printing and Propaganda (4)**

ALA

Introduces students to the silk-screen process and to its historical roots in advertising, promotion, and propaganda. Students will learn a variety of techniques for screen printing as they study the way artists, communities, and political groups have used silkscreen to get their message across to a wide audience.

**ART 221 - About Face: Portraits Now (4)**

Contemporary portraiture includes a multitude of possibilities that go beyond the depiction of an individual to create a portrait of our lives, cultures and times. In this course, you will work with processes including drawing, painting, collage and mixed media and explore traditional, expressive and conceptual approaches to portraiture, including drawing and painting from live models.

Prerequisite: Required ART-111, ART-112, ART-183, ART-221, ART-213, or ART-222 .

**ART 222 - Collage & Mixed Media (4)**

ALA

Explores a variety of forms of representation that have had currency from the 1950s to the present with an emphasis on collage and mixed media. Students work with both traditional (ex: paint, drawing media) and non-traditional materials (ex: recycled and found materials), emphasizing experimentation. Processes may include photomontage, collage, assemblage, transfer techniques and appropriation. Color, composition and other formal issues are related to individual concerns and pictorial structure.

Prerequisite: Required ART-111, ART-112, ART-183, ART-211, ART-213, or ART-331 .

**ART 230 - Photography & Collaboration (4)**

ALA

Focusing on a timely theme or methodology in contemporary photography, this class deepens student engagement with a medium that continues to evolve and resonate beyond the art world. Visiting artists and field trips to the best galleries and museums in Boston strengthen class investigations. Students produce a final portfolio of color and/or B+W prints.

Prerequisite: Required ART/COMM-138 or ART/COMM-139. Crosslisted as: COMM-230.

**ART 231 - Special Topics in Studio Art (4)**

ALA

Offers students an opportunity for immersion and concentrated study in topical themes in studio art, resulting in an independent project. Themes and topics for particular semesters will be posted before registration begins.

Prerequisite: Required ART-111, ART-112, ART-183, ART-211, ART-213, or ART-331 .

**ART 231A - Special Topics in Studio Art (4)**

Create portraits with drawing, painting and mixed media and traditional, expressive and conceptual approaches. Culminates in an independent project.

Prerequisite: Required ART-111, ART-112, ART-183, ART-211, ART-213, or ART-331 .

**ART 232 - Advanced Digital Workshop (4)**

ALA

A playful digital workshop engaging students in cutting-edge editing techniques to hone their craft of archival inkjet print-ing. Students work on long-term projects, in color and or black and white, using digital files or film. Visiting artists and field trips to Boston's leading galleries and museums complement class investigations around critical ideas and applications. Both 35mm and DSLR cameras are available for students' use.

Prerequisite: Required ART/COMM-139. Crosslisted as: COMM-232.

**ART 237 - Advanced Black and White Photography (4)**

ALA

Students expand their camera and darkroom skills by engaging in advanced exposure ideas and fiber printing techniques. Students also experiment with darkroom painting and large format Holga cameras. Each student produces a final portfolio of gelatin silver fiber prints. 35mm cameras and a variety of lenses and filters are available.

Prerequisite: Required ART/COMM-138. Crosslisted as: COMM-237.

**ART 239 - Documentary Photography (4)**

ALA

Engaging in honest, clear and provocative storytelling is a political act. In this class students unpack the many cultural, ideological and personal stories that are part of the changing documentary tradition. From citizen journalism to installation, contemporary challenges bring fresh perspectives to what is art and what is real. Students craft a final portfolio in color or B+W. 35mm and DSLR cameras available.

Prerequisite: Required ART/COMM-138 or ART/COMM-139. Crosslisted as: COMM-239.

#### **ART 241 - Special Topics in Art History (4)**

GC

Offers students an opportunity to study some aspect of art history not covered in the regular curriculum.

#### **ART 243 - Moving to Modernity: Impressionism and Beyond (4)**

ALA

Students study the significant changes in art in the mid-19th century, including the influence of photography on art after 1840 and a modern approach to subject matter and surface. Through class discussion and site visits, students become familiar with the superb painting collection at the Museum of Fine Arts to study in person the works of Bonheur, Cassatt, Manet, Degas, Monet, and others.

#### **ART 244 - 20th Century Art (4)**

ALA

Why did art change so radically at the beginning of the 20th century? This course explores the development of multiple ways in which artists created new approaches to art by considering artists' responses to significant social, political, scientific, and technological changes of the period. Includes Latin American, African-American, European and American artists.

Prerequisite: Recommended ART-100, ART-141, or ART-142 .

#### **ART 245 - American Art (4)**

ALA

Surveys the development of American art from the Colonial period to the present, making extensive use of the MFA's Art of the Americas wing. Provides an overview of major artistic movements including the Hudson River School, the Aesthetic Movement, the Harlem Renaissance, Regionalism, Abstract Expressionism, Pop, and Feminist art. Places American art in its global context, and examines the transnational currents of exchange that shaped its development. Explores the contributions of artists from historically marginalized communities, and considers the methodological questions raised by their past exclusion from the canon of American art.

Crosslisted as: ART-445.

#### **ART 246 - Art in the Age of Rembrandt (4)**

ALA

Concentrates on art of the 17th century Netherlands, and how women participated in that society as artists, patrons and subjects of art. Class discussion on provides multiple viewpoints on the period and students study first-hand the collection at the Museum of Fine Arts and the Gardner Museum.

#### **ART 247 - Women, Art and the Italian Renaissance (4)**

SH

Asks the question, "Was it a renaissance for women?" as it examines the experience of women in Italian Renaissance art and culture. Students will consider how women and men were educated in the arts, how artists were trained, what factors were essential to the success of women artists and patrons, and how women were represented in art of the period. The course makes frequent use of the collections at the Gardner Museum and the Museum of Fine Arts.

#### **ART 248 - Gender and Art (4)**

ALA

Examines social constructions of gender in the visual arts from the Renaissance through today, focusing on artists including Artemisia Gentileschi, Rosa Bonheur, Georgia O'Keeffe, Elizabeth Catlett, Judy Chicago and Vaginal Davis. Considers the intersections of race and class with gender, the power dynamics inherent in seeing and being seen, and the role of arts institutions in the creation and reception of art.

Prerequisite: Recommended ART-100, ART-141, or ART-142 .

#### **ART 249 - History of Photography (4)**

ALA

Surveys the history of photography, covering major developments from the 1830s to the present. Studies the medium in a broad cultural framework, with concentration on images and ideas and the cross-influence between photography and painting. Covers developments in art photography, documentary, and photojournalism.

#### **ART 250 - Survey of Islamic Arts (4)**

GC



This introductory class provides an overview of Islamic art (sculpture, architecture, painting and decorative arts) from its formation in the 7th century to the present. The first part of the course focuses on religious context and the development of the Islamic artistic tradition, following its geographic spread and regionalization through the 14th century. The second part continues by surveying the grand imperial traditions of the Ottomans, Safavids and Mughals, ending with considerations of "Orientalism," colonialization and a look at some contemporary artists. The course includes visits to the Museum of Fine Arts and Gardner Museum.

#### **ART 251 - African Art: 3000 BC to the Present (4)**

GC

Introduces African art from 3000 BC through the present, including Egyptian, Ashanti, Benin, Dogon, Bambara, Ife, and Ethiopian art, as well as art from other African cultures. Includes guest speakers (artists, historians, curators, etc.) and visits to museums.

#### **ART 252 - Arts of China and Japan (4)**

ALA, GC

Introduces the cultures of Japan and China through a study of painting, sculpture, and architecture. Considers stylistic developments and regional and historical characteristics in the context of the social, religious, and political history of these countries. Makes use of the superb Asian collection at the Museum of Fine Arts for an important opportunity to study firsthand a wide variety of Asian art.

#### **ART 255 - African American Art (4)**

ALA

Surveys the history of African American art and artists, with an emphasis on the contributions of people in the African diaspora to American culture from the colonial era to the present.

#### **ART 256 - Approches in Contemporary Photography (4)**

ALA

What exactly is a photograph? Is it light? Is it chemistry? Is it a moment of truth? Contemporary photographers use diverse strategies to challenge and question each aspect of the medium. Students explore a range of methods and styles from staged narratives to appropriation and conceptual ideas. Visiting artists and field trips to Boston's leading gallery and museums complement classroom discussions. 35mm and DSLR cameras available.

Prerequisite: Required ART/COMM-138 or ART/COMM-139. Crosslisted as: COMM-256.

#### **ART 260 - Chinese Calligraphy (4)**

Introduces the art of Chinese brush writing along with the four treasures of the studio. Explores the history and aesthetics of Chinese calligraphy, as well as basic knowledge about Chinese characters. Guides students in the practical use of the brush through studio work from simple exercises to exhibition pieces.

Crosslisted as: CHIN-260.

#### **ART 261 - Photography: Art of the Open Road (4)**

For photographers, "road trip" is synonymous with freedom, escape and personal discovery. No matter what road you travel, close observation between the here and there is an opportunity to connect with your surroundings and yourself. Students work on long-term projects, while learning about historical and contemporary photographers who have contributed to the art of the open road. 35mm and DSLR cameras available.

Prerequisite: Required ART-138, COMM-138, ART-139, or COMM-139. Crosslisted as: COMM-261.

#### **ART 263 - Buddhist World Art (4)**

GC

Offers an overview of Buddhist art (sculpture, architecture) from its spread to Southeast Asia, Central Asia, and East Asia. The class is woven together by two thematic threads: the development of the Buddha image from its aniconic beginnings through its many figurative iterations and the evolution of Buddhist religious thought as it travels, adapts and takes root in each new place. The course includes visits to the MFA-Boston.

### **ART 275 - Photography in Collaboration (4)**

When artists collaborate with each other across disciplines, or photographers invite passersby to participate in a project, the outcome opens up new and innovative ways of creativity. In this class students engage in assignments and strategies that encourage new ways to photograph with their peers and in community. 35 mm and DSLR cameras available.

Prerequisite: Required ART/COMM-138 or ART/COMM-139. Crosslisted as: COMM-275.

### **ART 343A - The Art of the Graphic Novel (4)**

Explores the principal techniques of comics art (the frame, lettering, line, etc.) for how they interpret a story, whether by advancing the narrative or by adding new layers of meaning to the text. Students will acquire a critical toolbox for text-image analysis of graphic novels and will apply them to novels assigned in class. Students will select an additional graphic novel to critique for the final project.

### **ART 347 - Art of the Gardner Museum (4)**

ALA

Examines the Isabella Stewart Gardner Museum in depth: the woman responsible for its existence, the cultural contexts in which it was formed around the turn of the century, and those in which it exists today. Through readings and course meetings at the museum, this upper-level seminar explores the organization of the Gardner, special exhibitions, the roles of various departments, and the challenges of being an idiosyncratic museum in 21st-century America.

Crosslisted as: ART-547.

### **ART 348 - Women & Art (4)**

Surveys paintings, sculpture, and architecture by women artists from medieval times to the present; analyzes the representations of women in the visual arts; and introduces theoretical issues related to feminist theory and the place of women in an expanding canon. Examines the contributions of artists such as Georgia O'Keeffe, Eva Hesse, Lee Krasner, and Cindy Sherman.

Prerequisite: Required ART-141, ART-142, ART-211, ART-215, ART-216, ART-220, ART-221, ART-222, ART/COMM-230, ART-231, ART/COMM-232, ART COMM-237, ART/COMM-239, ART/COMM-261, ART/COMM-256, ART COMM-275, ART-331, ART-210, ART/EDUC-205, ART-241, ART-243, ART-244, ART-245, ART-246, ART-247, ART-248, ART-249, ART-250, ART-251, ART-252, ART-255, ART-343, ART-347, ART-349, ART-350, or ART-370 .

### **ART 349 - Directed Study (4)**

ALA

Consent of instructor required. 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.

### **ART 350 - Independent Study (4)**

Consent of instructor required.

Crosslisted as: ART-550.

### **ART 370 - Internship (Variable)**

Consent of instructor required. Offers students "hands-on" experience in an arts organization such as a gallery, museum, music program, concert hall, or arts nonprofit. Internship sites are selected in consultation with advisor based on interest and learning goals.

### **ART 391 - Seminar in Photography (4)**

Offers students the experience of independent art practice and study of photography theory. Students will develop and complete semester-long independent projects using photographic media (alone or in a combination with other art media). Reading will include Barthes, Sontag, and other writers on photography.

Prerequisite: Required ART-230, ART-232, ART-237, ART-256, or ART-249 .

## **AST - AFRICANA STUDIES**

### **AST 101 - Introduction to Africana Studies (4)**

GC

Considers the histories and cultures of people and societies of the African diaspora with particular emphasis on the United States and the Caribbean. Students will gain an understanding of the experiences of black people around the world and develop the critical thinking skills to interpret those experiences across interdisciplinary perspectives.

**AST 102 - Black Cultures in U.S. Society Of African Americans (4)**

SH

Focuses on current theory and research pertaining to the psychological development of black children, adolescents, and adults. Topics include educational achievement, sex role differences, and the development of gender and ethnic identities. Also examines traditional African American institutions, particularly family and the church.

**AST 210 - Sisters of African Diaspora (4)**

GC

An interdisciplinary lens is used to examine Black women's experiences with sexism, colorism, domesticity, sexuality, immigration, body politics, and violence. Black women from the African Diaspora (Cape Verdean, Caribbean, Afro Latina, and Black American) show how their experiences transcend national and societal boundaries, challenging common assumptions of black womanhood.

Crosslisted as: WGST-210.

**AST 211 - Urban Medical Communities (3)**

SH

The course focuses on the cities of Baltimore and Boston as two comparative case studies in which racial disparities in health care have been the subject of recent public dialogue. Students will explore institutional policies and interpersonal dynamics underlying these inequalities. The Boston Globe recently discussed racial and ethnic distributions among patients at the major Boston hospitals. Baltimore is included both because of its large black community, and because of John Hopkins Hospital's longstanding (if troubled) position in the city.

**AST 232 - Race, Gender & Health (4)**

Examines the unique perspective of health care from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in health care are analyzed. Students will develop cultural competency tools for more effective health care delivery.

Crosslisted as: SOCI 232, WGST 232.

**AST 240 - African American Intellectual History (4)**

Examines the intellectual and political discourse of African Americans from the 19th century to the present. Topics include the political debates of DuBois-Washington and King-Malcolm X; analysis of past/present lynchings and church burnings in the South; the philosophical foundations of cultural pluralism, Black nationalism, and contemporary multiculturalism; the criticism of Black feminism/womanism and Black sexual politics; and recent disputes between neoconservatives and their critics.

**AST 245 - Tweeting Into the Future: Race, Technology & Social Media (4)**

This course, open to all undergraduate students, and will focus on the ways technology, social media and race intersect. Particular attention will be paid to the uses of new media by communities of color (with emphasis on African Americans) and the innovative ways technology can create, maintain or challenge identities and stereotypes. As this is a class focused on technology, we will be using as much technology as possible as part of our learnings. This means we will be using FaceBook, Twitter, Google+, Prezi, YouTube and other media applications as part of the regular coursework. Students must be available on Wednesdays between 6-9pm for class (either in person or virtually, depending on the week).

**AST 249 - Inequality: Race, Class, and Gender in Comparative Settings (4)**

GC

Introduces a critical sociological approach to understanding race, class, and gender inequality. Examines the historical origins of oppression in the United States by exploring how slavery, colonialism, and immigration have differentially shaped various groups' access to power. Explores contemporary struggles in South Africa. Examines impediments to the notion of the United States as a "mecca for diversity," including critical explorations of how injustices manifest themselves in the economy, education, the family, the arts, the media, and other key institutions.

Prerequisite: Required SOCI-101. Crosslisted as: SOCI-249.

### **AST 275 - Soul Funk and Civil Rights (4)**

SH, ALA

Through the study of popular music produced and consumed by African Americans between 1960 and 1980 we will explore social movements, racial consciousness, and the elements of black creative expressions that transformed Black and mainstream American society. Song lyrics and dance inform our interrogation of the remaking of American culture.

Crosslisted as: HON-312.

### **AST 307 - Black History At the Movies: Truth Telling or Story Telling (4)**

ALA

Examines the ways commercial films construct the memory and history of critical events in African American cultural life and history. The course interrogates representations of enslavement, the Black Freedom Struggle, Jim Crow and integration in commercial films, specifically "12 Years a Slave," "The Rosa Parks Story," "Once upon a time When We Were Colored," "42-The Jackie Robinson Story," "A Raisin in the Sun," and "Malcolm X." Analyzes the work of racial narratives (perspectives and ideology) in post-civil rights America.

Crosslisted as: AST-507.

### **AST 313 - The Black Struggle for Schooling in the United States (4)**

SH

Examines African Americans' struggle for the right to an education in the United States, focusing on the content (historical and sociopolitical) of specific struggles. Selected topics include: the pursuit of literacy by enslaved Africans, the exslave's campaign for universal education in the South African American literary societies, African American education in the Jim Crow South, Black education in the post-civil rights era, and African Americans' struggle for the right to maintain their language.

Crosslisted as: AST-513.

### **AST 329 - Race, Culture, Identity and Achievement (4)**

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.

Crosslisted as: EDUC 329, GEDUC 529.

### **AST 336 - Black Narratives of Oppression, Resistance & Resiliency (4)**

SH

Using Black narratives as data, students will examine how Black people have experienced, interpreted, and resisted racial oppression in the United States. Attention will be given to variables (individuals, institutional and cultural formations) that have contributed to the development of resiliency in a people. We will also consider the ways in which racial oppression leaves its mark on members of oppressed and oppressor classes. In discussing the narratives, we will draw on scholarship from the fields of history, anthropology, sociology, and social psychology.

Crosslisted as: AST-536.

**AST 340 - Intimate Family Violence: Multicult. Pers (4)**

Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that includes: violence against women, children, intimate partners, and elderly family members.

Prerequisite: Required WGST 100, WGST 111, WGST 125, WGST 193, AST 101, or SOCI 101 Junior standing required . Crosslisted as: SOCI 340, WGST 340, WGST 540.

**AST 349 - Directed Study (4)**

Consent of instructor required. Supervised by a member of the department. 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.

Crosslisted as: AST-550.

**AST 350 - Independent Study (4)**

Consent of instructor required.

**AST 355 - Senior Thesis (4)**

Consent of instructor required.

**AST 365 - Intimate Family Violence (4)**

SH

Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members.

Prerequisite: Required One 100-level WGST course, AST-101, SOCI-101, or junior standing . Crosslisted as: SOCI-365, WGST-365, WGST-565.

**AST 370 - Internship (Variable)**

Consent of Africana Studies Department Chair required. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern for 10 to 15 hours per week (for four credits) in workplace sites connected to their major.

Crosslisted as: ENGL-370, FREN-370, HIST-370, PHIL-370, SPAN-370, WGST-370.

**AST 388 - Black Popular Culture & the Education of Black Youth (4)**

SH

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.

Crosslisted as: AST-588.

**AST 531 - Narratives of Oppression, Resistance, & Resiliency (4)****BIOL - BIOLOGY****BIOL 099 - Synthetic Biology Boot Camp (0)**

SCI

**BIOL 102 - Biology of Human Development (4)**

SCI

Not a prerequisite for further courses in the department. Explores human development across the life span and the issues and processes that recur throughout that span. Examines human development from the embryonic period through aging and provides a practical understanding of individual growth and change. Includes lecture and laboratory sessions.

Prerequisite: Recommended BIOL-102L.

**BIOL 103 - Great Discoveries in Science (4)**

SCI

Not a prerequisite for further courses in the department. Focuses on breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the origin and evolution of life. Encourages learning through inquiry and cooperative strategies to foster an appreciation of the processes, accomplishments, and limitations of science. Includes lecture and laboratory sessions.

Crosslisted as: PHYS-103.

#### **BIOL 104 - Introduction to Environmental Science (4)**

SCI

Introduces basic principles of ecology and environmental science relevant to the interactions between humans and their environment, unity and interconnections of life, and processes that drive ecological health. Relevance of ecology to today's society with emphasis on natural resource use, conservation, and the relationships of ecological health to human health.

#### **BIOL 107 - Plants and Society (4)**

SCI

Not a prerequisite for further courses in the department. Covers basic plant form, function, and life cycle, as well as plant diversity as related to human use and potential uses of plant biotechnology. Surveys the historical and current use of plants by humans as sources of food, beverages, medicines, clothing, and shelter. Includes lecture and laboratory sessions.

#### **BIOL 109 - Biology of Women (4)**

SCI

Not a prerequisite for further courses in the department. Considers biological factors that contribute to sex identification and the role of women in contemporary society. Emphasizes the genetic, developmental, anatomical, and physiological differences between the sexes and the behavioral consequences of those differences. Includes lecture and laboratory sessions.

Prerequisite: Recommended BIOL-109L.

#### **BIOL 113 - General Biology (4)**

SCI

Introduces basic principles of biology, including cell structure and function, biochemistry, and metabolism; Mendelian and molecular genetics; and discussion of the theory of evolution. Includes lecture and laboratory sessions.

#### **BIOL 115 - Advanced General Biology (4)**

SCI

An exciting, inquiry-based experience, based on primary literature, discussion, and critical analysis of data. Key concepts in cell, molecular and environmental biology will be covered. Focus topics include immunology, climate change, stem cells, and others according to student interest. Includes lecture and laboratory sessions.

#### **BIOL 123N - Principles of Microbiology (4)**

SCI

Does not satisfy requirements for biology major or minor. This introductory course provides the basis for understanding the nature of human disease caused by microbial pathogens and viral agents. It covers the fundamental principles of cell structure and compares prokaryotic and eukaryotic cells; viral agents; bacterial genetics and antibiotic resistance; the principles of infectious disease, pathogenesis and immune response; the importance of vaccination as a key public health measure; nosocomial infection and hospital infection control.

#### **BIOL 200 - The Human Microbiome and Disease (3)**

This course is an interdisciplinary science experience that explores the microorganisms that live in our bodies and how they affect human biology. Using modern chemical, biological, mathematical theory, and bioinformatics tools we will illustrate core topics in general biology, genetics, microbiology, and biochemistry through the human microbiome. This Learning Community does not fulfill a 200-level requirement for any of the Biology majors.

#### **BIOL 218 - Principles of Zoology (4)**

SCI

Studies animal form and function, the origin of animal diversity, and the strategies that animals use to thrive in diverse environments. Considers taxonomy and phylogeny of major animal groups. Includes lecture and laboratory sessions.

Prerequisite: Required BIOL-113 Required BIOL-218L.

**BIOL 221 - Microbiology (4)**

SCI

Introduces the biology of microorganisms: bacteria, viruses, and fungi. Stresses control of microbial populations, systematic study, and use of quantitative methods. Includes lecture and laboratory sessions.

Prerequisite: Required BIOL-113 CHEM-111 or CHEM-113 Recommended BIOL-221L Required CHEM-112 or CHEM-114.

**BIOL 222 - Animal Physiology (4)**

SCI

Studies basic organ system functions in vertebrates and selected invertebrates. Uses living and preserved animals as well as computer simulation to reveal underlying principles of integration of cardiovascular, respiratory, excretory, digestive, reproductive, nervous, and endocrine function in animals. Includes lecture and laboratory sessions.

Prerequisite: Required BIOL-113 CHEM-109, CHEM-111, or CHEM-113 Recommended BIOL-222L .

**BIOL 225 - Cell Biology (4)**

SCI

Presents a thorough study of the cell, including structure, function, cell diversity, and methods of analysis. Examines major biochemical pathways of the cell in relation to particular organelles. Laboratory exercises introduce a wide range of techniques used by cell biologists.

Prerequisite: Required BIOL-113 BIOL-218 or BIOL-221 CHEM-111 or CHEM-113 CHEM-112 or CHEM-224 Recommended BIOL-225L.

**BIOL 231 - Anatomy and Physiology I (4)**

SCI

Presents an integrated approach to the fundamental facts and concepts of human anatomy and physiology. Examines the constituents of the human body through investigation of tissue types and histology, with further emphasis on skeletal, muscular, and nervous systems, and endocrine control. Laboratory includes histology, gross anatomy, dissection, and physiological experiments.

Prerequisite: Required BIOL-113 BIOL-218, BIOL-246, or BIOL-221 CHEM-111 or CHEM-113 CHEM-112 or CHEM-114 OR BIOL-123N or BIOL-113 CHEM-110, CHEM-111, or CHEM-113 OR BIOL-115 and CHEM-115 Required Take BIOL-231L .

**BIOL 232 - Anatomy and Physiology II (4)**

SCI

Introduces structural relationships and functional integration of major systems of the human body, with emphasis on cardiovascular, lymphatic, immunological, respiratory, digestive, metabolism, renal, reproductive, and homeostatic systems. Laboratory includes histology, gross anatomy, dissection, and physiological experiments.

Prerequisite: Required BIOL-113 or BIOL-123N BIOL-231 CHEM-110, CHEM-111, or CHEM-113 Recommended BIOL-232L .

**BIOL 233 - Strength and Conditioning (4)**

Using National Strength and Conditioning Guidelines, this course provides the student with an introduction to key theories, concepts, and scientific principles of strength training and conditioning as well as their direct application to athletic competition and performance. Integration of lecture and lab activities in a seminar format will develop knowledge of and skill in neuromuscular fitness development. BIOL-233 may not be used for a 200-level elective in Biology, Env. Sci., or Neuro. cognitive track.

Prerequisite: Required BIOL-231.

**BIOL 243 - Environmental Sustainability (3)****BIOL 245 - Principles of Ecology (4)**

SCI

Examines interrelations of plants and animals and the environment. Covers biological adaptations and biogeochemical cycles. Analyzes geographical, chemical, and biological aspects of the environment and their application to conservation, with an emphasis on New England. Includes fieldwork in mountain, marsh, bog, and rocky-shore ecosystems.

Prerequisite: Required BIOL-113, BIOL-218, or BIOL-221 Recommended BIOL-245L .

**BIOL 246 - Foundations of Exercise and Health (4)**

GC

Class and lab introduce the student to the foundations of exercise that enhance health and prevent disease. Students learn to evaluate epidemiologic literature, studying factors that link lack of physical activity with the major chronic diseases of the present time.

Prerequisite: Required BIOL-113 and MATH-118.

#### **BIOL 322 - Evolutionary Biology (4)**

SCI

Prerequisite: Required BIOL-113 AND BIOL-218.

#### **BIOL 331 - Immunobiology (4)**

SCI

Considers the basic principles of immunology with applications of immunologic theory and techniques to microbiology, biochemistry, genetics, developmental biology, and evolution.

Prerequisite: Required BIOL-225 and CHEM-225.

#### **BIOL 332 - Exercise Physiology (4)**

SCI

Studies the physiological and adaptive responses of the human body to acute and chronic exercise stress. Examines how exercise affects major organ systems across the spectrum of healthy and unhealthy populations. Laboratory uses a variety of exercise equipment to apply physiological concepts to exercise testing, prescription, and training.

Prerequisite: Required BIOL-222 or BIOL-231  
Recommended BIOL-332L Junior standing recommended.

#### **BIOL 333 - Marine Biology (4)**

SCI

Introduces the marine environment and its diverse communities, focusing on the classification and adaptations of marine organisms. Studies geological, physical, and chemical aspects of the environment. Includes laboratory sessions and field trips.

Prerequisite: Required BIOL-218 CHEM-111 or CHEM-113 CHEM-112 or CHEM-114 Recommended BIOL-333L.

#### **BIOL 334 - Neurobiology (4)**

SCI

Introduces human brain function using comparative and evolutionary concepts with emphasis on molecular, cellular, and neurophysiological techniques. Uses neuropathologies and disorders to illustrate basic concepts. Laboratory introduces students to neuroanatomy and basic techniques in neuroscience research.

Prerequisite: Required BIOL-225 or BIOL-231  
Recommended Take BIOL-334L. Crosslisted as: NUTR-334.

#### **BIOL 335 - Developmental Biology (4)**

SCI

Studies the morphological changes that occur in the development of organisms and the molecular events that underlie these processes. Laboratory sessions explore the development of many organisms, including vertebrates, invertebrates, and plants.

Prerequisite: Required BIOL-225.

#### **BIOL 336 - Genetics (4)**

SCI

Studies the principles of classical and molecular genetics in both eukaryotic and prokaryotic genetics systems as well as population and evolutionary genetics. Emphasizes problem solving to illustrate techniques of genetic analysis. Includes lecture and laboratory sessions.

Prerequisite: Required BIOL-225 Recommended BIOL-336L.

#### **BIOL 337 - Molecular Biology (4)**

SCI

Examines gene structure and function; regulation of DNA, RNA, and protein synthesis; the control of gene expression; and the use of recombinant technology as an investigative tool. Includes lecture and laboratory sessions.

Prerequisite: Required CHEM-225 and BIOL-225  
Recommended BIOL-337L.

#### **BIOL 338 - Microbial Pathogenesis (4)**

SCI



Considers host-pathogen relationships by exploring the molecular and cellular mechanisms by which selected viruses, bacteria, and parasites invade host cells, commandeering cellular machinery, evade the host immune response, and cause cellular damage. Drug and vaccine development will also be considered.

Prerequisite: Required BIOL-225.

**BIOL 339M - Travel Course: Sierra Nevada Mountains, California (4)**

SCI

**BIOL 340 - Plant Biology (4)**

SCI

Introduces the physiology, biochemistry, and control of growth and development in higher plants. Topics include photosynthesis, hormonal regulation of development, transport mechanisms, plant tissue culture, nitrogen fixation, and plant pathogen relations. Includes lecture and laboratory sessions.

Prerequisite: Required BIOL-113 BIOL-218 or BIOL-221 CHEM-109, CHEM-111 & CHEM-112, or CHEM-113 & CHEM-224 Recommended BIOL-340L .

**BIOL 341 - Microbiology of Food, Water, and Waste (4)**

SCI

Applies the principles of microbiology to food and beverage production, and to understanding the challenges of producing safe food and drinking water in developed and developing countries. The use of microbes in waste bioremediation is also considered. Laboratory sessions provide opportunities for research on selected topics. Lectures, labs, field trips. This is an integrated lecture and lab course.

Prerequisite: Required BIOL-221 Recommended BIOL-341L.

**BIOL 342 - Behavioral Biology (4)**

SCI

Examines the modern hypothesis-driven scientific study of behavior. Interactions between the genome and environmental factors are studied in invertebrate and vertebrate species including the human in the following areas: communication, feeding, predation, courtship, parenting, cooperation, and aggression. Includes a semester-long fieldwork project.

Prerequisite: Required BIOL-113 or BIOL-123N BIOL-218, BIOL-221, or PSYC-101 CHEM-109, CHEM-110, CHEM 111, or CHEM-113 .

**BIOL 346 - Epidemiology of Infectious Disease (4)**

SCI

Introduces the basic methods for infectious disease epidemiology and case studies of important disease syndromes and entities. Basic methods include descriptive epidemiology, outbreak investigations, disease surveillance, case-control studies, cohort studies, laboratory diagnosis, molecular epidemiology, dynamics of transmission, and assessment of vaccine field effectiveness.

Prerequisite: Required BIOL-113 or BIOL-104.

**BIOL 347 - Human Development and Genetics (4)**

SCI

Explores human development across the life span and the effect of genetic and environmental factors on growth, development, and human behavior; includes analysis of the impact of early life conditions on the health of individuals and populations. Intersects with courses in the public health major including nutrition, exercise physiology, and epidemiology.

Prerequisite: Required BIOL-113 and BIOL-104.

**BIOL 349 - Directed Study (4)**

SCI

Consent of instructor required. 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.

**BIOL 350 - Independent Laboratory Research (4)**

SCI

Consent of department required. Usually taken for two semesters (eight semester hours) but may be elected for one semester (eight semester hours) at the discretion of the faculty sponsor. Arrangements for satisfying this independent learning requirement should be made with the student's advisor or BIOL-350 coordinator before the end of the junior year.

Prerequisite: Required Senior standing. Crosslisted as: BIOL-370.

### **BIOL 355 - Thesis (4)**

SCI

Consent of department required. Includes a thesis and an oral presentation at a scientific meeting or symposium. Required for all students completing an honors thesis in biology. Students must register for BIOL 350 or BIOL 370 in the first semester of their senior year.

Prerequisite: Required BIOL-250 or BIOL-370 Senior standing required.

### **BIOL 362 - Kinesiology (4)**

SCI

The analysis of human movement based on anatomical and mechanical principles. Emphasis is given to the application of these principles for the understanding of human movement and performance.

Prerequisite: Required PHYS-110 and BIOL-231.

### **BIOL 370 - Internship (Variable)**

Consent of department required. Provides a supervised professional experience off campus. Potential sites include clinical settings, government agencies, conservation groups, and zoos. Placement is the student's responsibility, with the support of the Career Education Center and the approval of the department. Arrangements for satisfying this independent learning requirement should be made with the student's advisor or BIOL 370 coordinator before the end of the junior year.

Prerequisite: Required Senior standing required.  
Crosslisted as: BIOL-350.

## **BOS - BOSTON COURSE**

### **BOS 101 - Boston Course (4)**

## **CHEM - CHEMISTRY**

### **CHEM 108 - Crime Science (4)**

SCI

Examines the role that the natural sciences play in analyzing physical evidence collected at a crime scene. Students begin by defining science and understanding why the government has placed special qualifiers on scientific expert witnesses. Students will survey the sciences used in a modern crime lab to understand the principles behind the analyses. Three hours lecture, four hour laboratory per week.

Prerequisite: Recommended CHEM-108L.

### **CHEM 109 - Chemistry and Society: General, Organic, and Biochemistry for Public Health (4)**

SCI

Chemistry and Society: General, Organic, & Biochemistry for Public Health: An accelerated survey of chemistry, including atomic and molecular structure, solutions, states of matter; Naming of inorganic and organic compounds; Chemical reactions; Structure and function of the biological molecules of life; Nutrition and metabolism. Emphasis will be placed on learning about chemistry and scientific thinking in practical, relevant contexts. Three hours lecture and three hours laboratory per week. Prerequisite: math proficiency required, high school chemistry suggested. This course is designed for Public Health and Environmental Science-Biology track majors. This course cannot be used as a substitute for CHEM 111 or CHEM 113.

### **CHEM 110 - General, Organic and Biological Chemistry (4)**

SCI

Survey of chemistry. Atomic and molecular structure, solutions, states of matter. Naming of inorganic and organic compounds. Chemical reactions. Structure and function of the biological molecules of life. Nutrition and metabolism. Emphasis on chemistry in a clinical context. Laboratory includes experience with materials and techniques of clinical relevance. Four hours lecture, four hours laboratory per week. This course can not be used as a substitute for CHEM 111 or CHEM 113.

Prerequisite: Recommended CHEM-110L.

### **CHEM 111 - Introduction to Chemistry: Inorganic (4)**

SCI

Designed for students majoring in nursing, physical therapy, or nutrition. Covers basic concepts with special reference to inorganic compounds, including chemical equations, the periodic table, chemical bonding, and equilibrium. Assumes no previous knowledge of the subject or sophisticated background in mathematics. Laboratory correlates with and amplifies the lecture material and presents fundamental laboratory techniques, including instrumental methods. Three hours of lecture, one hour of Guided Inquiry Learning, one hour of pre-laboratory work, and a three-hour laboratory per week.

Prerequisite: Recommended CHEM-111L.

#### **CHEM 112 - Introduction to Chemistry: Organic (4)**

SCI

Covers nature of the covalent bond, structure of organic compounds, and their reactions and reaction mechanisms. Introduces structure and biochemical functions of compounds important to life. Three hours of lecture and a three-hour laboratory per week. For concentrators in paramedical or science-related fields.

Prerequisite: Required CHEM-111 or CHEM-113  
Recommended CHEM-112L.

#### **CHEM 112G - Intro. Chemistry: Organic Gil (0)**

#### **CHEM 113 - Principles of Chemistry (4)**

SCI

Provides a quantitative development of a few fundamental topics: connections between chemical behavior and molecular structure, with special reference to molecular modeling; dynamic chemical processes; and energy, entropy, and chemical equilibrium. Emphasizes applications of chemistry to real-world problems. Laboratory introduces quantitative techniques, including instrumental methods, for studying chemical systems. Three hours of lecture, one hour of Guided Inquiry Learning, one hour of pre-laboratory lecture, and a three hour laboratory per week.

Prerequisite: Recommended CHEM-113L.

#### **CHEM 114 - Organic Chemistry I (4)**

Covers fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure of organic molecules. Surveys functional groups, classes of organic compounds, and their reactions. Provides in-depth mechanistic study of those reactions, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three hours lecture, two discussion periods, and a four-hour laboratory per week.

Prerequisite: Required CHEM-111 or CHEM-113  
Recommended CHEM-114L.

#### **CHEM 115 - Advanced General Chemistry (4)**

SCI

Introduction to the Chemistry Research Laboratory is a lab-intensive course that introduces students to chemical research skills in a laboratory setting, while building upon the topics of bonding, chemical reactivity, molecular structure, periodic trends of the elements and much more. Upon conclusion of the course, students will have learned how to safely use a variety of lab equipment, develop research plans, conduct experiments to implement the research plan, and write and present a research report. Satisfactory score on the Simmons chemistry placement examination required.

#### **CHEM 221M - Cultural Ecology and Sustainability: Lessons From Iceland (4)**

SCI

Focuses on sustainability through community in one of the most remote, geologically unique, and environmentally friendly countries in the world. Participate in hiking expeditions, conservation and tree planting near Mt. Hekla, Iceland's most active volcano, and living in one the world's unique eco-villages to understand how this country has committed itself to become more sustainable.

#### **CHEM 223 - Introduction to Biochemistry (4)**

SCI

Covers chemical processes in living organisms, with special emphasis on human nutrition. Studies carbohydrates, lipids, proteins, and enzymes; their function in living systems; and their metabolic pathways and regulation. Three hours of lecture per week.

Prerequisite: Required CHEM-111 & CHEM-112 or CHEM-224 & CHEM-225 Grade of C- or better.

### **CHEM 224 - Organic Chemistry I (4)**

SCI

Covers fundamental concepts of atomic structure, hybridization, molecular orbitals, and structure of organic molecules. Surveys functional groups, classes of organic compounds, and their reactions. Provides in-depth mechanistic study of those reactions, involving energies, stereochemistry, equilibrium, and reaction rate theory. Three hours of lecture, two discussion periods, and a four-hour laboratory per week.

Prerequisite: Required CHEM-113 or CHEM-111.

### **CHEM 225 - Organic Chemistry II (4)**

SCI

Extends CHEM-114 to consider additional classes of organic compounds and the more intimate relationship between structure and reactivity as expressed in mechanistic terms. Three hours of lecture, one hour of Guided Inquiry Learning, one hour of pre-laboratory lecture, and a four-hour laboratory per week.

Prerequisite: Required CHEM-224 Recommended CHEM-225L.

### **CHEM 226 - Quantitative Analysis (4)**

Presents theoretical principles and experimental practice of quantitative analysis. Topics include solubility, acid-base, redox equilibria and their application in potentiometric, gravimetric, and coulometric methods; spectrophotometry; chromatographic separations; and analytical data evaluation and computer data reduction. Three hours of lecture, one discussion period and a four-hour laboratory per week.

Prerequisite: Required CHEM-113, CHEM-111, or CHEM-115 Recommended Take CHEM-226L.

### **CHEM 227 - Energy & Global Warming (4)**

SCI

Explores our use of energy and its effect on climate. We will discuss the direct and indirect evidence for global warming and evaluate the importance of human factors. We will evaluate different models used by scientists and economists to forecast future impacts of climate change as well as the true costs and benefits of energy alternatives. This course will provide you with the facts and tools needed for informed participation in the global warming debate as both scientist and concerned citizen.

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam. Crosslisted as: HON-308.

### **CHEM 228M - Medicinal Chemistry in Jamaica (4)**

### **CHEM 232 - Drug Design: From Concept to Market (4)**

Drug development is one of the most demanding and high-pressure fields in science and manufacturing today, but what does it take to develop a drug? What parameters determine that a drug will be developed to cure cancer, slow the progression of Alzheimer's disease, or reduce the risk of heart attack? The objective of this interactive course is to teach students a better understanding of how drug development began, the process of drug discovery and development, and the highly interrelated activities involved in bringing a pharmaceutical discovery to approval and market.

Prerequisite: Required CHEM-225.

### **CHEM 248 - Descriptive Inorganic Chemistry (4)**

SCI

This course is required for a chemistry degree with American Chemical Society (ACS) certification and focuses on descriptive Inorganic Chemistry. Topics include nuclear and coordination chemistry, theories of bonding, crystal field theory, acids and bases, oxidation-reduction and everyday applications of inorganic chemistry. The laboratory gives students experience with inorganic synthesis, qualitative analysis, spectroscopy, and characterization of optical and magnetic properties of inorganic materials. Three hours of lecture and one three-hour laboratory per week.

Prerequisite: Required CHEM-113 or CHEM-111 Recommended CHEM-248L.

### **CHEM 323 - Drug Design: From Concept to Market (4)**

### **CHEM 327 - Energy and Global Warming (4)**

A capstone course involving the application of a variety of analytic tools to environmental problems. Teaches dynamic systems modeling, advanced spreadsheet techniques, and other computer and laboratory methods. Application areas include the environmental impacts of energy production and consumption, population dynamics, and climate change. Includes a project and presentation in the latter part of the course.

Prerequisite: Required PHYS-110, PHYS-111, and BIOL-245 Recommended CHEM-327L . Crosslisted as: CHEM-227, HON-308.

#### **CHEM 331 - Thermodynamics & Kinetics (4)**

See description under the Department of Chemistry.

Prerequisite: Required CHEM 216, PHYS 113, and MATH 121 Recommended CHEM 331L . Crosslisted as: PHYS 331, PHYS 331, PHYS 331.

#### **CHEM 332 - Quantum Mechanics and Molecular Structure (4)**

SCI

Covers the wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, and molecular structure. Laboratory work comprises spectroscopic and computer modeling studies. Three hours of lecture and a four-hour laboratory per week.

Prerequisite: Required CHEM-216, PHYS-113, and MATH-220 Recommended CHEM-332L and PHYS-201 . Crosslisted as: PHYS-332.

#### **CHEM 341 - Advanced Analytical Chemistry (4)**

SCI

Examines the theory and practice of selected instrumental methods in analytical chemistry. Covers digital methods in the laboratory with emphasis on data acquisition and the use of computers for extracting information from noisy data. The instrumental methods include mass spectrometry, gas phase and HPLC chromatography, and UV-VIS, IR, AA and fluorescence spectroscopy. CHEM 341L, the laboratory accompanying the lecture, provides experience with a number of analytical instruments to solve practical as well as research-based problems. Three hours of lecture and one four-hour laboratory per week.

Prerequisite: Required CHEM-216 and CHEM-225 Recommended CHEM-341L.

#### **CHEM 342 - Mechanistic Toxicology (4)**

Survey of the relationship between chemistry and industrial technology and their impacts on human health and the environment. Investigation of how industrial organizations can address health and environmental issues in the early design stage for products and processes. Within the framework of the twelve principles of green chemistry, case studies of industry/government activities will be analyzed in order to link molecular structure to societal implications.

Prerequisite: Required CHEM-225 or CHEM-112.

#### **CHEM 343 - Advanced Topics in Modern Chemistry (4)**

SCI

Builds on previous work in organic and physical chemistry to explore developments at the frontier of modern chemistry and biochemistry. Covers specific topics chosen based on current developments and the interests of the students and faculty involved and incorporates modern synthetic, instrumental, computer, theoretical, and biochemical methods in the exploration of these topics.

#### **CHEM 345 - Biochemistry (4)**

SCI

Covers organizing principles of living systems; structure and function of proteins, sugars, and lipids; mechanism and kinetics of enzymes; introduction to bioenergetics; and integration and control of metabolic pathways. One laboratory per week emphasizes modern instrumentation such as Western blotting, column chromatography, HPLC, and spectrophotometer metric methods. Three hours of lecture and one four-hour laboratory per week.

Prerequisite: Required CHEM-216, CHEM-225, and BIOL-225 .

#### **CHEM 346 - Advanced Instrumental Laboratory (4)**

Explores in depth the use of modern instrumentation for advanced analysis and structure determination problems. Develops a high level of proficiency in the operation of nuclear magnetic resonance, infrared and mass spectrometric equipment, and in the interpretation of the data that is obtained from advanced application of such instruments.

Prerequisite: Required CHEM-225, CHEM-226, and CHEM-331 .

### **CHEM 347 - Advanced Topics in Biochemistry (4)**

SCI

Covers modern biochemical techniques such as protein expression, protein purification, and enzyme assays. Emphasizes development of independent laboratory skills. No lecture and eight hours of laboratory per week.

Prerequisite: Required CHEM-345;

### **CHEM 349 - Directed Study (Variable)**

SCI

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.

### **CHEM 350 - Independent Study (Variable)**

SCI

Consent of instructor required. Selection of a research project involving scientific literature search and related laboratory work. Results presented in a research paper and a poster presentation.

### **CHEM 354L - Research Methods Lab (0)**

### **CHEM 355 - Independent Study with Thesis (Variable)**

SCI

Consent of instructor required. Selection of a research project involving scientific literature search, followed by laboratory work required for solution of the problem. Results presented in a thesis and a poster presentation.

Prerequisite: Required CHEM-354.

### **CHEM 390 - Chemistry Seminar (1)**

SCI

Required of all chemistry and biochemistry majors completing CHEM 355. Includes instruction and preparation for technical writing such as a manuscript or senior thesis. Students will prepare and practice several oral presentations, culminating with a seminar on their independent study research open to the entire Simmons community. Two hours per week.

Crosslisted as: PHYS-390.

## **CHIN - CHINESE**

### **CHIN 101 - Elementary Chinese I (4)**

Emphasizes communication. Intended for nonheritage learners. Develops all four basic language skills: listening, speaking, reading, and writing. Introduces pinyin romanization. Also introduces 80 Chinese characters (either in simplified or traditional form). Uses supplementary audiovisual material to provide cultural and linguistic survival skills.

### **CHIN 102 - Elementary Chinese II (4)**

Continuation of CHIN 101. An additional 80 Chinese characters will be introduced.

Prerequisite: Required CHIN-101 or placement by the department.

### **CHIN 201 - Intermediate Chinese I (4)**

Continuation of CHIN 102. Emphasizes communication. Introduces new grammar while consolidating previous material. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced.

Prerequisite: Required CHIN-102 or placement by the department.

### **CHIN 202 - Intermediate Chinese II (4)**

Continuation of CHIN 201. There will be more opportunities to practice speaking in class than in Elementary Chinese. An additional 80 Chinese characters will be introduced.

Prerequisite: Required CHIN-201 or placement by the department.

### **CHIN 214 - Contemporary Chinese Cinema (4)**

ALA

Explores masterpieces of Chinese New Wave cinema and beyond. Includes the acclaimed Farewell My Concubine, Yellow Earth, and The Wedding Banquet from directors such as Zhang Yimou, Chen Kaige, and Ang Lee.

### **CHIN 245 - Advanced Intermediate Chinese (4)**

ALA

Continuation of CHIN 202. Emphasizes communication. Continues to introduce new grammar while consolidating previous material. An additional 80 Chinese characters will be introduced.

Prerequisite: Required CHIN-202 or placement by the department.

#### **CHIN 246 - Advanced Intermediate Chinese II (4)**

ALA

Continuation of CHIN 245. Continues to introduce new grammar while consolidating previous material. An additional 80 Chinese characters will be introduced.

Prerequisite: Required CHIN-245 or placement by the department.

#### **CHIN 250 - Masterpieces in Chinese Literature (4)**

ALA

Surveys major literary works in both poetry and prose ranging from the influential Classic of Poetry to the famous Qing Dynasty collection of supernatural tales, Strange Stories from a Chinese Studio.

#### **CHIN 260 - Chinese Calligraphy (4)**

ALA

Introduces the art of Chinese brush writing along with the four treasures of the studio. Explores the history and aesthetics of Chinese calligraphy, as well as basic knowledge about Chinese characters. Guides students in the practical use of the brush through studio work from simple exercises to exhibition pieces. A knowledge of Chinese is not necessary.

#### **CHIN 320 - Reading Chinese Newspapers (4)**

ALA

Articles written in simplified Mandarin Chinese will be read and discussed in class using the target language. Emphasis will be placed on news items covering general topics such as international events, politics, and culture. Listening comprehension will be enhanced through TV and radio news items.

Prerequisite: Required CHIN-202.

#### **CHIN 325 - Masterworks of Chinese Modern Literature (4)**

ALA

Prerequisite: Required CHIN-202.

#### **CHIN 349 - Directed Study (4)**

#### **CHIN 350 - Independent Study (4)**

### **CHL - CHILDREN'S LIT.**

#### **CHL 313 - Survey Literature for Children and Young Adults (4)**

ALA

Provides a broad overview of the field of children's and young adult literature, including historical and contemporary considerations, criticism, and representative works from major genres.

Prerequisite: Required Sophomore standing required. Crosslisted as: CHL-513.

### **COMM - COMMUNICATIONS**

#### **COMM 120 - Communications Media (4)**

ALA

Serves as an introduction to communication arts and theory, and the world of still and moving pictures. Involves the analysis of media from the point of view of the audience, and the production of media from the point of view of the communicator. Numerous screenings supplement examples and exercises in film, animation, multimedia, and the graphic arts. The atmosphere of the classroom is a media environment: a comfortable theater supported by light and sound.

#### **COMM 121 - Visual Communication (4)**

ALA

Introduces the concepts of visual culture and visual literacy with an emphasis on how we perceive and analyze images. From the perspective of consumer and producer of images, the visual experience is deconstructed to illuminate meaning-making practices. Utilizes a variety of theoretical perspectives and approaches to two-dimensional images in print and on the screen.

#### **COMM 122 - Media Writing Bootcamp (4)**

Introduces students to the fundamental skills of information gathering, writing, and copy editing for the mass media. Covers AP and other writing styles that students will eventually be expected to master to gain recognition as competent communicators. Includes news stories, press releases, web content, opinion articles, and memos.

**COMM 123 - Communications Technologies (4)**

Offers a critical analysis of technology history and the digital revolution from the perspective of users and producers. Explores how technology has concurrently expanded and reduced communications options. Assignments include field trips, short research papers (supported by photo/video documentation and interviews), and team presentations on communications technology its development and current state. Introduces professional software applications and some skill training. Includes lecture/lab.

**COMM 124 - Media, Messages and Society (4)**

SH

Explores how and why the media reflect, affect, create, and mold public opinions, ideas, and values. Examines issues related to the media and society and the content of print and nonprint media in terms of the written and visual messages they convey.

**COMM 138 - The Poetry of Photography (4)**

ALA

Like a poem, the art photograph often uses metaphor, allusion, rhythm and profound attention to details. In this course, students will learn to create artful photographs, and acquire the skills and craft of using a 35mm camera, developing black and white film and making prints in the darkroom.

Prerequisite: Required COMM-138L. Crosslisted as: ART-138.

**COMM 139 - Color Photography CSI (4)**

ALA

Teaches the art and craft of contemporary color photography with emphasis on using the medium as a means of personal expression. Hands on demonstration demystify how manual and digital cameras work, Students learn effective Photoshop and Camera Raw to produce color prints with impact.

Prerequisite: Recommended COMM-139L. Crosslisted as: ART-139.

**COMM 163 - Radio Operations and Performance (4)**

ALA

Introduces students to the radio industry and the fundamentals of station operations. Students will learn the history of the medium and the mechanics of station, studio, and equipment operations, as well as acquire skills in digital audio recording, editing, and production that will allow them to create broadcast-quality programming.

**COMM 181 - Public Speaking & Group Discussion (4)**

Involves preparation and presentation of speeches and consideration of the impact of information and communication on listeners. Provides extensive practice in discussion about present-day problems and topics. Emphasizes rhetorical analysis, persuasion, and ethical issues in public speaking.

**COMM 186 - Introduction to Public Relations and Marketing Communications (4)**

SH

Note: This is a hybrid course with some sessions meeting online. Explores the nature and role of communications in marketing and the integration of public relations, advertising, direct marketing, sales promotion, personal selling, and new media in the marketing communications plan. Analyzes marketing communications materials in various media and considers the economic and social implications of promotion. Includes a field assignment.

**COMM 210 - Introduction to Graphic Design: Principles and Practice (4)**

ALA

Addresses formal principles, process, and production of 2D design. Complements design lectures, demonstrations, and student presentations with studio projects and critiques. Provides tools to develop conceptual skills; master mechanical tools; utilize design-driven software applications; prepare visual, written, and oral presentations; and learn the process and techniques needed to achieve quality design. Involves lecture/lab.

Prerequisite: Required COMM-121.

**COMM 220 - Video Production (4)**

ALA



Explores the working methods and production of narrative, personal, documentary, and music video filmmaking. Examines historical examples from Maya Deren to the present, and requires students to plan, shoot, and edit their own short pieces. A course for women who want to make 201 movies, it teaches the variety of conditions that lead to the creation of professional productions.

#### **COMM 222 - Animation (4)**

ALA

Introduces the technology of three-dimensional computer animation, grounded in the history of traditional animation, applied creatively to individual projects.

#### **COMM 230 - Photography and Collaboration (4)**

Focusing on a timely theme or methodology in contemporary photography, this class deepens student engagement with a medium that continues to evolve and resonate beyond the art world. Visiting artists and field trips to the best galleries and museums in Boston strengthen class investigations. Students produce a final portfolio of color and/or B+W prints.

Crosslisted as: ART-230.

#### **COMM 232 - Advanced Digital Sandbox (4)**

Students will refine creative and technical skills with a camera, Photoshop and lighting. Students focus on two long-term projects, honing their ability to produce dynamic color and/or B/W digital prints. Discussions of contemporary issues, visits to galleries and museums complement an emphasis on developing a strong personal style.

Prerequisite: Required ART/COMM-139. Crosslisted as: ART-232.

#### **COMM 237 - Advanced Photography Workshop (4)**

Students expand their camera and darkroom skills by engaging in advanced exposure ideas and fiber printing techniques. Students also experiment with darkroom painting and large format Holga cameras. Each student produces a final portfolio of gelatin silver fiber prints. 35mm cameras and a variety of lenses and filters are available.

Prerequisite: Required ART/COMM-138. Crosslisted as: ART-237.

#### **COMM 239 - Documentary Photography (4)**

ALA

Engaging in honest, clear and provocative storytelling is a political act. In this class students unpack the many cultural, ideological and personal stories that are part of the changing documentary tradition. From citizen journalism to installation, contemporary challenges bring fresh perspectives to what is art and what is real. Students craft a final portfolio in color or B+W. 35mm and DSLR cameras available.

Prerequisite: Required ART/COMM-138 or ART/COMM-139. Crosslisted as: ART-239.

#### **COMM 240 - Intermediate Graphic Design I: Typography (4)**

ALA

Applies the formal principles of design in the context of typography. Topics include type history and terminology, display and text type for print and screen communication, typographic hierarchy in information design, bookmaking, and concept-based design through typographic layout and manipulation. Includes lectures, discussions, class critiques, and computer lab sessions.

Prerequisite: Required COMM-210.

#### **COMM 244 - Web I: Design for the World Wide Web (4)**

ALA

Introduces the essential concepts and tools necessary to produce websites. Includes understanding HTML, CSS, creating and editing web graphics, establishing site hierarchy, and designing information architecture. Requires students to create effective user interfaces, test for usability, and manage the website development process.

Prerequisite: Required COMM-210.

#### **COMM 246 - Digital Imaging for Design (4)**

Explores creative approaches to acquiring, manipulating, authoring, and disseminating digital images. In the Adobe Creative Suite environment, students combine natural and digital media, working iteratively in order to achieve unique solutions to their challenges. In-depth exploration of Adobe Photoshop and Illustrator.

Prerequisite: Required COMM-121.

### **COMM 248 - Intermediate Graphic Design II (4)**

ALA

Reinforces the design process and research-based work. Students create professional pieces after careful investigation and analysis. Emphasizes integrating type and image to strengthen a message. Addresses information hierarchy, sequencing, grid development on the computer, and multimedia presentations. Assignments include publications, websites, organization identity programs, and expressive use of typography.

Prerequisite: Required COMM-240.

### **COMM 250 - The Interactive Story (3)**

ALA

This course explores the interactivity and narrative strategies of digital media. Students examine a variety of traditional and online stories and how digital media can be a tool for expression and interactive audience engagement. Students learn basic media production and how to incorporate visual media into an online interactive story.

### **COMM 252 - Mending Paths to Social Change (3)**

#### **COMM 256 - Approaches in Contemporary Photography (4)**

What exactly is a photograph? Is it light? Is it chemistry? Is it a moment of truth? Contemporary photographers use diverse strategies to challenge and question each aspect of the medium. Students explore a range of methods and styles from staged narratives to appropriation and conceptual ideas. Visiting artists and field trips to Boston's leading gallery and museums complement classroom discussions. 35mm and DSLR cameras available.

Prerequisite: Required ART/COMM-138 or ART/COMM-139. Crosslisted as: ART-256.

### **COMM 260 - Journalism (4)**

SH

Immerses students into journalism by covering community issues and events ranging from local and national politics to entertainment and sports. Teaches how to identify news values and make news judgments, as well as acquire notetaking and interviewing skills, understand media ethics and law, and develop news writing techniques.

Prerequisite: Required COMM-122.

### **COMM 261 - Photography: Art of the Open Road (4)**

For photographers, "road trip" is synonymous with freedom, escape and personal discovery. No matter what road you travel, close observation between the here and there is an opportunity to connect with your surroundings and yourself. Students work on long-term projects, while learning about historical and contemporary photographers who have contributed to the art of the open road. 35mm and DSLR cameras available.

Prerequisite: Required ART/COMM-138 or ART/COMM-139. Crosslisted as: ART-261.

### **COMM 262 - Media Convergence (4)**

ALA

Media Convergence is the melding of digital images (still and moving), sound, and typography, to create media for a variety of platforms. This course addresses the rapid changes in media production and distribution and provides hands on knowledge necessary to create, produce, and distribute media. It integrates the study of media history, theory, and design with production skills in film, audio, video, print and digital media to enable students to advance as media producers.

### **COMM 263 - Broadcast, Narrowcast, Interactivity (4)**

The field of journalism is changing rapidly- employing new technologies and tools to research, report, display and disseminate news. Students examine the latest methodologies and trends in broadcast, narrowcast and interactive media by looking at industry innovators. Using those examples, students continue to hone their own reporting. While working on verifying sources, students will gain the experience and confidence to tell stories in a 24-hour news cycle, effectively utilizing the latest industry tools of storytelling.

Prerequisite: Required COMM-122.

### **COMM 265 - Editing Copy and Proof (4)**

ALA

Teaches how to perceive and correct errors in language written by others. Includes use of professional copyediting symbols and techniques to make needed changes (in spelling, punctuation, word selection, etc.) before the final wording, or "copy," is readied for printing or broadcast. Explains proofreading techniques. Explores basic pre-writing practices, e.g., ranking and organization of raw story data for a news release or letter to the editor.

Prerequisite: Required COMM-122. Crosslisted as: COMM-464.

#### **COMM 268 - Human Rights in South Africa (4)**

Explores changes since the country's first multiracial elections in 1994 and the extent to which the society reflects the values of its postapartheid constitution in the daily life of its citizens, with attention not only to political rights but also to economic and social rights. Students produce publishable articles on their experience.

Prerequisite: Required COMM-122.

#### **COMM 268M - Human Rights in South Africa (4)**

In order to be registered for this class you must first apply through the Colleges of the Fenway GEO Center at <http://cof.studioabroad.com> After registration on the GEO center site, you will make a deposit for your travel and subsequently be registered for the course. Interested students should create an account through the Fenway GEO Center as soon as possible in order to get registered for this course. Explores changes since the country's first multiracial elections in 1994 and the extent to which the society reflects the values of its post-apartheid constitution in the daily life of its citizens, with attention not only to political rights but also to economic and social rights. Students produce publishable articles on their experience.

#### **COMM 269 - Globalization and Intercultural Communication (4)**

GC

Gives the student both a "virtual study abroad" and literal study abroad experience. In conjunction with schools and participants from around the world, students get to work in a cross-cultural setting using streaming and social media, examining social, cultural, and political issues from a global perspective. A spring study abroad component has been added to this course.

Prerequisite: Required COMM-122 or COMM-163.

#### **COMM 269M - Globalization on a Shoestring (4)**

GC

Gives the student both a "virtual study abroad" and literal study abroad experience. In conjunction with schools and participants from around the world, students get to work in a cross-cultural setting using streaming and social media, examining social, cultural, and political issues from a global perspective. A spring study abroad component has been added to this course.

Prerequisite: Required COMM-122 or COMM-163.

#### **COMM 275 - Photography in Collaboration (4)**

When artists collaborate with each other across disciplines, or photographers invite passersby to participate in a project, the outcome opens up new and innovative ways of creativity. In this class students engage in assignments and strategies that encourage new ways to photograph with their peers and in community. 35 mm and DSLR cameras available.

Prerequisite: Required ART/COMM-138 or ART/COMM-139. Crosslisted as: ART-275.

#### **COMM 281 - Writing for Public Relations and Integrated Marketing Communications (4)**

Explores the role and function of public relations and marketing communications materials. Examines techniques of writing and editing for identified target publics. Involves producing marketing communications materials intended for internal and external audiences and analyzing the communications efforts of a publicly traded company.

Prerequisite: Required COMM-122 and COMM-186.

#### **COMM 286 - Intro to Advertising (4)**

Introduces basic elements of advertising theory and practice with an emphasis on the role of creating effective and results-oriented advertising messages. Analyzes advertising case studies to explore concepts and apply them to realworld examples. Provides tools to develop writing and design skills and to create portfolio samples. Includes a team project to create an advertising campaign for a client of choice.

Prerequisite: Required COMM 124 and COMM 186. Crosslisted as: MGMT 232A.

### **COMM 310 - Feature Writing (4)**

Builds upon skills and techniques learned in journalism and other writing courses. Challenges students to think, to see stories in their fullness, and to become involved in their own writing. Teaches a narrative style that encourages critical thinking and engages writers, giving them the foundation to put more human aspects into their stories. Includes class discussion and critique of student work.

Prerequisite: Required COMM-122 and COMM-260.

### **COMM 312 - Health Communications (4)**

GC

This class surveys the field of health communications, looking at work that is being done in the field at the interpersonal, intercultural, mass media, public health and public campaign levels. It provides an overview to the exciting work being done in this practical and evolving field of communication research.

Prerequisite: Required COMM-124 or SOCI-241 Junior standing required.

### **COMM 315 - Opinion and Editorial Writing (4)**

Emphasizes persuading readers, or at least getting their attention. Develops research skills to defend arguments. Requires weekly blog and assigned news beats. Also requires regular reading of top columnists. Students produce editorials and columns suitable for publication.

Prerequisite: Required COMM-122 and COMM-260.

### **COMM 320 - Media and the First Amendment (4)**

SH

Examines the news media's First Amendment rights and responsibilities, addressing libel, privacy, fairness, and objectivity, as well as current media issues. Discusses the ethical and legal ramifications of communications in a democratic society.

Prerequisite: Required COMM-122 and COMM-124.

### **COMM 322 - Video Journalism (4)**

In this class, students will work in the field to report, shoot, edit and produce video news stories. Students will sharpen reporting and interviewing skills while also learning the technical skills to produce a high-quality broadcast package. Students will also learn to seamlessly integrate broadcast writing with video, to present themselves in front of the camera, and to edit according to industry standards.

Prerequisite: Required COMM-122, and COMM-220 or COMM-269 .

### **COMM 323 - Digital Cultures: Communication and Social Media (4)**

### **COMM 325 - Public Relations Seminar (4)**

SH

Surveys public relations methods, research, theories, practices, and campaigns. Discusses the ethics and values of public relations as a profession. Includes case study analysis.

Prerequisite: Required COMM-186 and COMM-281.

### **COMM 326 - National Student Advertising Competition (4)**

Concentrates primarily on creating radio spots, magazine layouts, and television storyboards. Elements of effective advertising are considered, such as drawing attention to the ad, motivating the reader, and building a portfolio through writing and revision. Students provide feedback in a focus group-like setting.

Prerequisite: Required COMM-286. Crosslisted as: MGMT-232B.

### **COMM 327 - Culture of the News (4)**

### **COMM 328 - Special Topics in Communications (4)**

Offers an intense study in a particular area of communications focusing on advanced issues.

Prerequisite: Required Junior standing required.

**COMM 333 - Web II (4)**

Explores the emerging field of information design, narrative, auditory experience, interactivity, and emotional depth. Students will investigate the user experience across desktop, mobile, tablet, and other platforms. Examines the ways motion graphics adds meaning to interactive websites, film credits, television openings, advertising spots, and mobile applications and addresses concepts of a global visual language in which the use of familiar symbols and images transcends spoken language.

Prerequisite: Required COMM-220 or COMM-262.

**COMM 340 - Advanced Design (4)**

Increases understanding of the designer's role as problem solver and professional design consultant. Provides opportunity to create new portfolio-quality work and explore development of a personal style. Projects include: a personal identity system with professional level rsum and cover letter, prototyping a complex multipage publication with text and images, a webzine or website, and a branding system.

Prerequisite: Required COMM-240 and COMM-248.

**COMM 344 - Senior Seminar: Storytelling (4)**

ALA

**COMM 349 - Directed Study (4)****COMM 350 - Independent Study (4)**

Consent of department required.

**COMM 370 - Internship (Variable)**

Consent of instructor and communications major required. Application due by Oct. 15 for spring semester or March 15 for summer or fall semesters. Students develop a personal marketing plan, including resume, cover letter, portfolio, LinkedIn profile, etc. Students practice job sourcing and interviewing and hear from recent grads and professionals in the communications field. Weekly blog required. NOTE: Contact department chair for special consent for 16-semester-hour internships. Senior standing required for eight semester hours.

Prerequisite: Required Junior standing required.  
Crosslisted as: COMM-380.

**COMM 380 - Field Experience (Variable)**

An eight to 10 hours-per-week field placement in the Greater Boston area, based on the student's background and interests, available to students who have already completed COMM 370. Students must apply before October 15 for spring semester; March 15 for summer or fall semester. Students take what they learned in Comm370 and work in class on scheduling information interviews and applying for jobs.

Crosslisted as: COMM-370.

**COMM 390 - Studio 5: A Communication Workplace (4)**

Consent of instructor required. Provides a faculty-supervised workplace where students undertake projects for nonprofit clients while working as collaborative teams. Requires analyzing client communications needs and providing optimal solutions on budget and deadline. Integrates relevant issues of agency/client relationships, vendor relations, and project management.

**CS - COMPUTER SCIENCE****CS 110 - Foundations of Information Technology (4)**

Foundations of Information Technology is a broad introduction to issues and concepts that are fundamental in the IT field. These include aspects of system administration, user support, applications installation and management, hardware troubleshooting and ethical use of technology. This course emphasizes knowledge combined with practical, hands-on experience.

**CS 112 - Introduction to Computer Science (4)**

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: Required MATH 101, MATH 102, or pass Math Competency Exam . Crosslisted as: LIS 532J.

**CS 113 - Gui and Event-Driven Programming (4)**

Continues CS-112, with emphasis on graphic user interface and event-driven programming (currently Java). Requires significant projects.

Prerequisite: Required CS-112. Crosslisted as: CS-413.

### **CS 225 - Health Informatics (4)**

Introduces students to major uses of information technology in the health care industry. Studies components of a computer system and major health informatics applications, how a database is organized, and general issues such as consistency, concurrency, back-up, security, integrity, and recovery from failure. Use of Access and introduction to SQL. Teaches how to model health care problems on Excel. Introduction to Electronic Health Records and underlying technologies and standards (XML and UML), Finding and evaluating on-line health information.

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam .

### **CS 226 - Computer Organization and Architecture (4)**

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: Required CS-112. Crosslisted as: CS-426.

### **CS 227 - Computer Networks (4)**

SCI

Introduces the concepts, design, implementation, and management of computer networks. Covers data communication concepts, layered architectures, protocols, LANs, WANs, internetworking, the Internet, Intranets, network management, and network applications with an emphasis on TCP/IP.

Prerequisite: Required CS-112. Crosslisted as: CS-427.

### **CS 232 - Data Structures (4)**

QL

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. Surveys fundamental algorithms, including geometric algorithms, graph algorithms, algorithms for string processing, and numerical algorithms. Discusses basic methods for the design and analysis of efficient algorithms.

Prerequisite: Required CS-113 Required MATH-210. Crosslisted as: CS-432.

### **CS 233 - Analysis of Algorithms (4)**

Surveys fundamental algorithms, including geometric algorithms, graph algorithms, algorithms for string processing, and numerical algorithms. Discusses basic methods for the design and analysis of efficient algorithms. Includes weekly laboratories.

Prerequisite: Required CS-232 and MATH-210. Crosslisted as: CS-433.

### **CS 321 - Web-Centric Programming (4)**

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: Required CS-112. Crosslisted as: CS-521.

### **CS 327 - Cybersecurity (4)**

Addresses the need for authentication, confidentiality, and integrity of data in a networked environment. Examines the services and mechanisms currently available to prevent successful attacks. Includes security models, encryption, digital signatures and certificates, authentication techniques, email confidentiality, firewalls, web servers, malware, and security management strategies.

Prerequisite: Required CS-227. Crosslisted as: CS-527.

### **CS 330 - Structure and Organization of Programming Language (4)**

Provides a comparison of computer languages and language paradigms(object-oriented, procedural, functional, event-driven) with respect to data structures, control structures, and implementation. Investigates these issues in several languages (currently JAVA, C++, Perl, Ruby, and Scheme). Presents formal language specification including regular, context-free, and ambiguous languages.

Prerequisite: Required CS-232 or CS-226.

**CS 333 - Database Management Systems (4)**

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, including triggers and stored procedures; concurrency and security issues and typical solutions. Includes a major project building web interfaces to databases using PHP and MySQL. Introduction to No\_SQL solutions.

Prerequisite: Required CS 112. Crosslisted as: LIS 458.

**CS 334 - Special Topics in Computer Science (4)**

GC

HFOSS (Humanitarian Free and Open Source Software) is a team and project based course that will allow students to contribute to existing large scale humanitarian projects. Students will write documentation, software, identify, fix and test bugs in the code. Students with a variety of software experience are welcomed.

Prerequisite: Required Junior standing required.

**CS 343 - Systems Analysis & Design (4)**

Teaches the strategies used in designing a complex computer-based application system: identifying stakeholders, gathering information, writing requirements, analyzing for technical and financial feasibility, setting priorities, planning and managing projects, and designing for usability. Includes extensive use of cases and UML for in depth examples. Involves team projects.

Prerequisite: Required MGMT 110 & IT 101, CS 333 & IT 101, or CS 112 Recommended Take CS 343L .  
Crosslisted as: LIS 486.

**CS 345 - Operating Systems (4)**

Teaches the function, design, implementation, and management of operating systems, including detailed study of the UNIX/Linux 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: Required CS-226 and CS-232. Crosslisted as: CS-545.

**CS 346 - Data Mining (4)**

This course introduces various approaches to Data Mining, including supervised and unsupervised methods, classification, clustering, and association with emphasis on evaluation of appropriate methods. Students will explore the appropriate use and differences of various algorithms using SPSS or R.

Prerequisite: Required MATH-228, MATH-229, and CS-333 .

**CS 347 - Applied Data Science (4)**

This course builds on skills learned in previous data science courses and shows students how to practically apply in various technological paradigms using real world data and situations. Students will work in teams to assess the appropriate tools and methodologies to apply to their particular case study. This is a required course for undergraduate majors and for master's students in the Data Science Analytics programs.

Prerequisite: Required MATH/CS-346.

**CS 349 - Directed Study (4)**

Consent of instructor required. 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.

**CS 350 - Independent Study (4)**

Consent of instructor required. Requires a written proposal, regular meetings with faculty advisor, a final presentation, and a written report.

**CS 370 - Internship (8)**

Consent of department required.

Prerequisite: Required Junior standing required.

**EAS - EAST ASIAN STUDIES****EAS 349 - Directed Study (4)****EAS 350 - Independent Study (4)**

Consent of instructor required.

**EAS 370 - Internship (Variable)**

Consent of instructor required.

## **ECON - ECONOMICS**

### **ECON 100 - Principles of Microeconomics (4)**

SH

Addresses debates about whether market capitalism provides the best institutional context for organizing the production, distribution, and consumption of goods and services. Considers consumer and business behavior under various competitive conditions. Assesses the appropriate role for government policy in improving performance of market capitalism.

### **ECON 101 - Principles of Macroeconomics (4)**

SH

Examines how economy-wide consumption, saving, investment, trade, and government spending and taxation influence inflation, unemployment, and the economy's oscillation between prosperity and recession. Introduces alternative macroeconomic theories in terms of their analysis of how the economy works and the fiscal and monetary policies they support.

### **ECON 124 - BRICS and the Global Economy (4)**

GC

Introduces students to the emerging economies known as the BRICS: Brazil, Russia, India, China, and South Africa.

Crosslisted as: HON-224.

### **ECON 125 - Rosie the Riveter to #MeToo: Women&Work and Work (4)**

SH

Introduces the history of women in the U.S. economy and addresses contemporary issues concerning women and work. Focuses on similarities and differences among women's work experiences as inflected by race, ethnicity, and class. Particular attention is paid to labor-market discrimination, occupational segregation, and the gender wage gap.

Crosslisted as: WGST-125.

### **ECON 145 - Economics of Sustainability and Resource Use (4)**

SH

Introduces students to the economic theory of natural resource use and applies economics principles to issues related to sustainable development. Topics include "weak" versus "strong" sustainability, efficiency versus equity trade-offs in the analysis of policy options, corporate sustainability, and international trade's effects on economic growth and sustainable development.

### **ECON 200 - Intermediate Microeconomics (4)**

SH

Provides an intermediate study of the neoclassical theory of consumer choice, producer choice, market structures, general equilibrium, and welfare economics. Emphasizes the way micro decision-making leads to the market allocation of resources.

Prerequisite: Required ECON-100 and ECON-101.

### **ECON 201 - Intermediate Macroeconomics (4)**

SH

Critically examines the logical construction of Classical/Neoclassical and Keynesian macroeconomic theories and the assumptions, goals, and trade-offs of alternative fiscal and monetary policies. Examines Keynes's critique of Classical/Neoclassical theory. Analyzes recent U.S. macroeconomic history and contemporary macroeconomics issues.

Prerequisite: Required ECON-100 and ECON-101.

### **ECON 203 - Economic Models and Quantitative Methods (4)**

Introduces the basic mathematical concepts and techniques most often used in economic analysis. Uses algebra and differential calculus to develop and analyze economic models of consumer and producer behavior and of national income determination. Introduces mathematics of investment including interest, annuities, stocks, and bonds.

Prerequisite: Required ECON-100, ECON-101, and MATH-106 .

### **ECON 214 - Gender, Globalization, and Development (4)**

GC



A reading seminar that addresses the theoretical and practical implications of considering global economic development issues and programs from the standpoint of women and/or gender. Examination of the feminization of work, along with strategies for contending with the many challenges and opportunities globalization presents to women in communities across the world.

Prerequisite: Required ECON-100 and ECON-101.  
Crosslisted as: WGST-214.

#### **ECON 216 - Economic Development (4)**

GC

Addresses the promises and pitfalls of globalization and economic development by considering the theory and practice of economic development. Uses case studies from South and Central America, Africa, and Asia.

Prerequisite: Required ECON-100 and ECON-101.

#### **ECON 218 - International Trade (4)**

SH

Introduces students to international trade theory and policy with an emphasis on current debates. Examines theories of why nations trade, the political economy of trade protection and strategic trade policy, and the role of trade in growth and development.

Prerequisite: Required ECON-100 and ECON-101.

#### **ECON 220 - International Monetary Systems (4)**

SH

Introduces students to international monetary theory and policy. Examines the history and political economy of international monetary systems, the behavior of international financial markets, the balance of payments, exchange rates, financial crises, and the role of the International Monetary Fund. Emphasizes current events throughout the course.

Prerequisite: Required ECON-100 and ECON-101.

#### **ECON 222 - Comparative Economies of East Asia (4)**

GC

Discusses the changing nature of economic systems by comparing the "new capitalisms" in East Asia. Studies the institutions, rules, and regulations in these emerging economies, including banking regulations, foreign investing, and exchange rate regimes, as alternate models of growth and development are formulated.

Prerequisite: Required ECON-100 and ECON-101.

#### **ECON 225 - Political Economy of U.S. Capitalism (4)**

SH

Analyzes contemporary U.S. capitalism through the prism of class, with emphasis on Marx's economic theory of class structures, surplus, exploitation, competition, contradiction, and crisis. Critically compares Marxian economic theory to neoclassical and Keynesian theories. Combines lectures and discussions, and develops critical thinking through critical writing.

Prerequisite: Required ECON-100 and ECON-101.  
Crosslisted as: HON-325.

#### **ECON 231 - Money & Banking (4)**

SH

Examines the U.S. monetary and financial systems, monetary theories, and monetary policy. Surveys theories of interest rates, theories of the interaction between the economy's monetary and productive sectors, and monetary policy. Places monetary theories within the context of broad economic debates. Tracks developments in monetary policy and financial markets, analyzing impacts on financial intermediation and the macroeconomy.

Prerequisite: Required ECON-101.

#### **ECON 235 - From Farm to Table: The Political Economy of Food Systems (3)**

SH

This course is offered only as part of the Community Food Systems Learning Community. A political economy approach to food systems. Using New England and Boston as examples for regional and urban food systems, we follow the food chain, from farms and factories, to retail, restaurants, and homes. Throughout, justice and sustainability are emphasized, as well as the interplay between the conventional, "industrial" food system and alternative regional and local initiatives. We pay particular attention to the racialized and gendered divisions of labor, and the unequal distribution of benefits and burdens within the food system.

Prerequisite: Required Sophomore standing required.  
Crosslisted as: HON-335.

### **ECON 236 - Public Economics (4)**

SH

Analyzes government spending and taxes at the national, state, and local level. Topics include growth in government, the future of the income tax in the U.S., expenditure programs for the poor, financing health care and education, the Social Security system, and the relationship among various local, state, and federal governments.

Prerequisite: Required ECON-100. Crosslisted as: MPP-503.

### **ECON 239 - Government Regulation of Industry (4)**

Examines the government regulation that directly guides, restricts, and overrules private decision-making in the U.S. economy. Overview of such regulation along with in-depth analysis of such cases as pharmaceutical drug regulation, environmental protection, and electric utility regulation. Emphasizes recent trends and ongoing debates about appropriate regulation.

Prerequisite: Required ECON-100 and ECON-101.

### **ECON 241 - Business Competition and Antitrust Policy (4)**

SH

Analyzes the extent and nature of business competition among business firms in the United States. Particularly focuses on those cases where structure and conduct are purported to deviate significantly from conditions of perfect competition. Examines antitrust policy as a means of improving the performance of American industry.

Prerequisite: Required ECON-100 and ECON-101.

### **ECON 242 - Managerial Economics (4)**

Examines the application of economic analysis to managerial decisions concerning output, market performance, competitive behavior, and production efficiency. Utilizes quantitative techniques appropriate to demand estimation, price determination, market share strategies, and resource allocation in profit and not for profit enterprises.

Prerequisite: Required ECON 100 and ECON 101.

### **ECON 247 - Environmental Economics (4)**

SH

Analyzes environmental problems and policies, with emphasis on the difficulties of measuring environmental costs and benefits. Considers pricing incentives vs. direct control approaches to regulating water pollution, air pollution, atmospheric change and acid rain, and the disposal of solid and hazardous wastes.

Prerequisite: Required ECON-100.

### **ECON 255 - Political Economy of Education (4)**

SH

Examines (1) how mainstream economic theory has shaped educational reform since the 1980s "education crisis," (2) the economic arguments justifying various reform movements, including vouchers, charters, testing, and choice, and (3) the economics of the achievement gap and of education's effects on social mobility, equality of opportunity, and segregation.

Prerequisite: Required ECON-100 or ECON-101.

### **ECON 290 - Special Topics: Health Economics (4)**

Examines the landscape of health and health care. Introduces basic economics principles and applies them to questions related to health insurance markets, the pharmaceutical industry, and government health programs.

Prerequisite: Required ECON-290.

### **ECON 349 - Directed Study (4)**

Consent of department required. 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.

### **ECON 350 - Independent Study (4)**

Consent of department required.

**ECON 355 - Thesis (4)**

Consent of department required. Written as the culmination of a two-semester project, following writing of an acceptable thesis proposal in spring of junior year and writing of a literature review in ECON-350 in fall of senior year. Includes oral defense with members of the department. Required for consideration for honors in economics.

Prerequisite: Required ECON-350.

**ECON 370 - Internship (Variable)**

Consent of instructor required. Provides students with opportunities for workplace experience and supervised research projects that incorporate economic analysis.

Prerequisite: Required Senior standing required.

**ECON 390 - Special Topics in Economics****ECON 393 - Econometrics (4)**

QL

Introduces the quantitative measurement and analysis of actual economic phenomena using regression analysis. Uses regression techniques to describe economic relationships, to test hypotheses about economic relationships, and to forecast future economic activity. Constructs and tests economic models using a computer statistical package.

Prerequisite: Required MATH-118; ECON-200 or ECON-201. Crosslisted as: ECON-593.

**EDUC - EDUCATION****EDUC 108 - Introduction to Early Child Education (4)**

Provides a comprehensive view of early childhood education with particular focus on the critical examination of models of effective early childhood programs and practices. Emphasizes the social contexts of the education of young children, with attention to the role of culture, families, peers, play, and social behaviors. Examines specific programs and models of early childhood education. Requires site visits.

**EDUC 156 - Schools in an Era of Change (4)**

SH

Engages students in a range of issues and ideas that are part of the American educational scene, including schools as social organizations, special education, the role of technology in teaching, standardized testing, the philosophy and history of education, and the search for instructional excellence and equity in education. Requires fieldwork and computer use.

**EDUC 205 - Thinking Through Art (4)**

ALA

Examines the Visual Thinking Strategies teaching method, in which open-ended group discussions of visual art help learners of all ages to develop critical thinking skills. Students will explore the theory and research underpinnings, practice facilitating discussion, study assessment strategies and consider applications of VTS in both classrooms and art museums. Guest speakers and visits to the Gardner Museum and Museum of Fine Arts are included in the work for this course. No experience in art or art history is necessary.

Crosslisted as: ART-205.

**EDUC 210 - Critical Issues in Education (3)**

SH

This course will look at the history and current practices in education through a critical lens that highlights how race, socio-economic class, gender, and ability affect students' access to education. In addition, we will examine ways in which social justice activism has worked to counter systems of social reproduction. Finally we will explore concepts such as rights and privileges in education.

**EDUC 212 - Performing Identities and Resistance In Culturally Diverse Education Settings (4)**

Schools are a primary social space in which gender ideologies are created, reproduced and resisted. This course examines practices and performances of contemporary masculinities, femininities and gender non-conforming identities across a range of racial, ethnic and culturally different students in public and private school settings. We will focus our exploration on the social constructs of identity performances that generate critique and resistance in students and school personnel as we interrogate the interactions between cultural identities, cultural consciousness and academic achievement. Students will reflect on their own identities and academic histories as consider how to create multicultural school settings that offer safe spaces to support healthy psychosocial development and embrace productive pedagogies for all children.

**EDUC 308 - Seminar in Teaching and Learning At the Early Childhood and Elementary Levels (4)**

Applies theoretical knowledge of pedagogy and developmental learning to develop lesson plans, integrated curriculum units, and intervention plans for individual learners needing academic or behavioral modifications. Addresses legal and ethical issues, classroom management, communication with parents, and assessment. Reviews professional portfolios. Taken in conjunction with the spring practicum. Completion of Stage I and II required.

Crosslisted as: EDUC-310.

**EDUC 310 - Seminar in Teaching and Learning At the Middle and High School Levels (4)**

Applies theoretical knowledge of pedagogy and developmental learning to develop lesson plans, integrate curriculum units, and consider models of effective classroom management. Focuses on appropriate assessment procedures and adapting curriculum to provide for individual differences. Also addresses effective parent communication, legal and ethical issues, and professional portfolio development. Taken in conjunction with the spring practicum. Completion of Stage I and II required.

Crosslisted as: EDUC-308.

**EDUC 329 - Race, Culture, Identity, and Achievement (4)**

Crosslisted as: AST-329, GEDUC-529.

**EDUC 349 - Directed Study (4)**

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.

**EDUC 350 - Independent Study (4)**

Consent of instructor required.

**EDUC 381 - Practicum in Early Childhood: Pre-K (4)**

Consent of department required. Requires 150 hours in a PreK-K level setting including special needs learners. Includes supervised teaching responsibilities and development of lesson plans, curriculum materials, and learning centers. Taken in spring of junior year and summer I.

**EDUC 382 - Practicum: Elementary School (12)**

Consent of department required. Assigns supervised teaching responsibilities in an inclusive elementary classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars.

**EDUC 383 - Practicum: Middle School (12)**

Consent of department required. Assigns supervised teaching responsibilities in an appropriate inclusive middle school classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars.

**EDUC 384 - Practicum: High School (12)**

Consent of department required. Assigns supervised teaching responsibilities in an appropriate inclusive high school classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars.

**EDUC 385 - Practicum: French, Spanish, or ESL (Variable)**

Consent of department required. Assigns supervised teaching responsibilities in an inclusive French, Spanish, or ESL classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars.

**EDUC 386 - Practicum in Early Childhood 1-2 (12)**

Consent of department required. Assigns supervised teaching responsibilities in an inclusive 1-2 classroom in the metropolitan Boston area. Includes planning and implementing daily class lessons, developing curriculum materials, and demonstrating service to students who fall short of classroom instructional objectives. Requires papers and weekly seminars.

**EDUC 388 - Fieldwork in Education (Variable)**

Consent of department required. Limited enrollment. Two full days a week of clinical experience in a private or public school classroom.

**ENGL - ENGLISH****ENGL 105 - Creative Writing: Non-Fiction (4)**

ALA

Designed for students with a solid base of writing skill who wish to grow further as writers. Teaches writing of non-fiction that a non-captive audience would willingly read. Focuses primarily on the personal narrative.

Crosslisted as: ENGL-405.

**ENGL 107 - Creative Writing: Fiction (4)**

ALA

Introduces the discipline of writing the short story. Reading of some classic and contemporary short fiction, and discussion of student drafts in a supportive workshop setting.

**ENGL 109 - Creative Writing: Poetry (4)**

ALA

Targets the eager and curious writer of poems seeking structure, feedback, and models of excellence in a workshop setting. Assumes that those who want to write are those who have been deeply moved by the writing of others. Includes extensive reading and attendance at poetry readings in the Boston area.

**ENGL 110 - Introduction to Literature (4)**

ALA

Teaches the art and skill of reading fiction, poetry, and plays for pleasure and understanding. Designed for those who love to read but are not necessarily intending to major in literature. Includes seminar style discussions and frequent writing.

**ENGL 111 - Greek Mythology and Religion (4)**

ALA

Examines myths about the principle gods, goddesses, and heroes of ancient Greece, and the influence of Greek mythology on later literature, language, and the visual arts. Includes readings from Homer, Hesiod, Sappho, Ovid, and Greek dramatists.

Crosslisted as: ENGL-411.

**ENGL 112 - Poetry and Passion in the Bible (4)**

ALA

Closely studies the Old and New Testaments, with attention to the problem of strategies of interpretation. Considers themes including the use of metaphor; shifting attitudes toward sex; time and typology; and theological versus cultural perspectives.

Crosslisted as: ENGL-412.

**ENGL 121 - Love, Death, and Fantasy in Shakespeare's Plays (4)**

ALA

Analyzes major plays with commentary on the theater of Shakespeare's London. Includes films and attendance at live performances of Shakespeare's plays when possible.

**ENGL 138 - American Poetry (4)**

ALA

Studies major American poets and the process by which the creation of a self precedes the creation of one's poetry. Attends to such figures as Walt Whitman, Emily Dickinson, Robert Frost, Marianne Moore, Wallace Stevens, William Carlos Williams, and Robert Lowell.

**ENGL 139 - Modern Poetry (4)**

ALA

Examines cross-cultural influences in 20th century poetry, such as the case of the negritude poets, Harlem Renaissance poets, and the French surrealists. Emphasis on American poets such as Langston Hughes, H.D., and William Carlos Williams. Attention will be given to fundamental approaches to the criticism of poetry.

**ENGL 161 - American Literature to the Civil War (4)**

ALA

Studies American literature from its beginnings to the Civil War; from its pre-literature - recording the encounters among the Native Americans, English, Spanish, French, and Africans - to the first emergence of America's literature of diversity, exemplified by such writers as Douglass, Jacobs, Emerson, Fuller, Thoreau, Hawthorne, Dickinson, and Melville.

Crosslisted as: ENGL-461.

**ENGL 162 - American Literature from 1865-1900 (4)**

ALA

Focuses on the responses of American writers to the change from a predominantly rural smalltown society to an urban industrialized one and the accompanying challenges to previous racial and gender stereotypes. Texts include poetry by Walt Whitman and Emily Dickinson; fiction by Mark Twain, Henry James, Kate Chopin, Theodore Dreiser, and Edith Wharton; and W.E.B. DuBois's *Souls of Black Folk*.

**ENGL 166 - Piratical Stories (3)**

ALA

This course investigates the tropes of piratical literature in ballads, plays, short stories, and novels. As we move through the centuries, we consider sea encounters, buried treasure, war tactics, whaling, and slavery to illuminate why and how stories about these transgressors expose the fears and wishes of a U.S. readership.

**ENGL 172 - 20th Century U.S. Fiction (4)**

ALA

Focuses upon important works by U.S. writers of the twentieth century, including William Faulkner, Langston Hughes, Jack Kerouac, James Baldwin, Ken Kesey, Gloria Naylor, Tim O'Brien and others.

**ENGL 176 - African American Fiction (4)**

ALA

Analyzes the possibility of viewing fiction by African Americans as constitutive of a distinctive genre of literature. Highlights certain repeated themes and rhetorical patterns found in fiction by African Americans, but asks if race itself is what finally determines the makeup of the genre. Authors include Douglass, Baldwin, Ellison, Washington, Wright, and others.

**ENGL 178 - Intersectional Themes in Modern American Literature (4)**

ALA

Studies personal, family, and cultural conflicts created by the tensions between ethnic and American loyalties in fictional and non-fictional works by African American, Jewish, Native American, Asian American, Latino, and other authors. Focuses on the dilemma of affirming the values of ethnic identity in a civilization professing the virtues of assimilation.

**ENGL 184 - World Drama Survey (4)**

ALA

This course is a survey of major plays from Europe, the United States and Africa. Dramatists may include Sophocles, Aristophanes, Shakespeare, Ben Jonson, Molière, Ibsen, Strindberg, Chekhov, O'Neill, Brecht, Beckett, Hansberry, Fugard, and August Wilson. Studies social and political contexts of theater, performance practices, and writing about drama.

**ENGL 193 - Women in Literature (4)**

ALA

Explores the writings and cultural contexts of literature by and about women from the 19th century to the present. Features novels, short stories, speeches, poems, and plays. Selected topics may include: education, friendship, sexuality, the marriage plot, labor, and protest and politics.

Crosslisted as: WGST-193.

**ENGL 195 - Art of Film (4)**

ALA

Serves as an introduction to film analysis by teaching the basics of mise-en-scene, cinematography, editing, and sound as well as fundamental principles of film narrative, style, genre, and theory. Films chosen from a number of different historical periods and national contexts, including classical Hollywood cinema.

**ENGL 199 - Approaches to Literature (4)**

ALA

An introduction to the English major, 199 provides a grounding in the skills and questions basic to the study of literature: how to trace an image, how a novelist constructs a character, what a poet is doing with meter and rhyme, and how to make comparisons between different texts. Required for all English majors.

**ENGL 200 - Introduction to Theory (4)**

ALA

The second half of the required introduction to the English major, this course builds on English 199 and considers how we read, analyze, and write about literature from different critical perspectives, including Postcolonialism and Race Studies, Feminism, Psychoanalysis, Structuralism, Deconstruction, and/or Marxism. Required for all English majors.

Prerequisite: Required ENGL-199.

#### **ENGL 205 - Writing About... (4)**

Offers the opportunity to write non-fiction pieces about a particular topic or theme.

#### **ENGL 207 - Writing Fiction, Part 2 (4)**

ALA

Continued work on the art of writing the short story, building on experience gained in English 107. Frequent writing and reflection on writing; extensive revision; workshop discussion of student writing. Readings in contemporary and canonical short fiction, as well as works on fictional technique.

Prerequisite: Required ENGL-107.

#### **ENGL 211 - From Alice to Eeyore (4)**

ALA

Examines the wide variety of literature written for children in the Victorian and modernist periods in Britain, from fairy tales and nonsense verse to didactic fiction and fantasy. Authors studied may include Lewis Carroll, Edward Lear, Frances Hodgson Burnett, Christina Rossetti, Robert Louis Stevenson, E. Nesbit, Kenneth Grahame, J. M. Barrie, P.L. Travers, and A.A. Milne.

#### **ENGL 214 - The Invented Self in American Fiction (4)**

ALA

Looks at U.S. writers as authors of themselves and creators of their own personae in 20th and 21st-century U.S. fiction. Examines both the literary and societal implications of such self-fabrications in works by writers such as Philip Roth, Jeffrey Eugenides, Anne Tyler, Amy Bloom, Tom Perrotta, Junot Diaz, Patricia Highsmith, Michael Cunningham, Susana Moore, and Cristina Garcia.

#### **ENGL 221 - The Critical Lens: Introduction to Film and Media Theory (4)**

ALA

Introduces students to the main schools of theory in cinema and media studies, including auteur theory, narrative, semiotics, psychoanalysis, Marxism, feminism, queer theory, critical race theory, reception theory, third and accented cinemas.

Prerequisite: Recommended ENGL-195.

#### **ENGL 223 - New Literary Topics (4)**

Offers focused study of a particular theme or tradition in literature.

#### **ENGL 231 - English Literature of the 17th Century (4)**

ALA

Introduces literature of the 17th century through study of the metaphysical wit and cavalier poetry of Donne, Herbert, Marvell, Milton, and Jonson; the prose of Bacon and Browne; and the poetry of Phillips, Wroth, and Amelia Lanyer. Themes include manuscript and print culture, public politics and private culture, and sex and religion.

#### **ENGL 232 - English Literature of the 17th Century (4)**

ALA

Introduces literature of the 17th century through study of the metaphysical wit and cavalier poetry of Donne, Herbert, Marvell, Milton, and Jonson; the prose of Bacon and Browne; and the poetry of Phillips, Wroth, and Amelia Lanyer. Themes include manuscript and print culture, public politics and private culture, and sex and religion.

#### **ENGL 235 - Identity and Race in American Literature (4)**

ALA

Focuses upon the works of major American writers and defines and analyzes how the sentiments and attitudes of the Romantic and Realist periods become intertwined with race in the literary process of imagining and representing American identity. Authors include Stephen Crane, James Fenimore Cooper, Herman Melville, Edgar Allan Poe, Jacob Riis, Harriet Beecher Stowe, and Mark Twain.

#### **ENGL 243 - English Novel Through Austen (4)**

ALA

Considers the development of the English novel, with emphasis on narrative technique and the cultural history of the novel in the 18th century. Novelists may include Behn, Haywood, Fielding, Burney, Austen, and Walpole.

**ENGL 254 - The English Novel from Victorians to Moderns (4)**

ALA

Studies major English novelists, such as Charles Dickens, the Brontes, George Eliot, Bram Stoker, H.G. Wells, Radclyffe Hall, and Rebecca West, and at least one non-canonical novelist.

**ENGL 265 - Modern(ist) Women (4)**

ALA

Considers the innovations of the modernist novel in English, from the end of the Victorian era through High Modernism (1901-1945). Writers studied may include Virginia Woolf, James Joyce, E.M. Forster, Henry James, Radclyffe Hall, Rebecca Wells, and Winifred Holtby. Focuses may include war; suffrage; women and education; women and work.

**ENGL 275 - American Modernism and the Harlem Renaissance (4)**

ALA

Focuses on the literature, music, and culture that emerged after WWI in places like Harlem. Examines the period's atmosphere of creativity and experimentation through the works of both major "white" writers like Hemingway, Faulkner, Fitzgerald, and Eliot, and major African-American writers like Hughes, Hurston, Larsen, Du Bois, and Toomer.

**ENGL 304 - Problems in Romantic Literature: The Romantic Rebel (4)**

ALA

Begins with Milton's Paradise Lost, the subtext for all Romantic rebellion, and moves to Blake, its great theorist and visual artist, to the poetry of Wordsworth and works by women Romantic poets. Concludes with the female perspective on Romantic rebellion in the novels of the Bronte sisters and in Mary Shelley's Frankenstein.

Prerequisite: Required ENGL-210 or ENGL-199 Junior standing required. Crosslisted as: ENGL-504.

**ENGL 306 - Victorian Literature and Culture (4)**

ALA, SH

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Writers studied may include Tennyson, Robert and Elizabeth Barrett Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, and John Stuart Mill.

Prerequisite: Required ENGL-199 or ENGL-210 Junior standing required. Crosslisted as: ENGL-506.

**ENGL 307 - Jane Austen and Her Contemporaries (4)**

ALA, SH

Intensive study of the novels of Jane Austen and her contemporaries, including Horace Walpole, Frances Burney, and Maria Edgeworth, with attention to historical, cultural, and biographical contexts.

Prerequisite: Required ENGL-210 or ENGL-199 Junior standing required. Crosslisted as: ENGL-507.

**ENGL 308 - The Postcolonial Novel (4)**

ALA

Studies the novels of such writers as Joseph Conrad, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Zadie Smith in the context of contemporary postcolonial theory.

Prerequisite: Required ENGL-210 or ENGL-199 Junior standing required. Crosslisted as: ENGL-508.

**ENGL 310 - Advanced Poetry Workshop (4)**

ALA

Serves as an advanced-level workshop for poets seeking a space in which to concentrate on their craft and participate in sophisticated discussions of poetry. Requires completion of a manuscript of 20 poems worthy of being submitted for publication as a chapbook, and an essay on poetics.

Prerequisite: Required ENGL-109. Crosslisted as: ENGL-510.

**ENGL 312 - Classic American Writers (4)**

Studies in depth, with critical readings, the major 19th-century writers Hawthorne, Dickinson, and Melville, with attention to their contributions to the development of a distinctively American literature.



Prerequisite: Required ENGL 210 or ENGL 199 Junior standing required. Crosslisted as: ENGL 512.

### **ENGL 316 - Native American Literature (4)**

ALA

Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslis Marmon Silko, Simon Ortiz, Louise Erdrich, Gerald Vizenor, Sherman Alexie, and others in the context of Native American history and particular tribal and familial oral cultures. Also covers critical essays and studies by Native and non-Native scholars including Paula Gunn Allen, David Moore, Elaine Jahner, Arnold Krupat, Karl Kroeber, David Murray, and Phil Deloria.

Prerequisite: Required ENGL-210 or ENGL-199. Crosslisted as: ENGL-516.

### **ENGL 317 - Toni Morrison and American Literature (4)**

ALA

Studies most of the novels and short works of Toni Morrison, viewing them both as involved in thematic conversations with other writers of the American literary canon and as presenting critical evaluations of the racial history that Morrison believes continually haunts this canon.

Prerequisite: Required ENGL-199 or ENGL-210 Junior standing required. Crosslisted as: ENGL-517.

### **ENGL 320 - American Women's Poetry (4)**

ALA

Focuses on Emily Dickinson and Adrienne Rich alongside their influences and inheritors, from Anne Bradstreet to Joy Harjo. Uses frameworks of textual, intertextual, and cultural analysis within a seminar format.

Prerequisite: Required ENGL-199 or ENGL-210 Junior standing required. Crosslisted as: ENGL-520.

### **ENGL 321 - Studies in Shakespeare (4)**

ALA

Closely analyzes a few major plays and varied critical approaches to them.

Prerequisite: Required ENGL-199 or ENGL-200 ENGL-121. Crosslisted as: ENGL-521.

### **ENGL 323 - Special Topics in Literature (4)**

ALA

Offers an intensive study of a particular genre of literature.

Prerequisite: Required ENGL-107 Junior standing required. Crosslisted as: ENGL-523.

### **ENGL 326 - Medieval and Renaissance Literature (4)**

ALA

Studies topics including Milton, magic and fantasy in the Renaissance, and literary depictions of love in the 16th century.

Prerequisite: Required ENGL-210 or ENGL-199 Junior standing required. Crosslisted as: ENGL-526.

### **ENGL 327 - Race and Gender Psychoanalytical Discourse (4)**

ALA

Investigates psychoanalysis as a theoretical discourse that has been forced continually to rewrite itself as it rethinks and makes room for the concepts of race and gender. Focuses upon Freud, Lacan, and more recent scholars and theorists who have used race and gender to redefine psychoanalysis.

Prerequisite: Required ENGL-200 or ENGL-210 Junior standing required. Crosslisted as: ENGL-527.

### **ENGL 342 - 18th Century Literature (4)**

ALA

Examines the ways the poets, playwrights, journalists, and fiction writers of the period imitated, reworked, and finally rejected classical and Renaissance genres to forge new kinds of literary expression. Reading may include works by Aphra Behn, Dryden, Swift, Pope, Anne Finch, Lady Mary Wortley Montagu, Johnson, and Burney.

Prerequisite: Required ENGL-199 Junior standing required Recommended ENGL-200. Crosslisted as: ENGL-542.

### **ENGL 350 - Independent Study (4)**

ALA

Consent of instructor required.

Crosslisted as: ENGL-450.

### **ENGL 354 - Studies in Film Genre (4)**

ALA

Examines basic questions and definitions of film genre. Considers the study of genre from a theoretical perspective, and identifies distinguishing visual and narrative conventions for key genres such as comedy, film noir, musicals, and melodrama.

Prerequisite: Required ENGL-195 Junior standing required Recommended ENGL-200, ENGL-210, or ENGL-221 . Crosslisted as: ENGL-554.

### **ENGL 355 - Thesis (Variable)**

Consent of department required. Typically follows ENGL-350. Taken in the semester in which the thesis will be completed.

### **ENGL 370 - Internship (8)**

Consent of instructor and CEC required. In collaboration with the Career Education Center and under the supervision of a member of the English faculty, students intern for 8-10 hours a week (for 4 credits) or 16-20 hours a week (for 8 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and its connection to their major.

Crosslisted as: AST-370, FREN-370, HIST-370, PHIL-370, SPAN-370, WGST-370.

### **ENGL 380 - Fieldwork (4)**

Consent of department required.

### **ENGL 390 - Seminar in Literary Scholarship (4)**

ALA

Offers a framework for advanced independent work in literary studies. Anchored in a common topic that changes each year. Texts include some of the critical and theoretical approaches that help to define the topic.

Prerequisite: Required ENGL-199 or ENGL-210 Junior standing required. Crosslisted as: ENGL-590.

### **ENGL 398 - Feminist Media Studies (4)**

ALA

Analyzes how film form positions women and investigates how female audiences consume the medium. Topics include female directors and stars, gaze theory and psychoanalysis, melodrama and the "woman's film," feminist documentary, racialized bodies, lesbian cinema, feminist television criticism, chick flicks, and postfeminism.

Prerequisite: Required ENGL-195 or ENGL-199, and junior standing required . Crosslisted as: ENGL-598.

## **ENVI - ENVIRONMENTAL FORUM**

### **ENVI 200 - Environmental Forum (2)**

SCI

Provides a forum for different disciplines and interests to assess current environmental topics. Examines scientific, socioeconomic, and political aspects of environmental issues. Includes a service learning component and encourages interaction with local, regional and national environmental advocates. Students will develop applied research skills and make oral and written presentations.

### **ENVI 200B - Environmental Forum COF B (2)**

This course provides a forum for different disciplines and interests to assess and evaluate current environmental topics. This course provides a service learning component and encourages student faculty interaction with local, regional national environmental advocates. In the process, students will develop applied research skills as well as oral and written skills. In addition to addressing environmental issues from a scientific basis, socioeconomic and political aspects of environmental issues are also incorporated.

### **ENVI 200C - Environmental Forum COF C (2)**

This course provides a forum for different disciplines and interests to assess and evaluate current environmental topics. This course provides a service learning component and encourages student faculty interaction with local, regional national environmental advocates. In the process, students will develop applied research skills as well as oral and written skills. In addition to addressing environmental issues from a scientific basis, socioeconomic and political aspects of environmental issues are also incorporated.

**ENVI 200D - Environmental Forum COF D (2)**

This course provides a forum for different disciplines and interests to assess and evaluate current environmental topics. This course provides a service learning component and encourages student faculty interaction with local, regional national environmental advocates. In the process, students will develop applied research skills as well as oral and written skills. In addition to addressing environmental issues from a scientific basis, socioeconomic and political aspects of environmental issues are also incorporated.

**ENVI 201 - Environmental Chemistry (4)**

SCI

Provides a forum for different disciplines and interests to assess current environmental topics. Examines scientific, socioeconomic, and political aspects of environmental issues. Includes a service learning component and encourages interaction with local, regional and national environmental advocates. Students will develop applied research skills and make oral and written presentations.

**FREN - FRENCH****FREN 101 - Elementary French I (4)**

Emphasizes communication. Develops all four basic language skills: understanding, speaking, reading, and writing. Aims to provide cultural and linguistic survival skills through contemporary methodologies.

**FREN 102 - Elementary French II (4)**

Continuation of FREN-101.

Prerequisite: Required FREN-101 or placement by the department.

**FREN 201 - Interm French I (4)**

Reviews grammar, with oral practice and reading of short modern French texts. Emphasizes development of spoken skills and vocabulary for everyday life in French-speaking countries.

Prerequisite: Required FREN-102 or placement by the department.

**FREN 202 - Intermediate French II (4)**

Continuation of FREN-201, with a special focus on writing at the intermediate level.

Prerequisite: Required FREN-201 or placement by the department.

**FREN 240M - Spoken French Travel Course (4)**

Students who want to register for travel courses must first apply through the Colleges of the Fenway GEO Center on [www.cof.studioabroad.com](http://www.cof.studioabroad.com). All requirements must be completed as listed on studio abroad before a student is accepted into a course. In addition to Simmons travel courses, other College of the Fenway courses are listed on the site. After registration on studio abroad, the GEO Center will ask for you to deposit for your course. The GEO will send the list of completed and accepted registrations to the Registrar. This is how you will be registered for the travel course. Interested students should create an account on studio abroad as soon as possible.

**FREN 245 - Conversation and Composition (4)**

ALA

Develops greater facility in the use of oral and written language. Emphasizes contemporary vocabulary and usage and encourages expression on personal and current issues. Requires a number of short papers as well as several prepared oral reports.

Prerequisite: Required FREN-202.

**FREN 246 - Translation and Linguistics (4)**

Aims at developing careful reading of texts and accurate writing through translation exercises on major works of modern autobiographical fiction (Ernaux, Beauvoir, Saint-Exupery) and the media. Additionally, the course introduces notions of linguistics, phonetics, and contextual analysis of the functions of language.

Prerequisite: Required FREN-202.

**FREN 265 - Francophone Short Stories and Films (4)**

GC

Through analysis and discussion of short stories and films, the course explores key themes of the Francophone world, including colonialism and its legacies, social class, color and race, gender, exile, identity, and trauma.

Prerequisite: Required FREN-245.

**FREN 266 - The Quest for Identity: The Self and The Other in the French Literary Tradition (4)**

ALA

Explores the theme of the self and the other in the French literary tradition from the Middle Ages to present times. Close readings of a variety of literary genres will allow us to study the different embodiments of the "other" including the colonized, the feminine, and the self.

Prerequisite: Required FREN-245.

**FREN 310 - Inside France: Studies in French Culture (4)**

GC

Addresses the question "What is French culture?" through a multimedia study of topics drawn from French geography, history, artistic traditions, and institutions. Includes topics such as Paris and its legacy, the formation of a citizen of the republic, and World War II.

Prerequisite: Required FREN-245. Crosslisted as: FREN-510.

**FREN 310M - Inside France (4)**

Crosslisted as: FREN-355.

**FREN 311 - Contemporary Issues in France (4)**

GC

Exposes students to a wide variety of contemporary issues in France, including trends in sexuality and marriage, violence in the suburbs, Franco-American relations, multiculturalism, and French identity politics.

Prerequisite: Required FREN-245.

**FREN 314 - Topics in French Cinema (4)**

GC

Studies culture and offers insights about the French and the increasingly diverse influences that define them as a people. Recent topics have included "Growing Up French" and "Urban Encounters: Filming Paris."

Prerequisite: Required FREN-245.

**FREN 316 - Outside France (4)**

GC

Provides a multimedia study of selected French speaking cultures of North America, the Caribbean, the South Pacific, and Africa. Uses the perspectives on France viewed from outside, discovered in a corpus of both literary and sociohistorical texts, to approach an understanding of these other French cultures.

Prerequisite: Required FREN-245.

**FREN 322 - French Theater: the Actor & the Script (4)**

Covers masterpieces of French theater from the classical seventeenth century to the modern Théâtre de l'absurde and Théâtre de boulevard. Intertwines texts and visual representations on stage, as students read, watch, and act. Programs from local theaters might be included.

Prerequisite: Required FREN-245. Crosslisted as: FREN-522.

**FREN 326 - The City As Text: Paris and Its Literary Representations (4)**

ALA

Explores the literary representations of Paris and its importance to the development of realism, symbolism, and surrealism. Readings in major authors representing these movements will allow us to study such themes as the city and insurrection, Paris underground, and the emergence of the consumer society.

Prerequisite: Required FREN-245.

**FREN 349 - Directed Study (4)**

Consent of instructor required. 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.

**FREN 350 - Independent Study (4)**

Consent of instructor required.

**FREN 355 - Thesis (4)**

Consent of instructor required.

Crosslisted as: FREN-310M.

**FREN 370 - Internship (8)**

Consent of department required. 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.

Crosslisted as: AST-370, ENGL-370, HIST-370, PHIL-370, SPAN-370, WGST-370.

### **FREN 395 - Seminar: Special Topics in French (4)**

Topic changes from year to year.

Prerequisite: Required FREN-266, FREN-322, or FREN-326.

## **HIST - HISTORY**

### **HIST 100 - World History I (4)**

GC

Studies the evolution of human societies to the rise of truly global connection. Significant attention is paid to understanding connections and comparisons between China, India, the Islamic world, the Mediterranean, and the Americas.

### **HIST 101 - World History II (4)**

GC

From an explicitly multicultural and interdisciplinary perspective, the course examines a variety of civilizations since the time of the Columbian exchange, with a particular focus on the rise of the West to world dominance. Evaluating many cultures and societies that have experienced colonialism and post-colonialism, a variety of different sources will be used including literature, film and primary documents. Trips will be arranged to different sites around Boston to better understand subjects such as the environmental change, cross-cultural contact and western hegemony, and independent projects will be developed by students to enhance their research skills.

### **HIST 128 - Modern European History 1789-1989 (4)**

SH

Examines the development of Europe from the French Revolution to the colonial struggles and political uprisings of the 1960s. Focuses on the impact of democratic revolution, industrialization, imperialism, fascism, the Holocaust, and the Cold War. Sources include art, film, autobiographies, and other primary documents.

### **HIST 140 - Early American History (4)**

SH

Surveys the diverse experiences of colonial settlers, the development of a distinctly American culture, the American Revolution, the creation of an American republic and constitution, the rise of parties, early industrialism, slavery and the cotton economy, westward expansion, the Civil War, and Reconstruction.

### **HIST 141 - Modern American History (4)**

SH

Surveys transformations in American society, politics, and culture, from Reconstruction through the 20th century. These include industrialization, immigration, and urbanization; social protest; the expansion of citizenship, suffrage, and civil rights; the rise of the U.S. to world power; and the revolutionizing effects of science, technology, visual arts, and the written word.

### **HIST 201 - Dynamics Japanese History (4)**

GC

Examines the rise and fall of imperial Japan (1868-1945) and certain trends since 1945. Considers the history and ideology of a nation that believed in military prowess and authoritarian government as a national honor. Discusses factors that led Japan to this view, its consequences, and Japan's path to postwar democracy and prosperity.

### **HIST 202 - Asia to the Eighteenth Century (4)**

GC

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.

Crosslisted as: HIST-402.

### **HIST 203 - Power & Culture: East Asia (4)**

GC

Examines the development of East Asian and American foreign relations, focusing primarily on Sino-American-Japanese triangular relations since 1800. Special attention is given to the emergence of Japan and the U.S. as world powers and their approaches to dealing with nationalist and communist China.

### **HIST 204 - Japanese Culture: Gender, Family and Society (4)**

GC

Examines the key role of gender in Japan's culture and historical development since the days of the Heian court ladies and the fierce samurai. Explores changes in the relations between men and women throughout their history. Uses historical records, literary texts, and artistic expressions.

**HIST 205 - Global Environmental History (4)**

Examines the ways in which humans have perceived, interacted with, and shaped the non-human environment. Looks at the influence of different cultural perspectives in establishing environmental practices. Areas of inquiry include the impact of agriculture and the effects of European colonialism on different habitats.

Crosslisted as: HON 205.

**HIST 206 - Rise of Modern China (4)**

GC

Provides a brief review of traditional Chinese civilization before 1800. Studies imperialist activities and China's struggle to transform itself to a modern nation. Examines closely the clashes between Confucianism and modernity, nationalism and communism, and democracy and authoritarianism.

**HIST 207 - Gender, Family and Society in Modern China (4)**

GC

Examines the roles men and women play in family and society in China, focusing on the impact of traditional values and foreign ideologies upon people's conduct, family hierarchy, and social structure. Special attention is given to the changes in women's lives brought about by Mao's rule and westernization since 1978.

Crosslisted as: HIST-407.

**HIST 210 - African American Experience (4)**

GC

Begins with the arrival of Africans in bondage in Virginia in 1619. Studies original materials, significant historical writings, film, and literary works to consider slavery, blacks in the American Revolution, the abolitionist movement, blacks in the Civil War, and efforts to create a new postslavery society in the South. It continues with migration and urbanization, the world wars, the Harlem Renaissance, African Americans in the Great Depression, postwar movements including Civil Rights, Black Power, and present-day battles for freedom and justice.

**HIST 211 - Medicine and the African American Experience (3)**

SH

This course provides an overview of the experiences of African Americans with medicine. Beginning with the eighteenth century, this course will cover the ways the medical community viewed African Americans, and how medical science contributed to modern concepts of race. We will discuss the experimentation on African-American women by during the early years of gynecology, as well as eugenics. The course will conclude with the 21st century, including controversies over racial difference in treating pain. This course is only offered as part of a Learning Community, and must be taking concurrently with AST-211.

**HIST 213 - Race and Ethnicity in U.S. History (4)**

GC

Explores developments and changes in American ideas about race. How have science, social science, law, politics, art, and literature shaped definitions of race, and in turn affected race relations and racism? Considers the historical experiences of Native Americans, African Americans, Latinos, Asian Americans, and white ethnic groups since the colonial era.

**HIST 214 - African Diaspora (4)**

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.

**HIST 215 - Women and Gender in US History Before\_1890 (4)**

Explores American women's diverse experiences from pre-Columbian times to 1890, as they re-envisioned their place within families and communities, entered wage work, and struggled for rights. Emphasizes women's self-representation in writing and the visual arts, as well as gender's intersections with racial, class, ethnic, sexual, regional, religious, and other identities.

Crosslisted as: WGST 215.

**HIST 216 - Women and Gender in U.S. History Since 1890 (4)**

SH

Studies women's lives and roles from 1890 to the present. Examines women's experiences in households and families, at work, and in diverse communities. Focuses on racial, class, ethnic, and regional differences among women. Also explores changing definitions of femininity and masculinity. Course materials include a wide range of primary documentary and visual sources as well as historical essays.

Crosslisted as: WGST-216.

**HIST 217 - Caribbean History (4)**

This course provides an overview of Caribbean history from the time of Columbus through the present day. It explores how conquest and colonialism, slavery and emancipation, independence struggles, neo-imperialism, and environmental disaster have shaped this diverse region today, paying particular attention to the lives of marginalized women and men.

**HIST 218 - Topics in Latin American History (4)**

GC

This course offers an overview of Latin American and Caribbean history, from the Columbian encounter through the twenty-first century. We use case studies to illustrate overarching trends including: conquest, colonialism and independence, coerced labor and resistance, the rise of US power and nationalist responses, revolution and counterrevolution in the Cold War, and millennial struggles between neoliberalism and a "leftist tide." This class pays particular attention to the lives of non-elite women and men, and explores the roles that ethnicity, race, class, and gender have had in the region's history.

**HIST 222 - Greek & Roman History (4)**

SH

Studies the many manifestations of the genius of Mediterranean civilization in the Greco-Roman era. Examines Greek democracy, theater, and thought; Hellenistic medicine and city life; and Roman law, culture, and imperialism. Concludes with the merger of these many creative strains in early Christianity.

**HIST 223 - Medieval History (4)**

SH

Explores selected aspects of medieval civilization, beginning with the fourth and ending with the 15th century. Emphasizes social and economic organization and cultural patterns. Gives special attention to northwest Europe.

**HIST 224 - The Renaissance (4)**

SH

Provides a thematic exploration of the social, political, and cultural developments in Renaissance Europe. Pays close attention to the cultural and intellectual developments of the period (ranging from civic humanism to painting, literature, and architecture). Makes use of Boston-area museums.

**HIST 230 - Women and Gender in Europe (4)**

GC

Surveys the construction of gender roles for women and for men from the eighteenth-century Enlightenment through the 1960s. Examines the importance of gender in political, economic, and legal developments as well as its power to shape the self-perception of people who lived in the past.

**HIST 231 - Understanding Islam & Historical Perspectives (4)**

GC

The course examines Islamic society from its beginning to the modern period. Covering issues such as the rise of Islam in the Arabian peninsula, the creation of Islamic dynasties, and the establishment of Islamic law, the class familiarizes students with a wide range of topics and diverse chronological periods, with an emphasis on connections between Islamic societies and other parts of the world. Outings will be arranged to sites in and around Boston to explore rich collections of Islamic art and culture, and guest speakers will be brought in to provide different points of view on issues related to Islam and the West.

Crosslisted as: HIST-431.

**HIST 237 - Holocaust (4)**

SH

Examines the rise of Nazism in the 1930s, the history of anti-Semitism in Europe, and the process that led the Nazi State to pursue mass murder of Jews and other so-called "undesirables." Uses literature, memoirs, and film to examine social exclusion, forced migration, and genocide.

**HIST 239 - History of Sexuality and the Family (4)**

SH

Traces the transformation of a pre-modern family centered system equating sexuality with reproduction into the 20th-century concept of sexuality as a form of identity and self expression. Explores the connections between changes in sexuality and historically specific events and trends. Considers the roles gender, race, and class have played in changing definitions of what constitutes a "family."

**HIST 240 - The Atlantic World 1500-1800 (4)**

GC

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.

**HIST 241 - Revolutions in the West (4)**

GC

Provides a comparative look at several of the major political and intellectual revolutions that transformed the West from an unimportant corner of the world in 1500 to a major site of world economic and cultural power. Includes the Scientific, American, French, Haitian and Russian Revolutions.

Crosslisted as: HIST-441.

**HIST 245 - Oceans Connect (3)**

SH

This course will study the influence of the oceans on the history of the United States through the histories of sailors, slaves, passengers, and pirates who bridged the aquatic barriers between continents. Their diverse experiences demonstrate the distinct social and cultural connections and conflicts forged aboard ships traversing the seas. This course is offered only as a Learning Community, and must be taken concurrently with ENGL-166.

**HIST 249 - US Foreign Policy 1945-Present (4)**

Examines the origins of the Cold War in the dramatically altered balance of international forces at the end of World War II. Also considers the historic impact of Third World revolutions and the surge toward detente, ending in the sudden termination of the Cold War in the Gorbachev era.

Crosslisted as: POLS 249.

**HIST 251 - World Historical Perspectives on 9/11 (4)**

SH

Contextualizes September 11th within a world historical framework. Examines the event's relationship to the late Cold War, to issues in the Middle East, and to other world events. The class will also explore the significance of 9/11 as a new historical beginning and the politics of the war in Iraq.

**HIST 252 - History & Material Culture (4)**

SH



Focuses on the role of objects in American history - the importance of the key fabrics, tools, possessions, built environments, and products used. How do we integrate artifacts into our understanding of the historical record? How have museums, in particular, selected, preserved, and displayed historical artifacts to shape our understanding of our collective past? Examines how material culture interacts with gender, race, class, privacy, and technological change.

Crosslisted as: HON-322.

### **HIST 253 - Introduction to Public History (4)**

SH

Introduces the theoretical issues and practical questions involved in the public display of history in places such as museums, historical sites, and the Internet. Examines both the public role of history in shaping citizenry and the way consumer expectations affect such presentations.

Crosslisted as: HON-320.

### **HIST 254 - History Through Novels & Film (4)**

ALA

Focusing on the role of novels and films in representing the past, this course will examine a variety of films, novels and short stories that address historical issues and the development of historical consciousness. The class will consider questions such as: What value do novels and films have in helping us understand the past? How do these novels and films reflect the period and place in which they were created? How do certain historical themes transcend time and place? And why do these novels and films capture our imagination?

### **HIST 260 - Interpreting the Past: The Craft of History (4)**

SH

Studies the methodological, theoretical, and practical questions involved in the writing of history. Explores the relationship between past and present, the use of primary sources, and the interpretation of history by drawing on the work of the most creative practitioners of the discipline.

### **HIST 329 - Film and History Representation (4)**

GC

Consent of department required. Enrollment normally open only to seniors and graduate students. 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.

Crosslisted as: HIST-529.

### **HIST 349 - Directed Study (4)**

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.

### **HIST 350 - Independent Study (4)**

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students.

Prerequisite: Required Two history courses.

### **HIST 355 - Senior Thesis (8)**

Consent of department required. Includes a written thesis and an oral presentation to the department upon completion. Required for honors candidates in history, who must have successfully completed HIST-350 Independent Study in the previous semester.

Prerequisite: Required HIST-350.

### **HIST 360 - Seminar in the History of Women and Gender 1790-1920 (4)**

SH

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students. Offers advanced studies in the history of women's experience and the construction of gender. Each semester, draws upon one of a series of revolving themes, including gender and consumer culture; women and education; gender and war; women, work and professionalization; and the suffrage movement.

Prerequisite: Required Two history courses. Crosslisted as: HIST-560.

### **HIST 361 - Topics in World History (4)**

GC

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students. 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: Required Two history courses. Crosslisted as: HIST-561.

### **HIST 361M - Cross Cultural Encounters (4)**

Crosslisted as: HIST-561M.

### **HIST 362 - Reform and Revolutions in Asia (4)**

GC

Consent of instructor required. Enrollment normally open only to juniors, seniors, and graduate students. Examines revolutions and reforms in modern Asia, focusing primarily on the watershed events occurring in the 20th century. Topics include comparisons between bloody or nonviolent revolutions and gradual or radical reform.

Prerequisite: Required Two history courses. Crosslisted as: HIST-562.

### **HIST 364 - Rape of Nanjing (4)**

GC

Explores the social, cultural, ideological, and psychological dimensions of the Japanese aggression that culminated in the Nanjing Massacre, the exploitation of comfort women, forced labor, and human experimentation in WWII. Examines explanations for the absence of discussion on these human rights violations in the ensuing Cold War until the late 1980s and how that absence helped shape postwar East Asia.

Prerequisite: Required HIST-201, HIST-202, HIST-203, HIST-204, HIST-205, HIST-206, HIST-207, HIST-210, HIST-213, HIST/WGST-215, HIST/WGST-216, HIST-218, HIST-219, HIST-222, HIST-223, HIST-224, HIST-230, HIST-231, HIST-237, HIST-240, HIST-241, HIST-248, HIST POLS-249, HIST-251, HIST-252, HIST-253, HIST-254, HIST-260, HIST-329, HIST-349, HIST-350, HIST-355, HIST-360, HIST-361, HIST-362, HIST-364, HIST-365, HIST-367, HIST-368, HIST-370, HIST-371, HIST-372, HIST-373, HIST-374, HIST-375, HIST-376, HIST-377, HIST-378, HIST-379, HIST-380, or HIST-397 . Crosslisted as: HIST-564.

### **HIST 365 - Seminar: 9/11 Narratives (4)**

SH

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students. 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: Required Two history courses. Crosslisted as: HIST-565.

### **HIST 367 - Memory and the Holocaust (4)**

SH

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students. Considers how the mass murder of the Holocaust has impacted postwar collective memory and imagination. Uses literature, memoirs, and film to examine how different forms of memory shape the way we make sense of the event. Examines such issues as the problems and politics of interpreting memory and trauma.

Crosslisted as: HIST-567.

**HIST 368 - Sem. Public Hist: Sites of His (4)**

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students. 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: Required Two history courses. Crosslisted as: HIST 568, LIS 532I.

**HIST 370 - Internship (Variable)**

Consent of department required. 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.

Crosslisted as: AST-370, ENGL-370, FREN-370, PHIL-370, SPAN-370, WGST-370.

**HIST 371 - Seminar in Early American History (4)**

SH

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students. Topics vary each year. Focuses on varied developments in New England, the Middle Colonies, and the South during the 17th and 18th centuries, with special attention to political institutions, social structure, race relations, and gender roles.

Prerequisite: Required Two history courses. Crosslisted as: HIST-571.

**HIST 372 - Race and Gender in the Atlantic World (4)**

GC

At least two courses and consent of the department for undergraduates. Enrollment normally open only to juniors, seniors, and graduate student. This course will focus on the racial and gendered discourses in the developing Atlantic World and how those discourses shaped the experiences of women and Africans. The class will also investigate the ways that participation in the Atlantic systems offered people of color and women to transcend culturally created roles.

Crosslisted as: HIST-572.

**HIST 373 - Seminar in Nineteenth Century American History (4)**

SH

Consent of department required. 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: Required Two history courses. Crosslisted as: HIST-573.

**HIST 374 - Modern U.S. History: Digital Humanities (4)**

SH

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students. Topics vary each year. Focuses on the cultural, social, and political history of the U.S. after 1890.

Prerequisite: Required Two history courses. Crosslisted as: HIST-574.

**HIST 375 - Cold War Culture (4)**

GC

Consent of department required. Enrollment normally open only to seniors and graduate students. 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: Required Two history courses. Crosslisted as: HIST-575.

**HIST 376 - American Revolution (4)**

SH

Crosslisted as: HIST-576.

**HIST 377 - Topics in Modern European History (4)**

SH

Consent of department required. Enrollment normally open only to juniors, seniors, and graduate students. 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 the history of obscenity, intellectual and cultural history, Weimar Germany, and 19th century Europe.

Prerequisite: Required Two history courses. Crosslisted as: HIST-577.

**HIST 378 - Pilgrims, Prophets & Profaners Biography & Autobiography (4)**

GC

Crosslisted as: HIST-578.

**HIST 379 - Expansion & Empire in U.S. History (4)**

GC

Crosslisted as: HIST-579.

**HIST 397 - Historical Methods and Research (4)**

SH

Consent of department required. Enrollment normally open only to seniors and graduate students. Studies history as an interpretive craft. Interrogates the range of written, visual, material, oral, and quantitative types of sources that historians use. Explores various methods and models for how academics and other professionals research, analyze, and produce history, from academic writing to public exhibits and documentaries.

Prerequisite: Required Three history courses. Crosslisted as: HIST-597.

**HIST 405 - Global Environmental History (4)**

Crosslisted as: HIST-205.

**HIST 572 - Race and Gender in the Atlantic World (4)**

Crosslisted as: HIST-372.

## **HON - HONORS COURSES**

### **HON 101 - First-Year Seminar (3)**

Membership in honors program required. The Honors Learning Community is a team-taught, interdisciplinary set of courses that address specific disciplinary topics as well as college writing. Each LC includes HON-101, HON-102, and LCIS-101.

### **HON 102 - History and the Social Imagination (3)**

Membership in honors program required. The Honors Learning Community is a team-taught, interdisciplinary set of courses that address specific disciplinary topics as well as college writing. Each LC includes HON-101, HON-102, and LCIS-101.

### **HON 190 - Talking in the 21st Century (1)**

Membership in honors program required. A one-credit seminar for all first-year students. Sophomore-entry students take this course in the spring of their sophomore year. The course develops critical thinking skills learned in HON-101 and 102, now applying them to public speaking. The class meets once a month for workshops on extemporaneous speaking, formal presentations, and the use of sources to make strong arguments.

### **HON 201 - Conflict & Identity in Sudan (4)**

Membership in honors program required. Explores Sudan's multiple identities and the conflicts that have plagued the country since independence, with particular attention to the civil wars in the south and Darfur and the conflicts in the Nuba Mountains and the northeast. Looks at the commonality and differences of these areas, how conflicts feed into a national crisis of political structure and identity, and what steps would promote unity-in-diversity and lasting peace.

### **HON 203 - Islam and the West (4)**

GC

Membership in honors program required. Seeks to shed light on the nature of the gulf that divides the Western and Muslim worlds. Examines the reasons why and how Islam is utilized by actors in the region to advance their own causes. Considers political, economic, and social difficulties that beset Middle Eastern governments.

### **HON 204 - Dialogues Culturels: France & the Francophone World (4)**

GC

Membership in honors program required. Explores the relationship between France as an aging "metropole" and its former French colonies through a study of literature and cultures of Cameroon, Senegal, Guadeloupe, and the minorities in France today. Focuses on questions of gender, race, and cultural identity framed by colonization, slavery, and decolonization.

#### **HON 205 - Global Environmental History (4)**

GC

Membership in honors program required.

Crosslisted as: HIST-205.

#### **HON 206 - Islamophobia (4)**

GC

Membership in honors program required.

#### **HON 208 - Art of Dissent (4)**

Membership in honors program required. This course will explore how the visual, musical, and written art form is a medium through which oppressed peoples voice their dissent to their authoritarian governments. We will examine the political conflicts in Russia, Eastern Europe, China, Vietnam, Indonesia, and Middle Eastern nations and discuss how those conflicts are represented in the fine arts of each period.

#### **HON 210 - War & Memory in Latin America (4)**

Membership in honors program required. Explores the rise of revolutionary groups in Latin America during the 1950s -1970s, the violence of state terror, and the ways in which nations are addressing their conflicted histories. Emphasis on Nicaragua, Argentina, and Chile.

#### **HON 211 - Balance, Harmony, and Happiness: A New Look At Classical China (4)**

GC

Membership in honors program required. This course focuses on the foundational aspects of Chinese culture of the classical period, including Chinese mythology, medicine, the earliest writing scripts, philosophy, poetry, and humor. The course presents these aspects as Chinese cultural blueprints that have had vital and profound impact on the subsequent developments up to the present day. The course explores and examines three overarching themes: balance, harmony, and happiness.

#### **HON 212 - Colonial Legacy of South Africa: Africa In Film and Literature (4)**

Membership in honors program required. Investigates the complex, many-voiced story of the impact of Western colonialism on the continent and peoples of Africa by reading historical and literary texts that focus on South Africa and the areas of West Africa that would later become the Congo and Nigeria.

#### **HON 214 - Encountering South Asia (4)**

GC

Membership in honors program required. Studying the history, culture, and politics of South Asia in the course of a semester is a daunting task, to put it mildly. Yet, it's a task well worth the effort. This course takes on the challenge of condensing the vast and complicated histories and cultures of the four major national states in South Asia--Bangladesh, India, Pakistan, and Sri Lanka--by focusing on histories, institutions, feminisms, political economy, and cultural representations. Starting with an overview, this course provides an introduction to the region's history and the ways in which colonial rule and anti-colonial nationalist struggles set the stage for religion, gender, nation, caste, class, and language to become central points of contestation. It addresses a range of issues, including the significance of nationalisms, communalisms, caste, women's issues, gay sexuality, economic liberalization, terrorism, and Hindi film (aka Bollywood).

#### **HON 224 - BRICS and the Global Economy (4)**

SH

Membership in honors program required.

Crosslisted as: ECON-124.

#### **HON 290 - Honors Global Scholars (1)**

Membership in honors program required. This course introduces honors students to their role in the global community. Through discussions and workshops concerning intercultural knowledge, global humility, and global education, students will see themselves as members of a world community and be able to enhance their educational program through global experiences.

### **HON 300 - Learning by Giving (4)**

Membership in honors program required. This course provides the opportunity for students to engage with a local nonprofit as a grant writer, while learning the conceptual material that supports this endeavor. Faculty from SSW and SOM in partnership with the Scott/Ross Center will facilitate integration of theory and practice through writing a grant proposal. Teams of students will join with, learn from, and ultimately serve as grant writers for local nonprofit community partners culminating in a competitive decision making process for awarding multiple grants totaling \$10,000. Conceptual material regarding philanthropy, community engagement, leadership, team development, and the importance of supporting organizations that empower girls and/or women will serve as a guide for student learning, analysis and decision-making.

Crosslisted as: MGMT-223.

### **HON 301 - Disability and Society (4)**

SH

Membership in honors program required. 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.

Crosslisted as: SOCI-301.

### **HON 302 - Sexuality, Nature, and Power (4)**

SH

Membership in honors program required. Examines the philosophical and cultural frameworks by which we understand sexuality. Using both classic and contemporary texts, it critically interrogates what is considered "natural" with respect to sex and sexuality, and investigates the conceptual and social power dynamics that structure both the meaning and practices of sexuality.

### **HON 303 - Hiv/Aids Intersections of Science and Society (4)**

SCI

Membership in honors program required. Considers the AIDS pandemic from biomedical, public health, and human rights perspectives. Students gain an appreciation of the fundamentals of infectious diseases, epidemiology, immunology, and virology. Human and societal factors that impact the transmission, prevention, diagnosis, and treatment of HIV/AIDS and vice versa will be interwoven throughout the course to provide a realistic and multidimensional view of the pandemic and its solutions.

### **HON 304 - Specimens and Collections: Science in Victorian Literature (4)**

ALA

Membership in honors program required. Explores the way in which science is advanced, argued about, and celebrated in two Victorian novels. Elizabeth Gaskell's *Wives and Daughters* looks at the idea of the scientific gentleman and the way in which scientific endeavor is linked to political advancement and romantic attachment. In Charles Dickens's *Bleak House* we see the beginnings of a concern for public health. Students will carry out field- and laboratory based experiments.

Crosslisted as: HON-305.

### **HON 305 - Specimens and Collections (4)**

SCI

Membership in honors program required. Explores the way in which science is advanced, argued about, and celebrated in two Victorian novels. Elizabeth Gaskell's *Wives and Daughters* looks at the idea of the scientific gentleman and the way in which scientific endeavor is linked to political advancement and romantic attachment. In Charles Dickens's *Bleak House* we see the beginnings of a concern for public health. Students will carry out field- and laboratory based experiments.

Crosslisted as: HON-304.

### **HON 306 - Covering War (4)**

SH

Membership in honors program required. One of the major jobs of the news media is to keep the public informed about the nation's political institutions and the actions of its military. This course explores the role of the journalist during war. War coverage is difficult because journalists must balance the people's right to know against information that might risk security. The goal of this course is to evaluate how well the media do in maintaining this balance.

**HON 307 - Creator, Patron, Muse: Roles of Women in Music (4)**

ALA

Membership in honors program required. As composers and inspiration for composers women have been responsible for the creation of music in every historical era. As steadfast philanthropists vast numbers of commissions were granted, compositions written, music clubs established, performers employed, and concert halls created. Intense study of the resulting music created and inspired by female composers combined with an understanding of their considerable philanthropic insight will cast new light upon roles of women in music.

**HON 308 - Energy & Global Warming (4)**

SCI

Membership in honors program required. Explores the topic of global warming and climate change, using conceptual and quantitative modeling techniques. Students will review evidence for global warming and evaluate the importance of human factors using a variety of conceptual "back of the envelope" calculations, simple "box models," and more sophisticated computer modeling, all of which are used to forecast climate change.

Crosslisted as: CHEM-227.

**HON 309 - Discovering the Science of Data (4)**

QL

Membership in honors program required.

Prerequisite: Required MATH-118. Crosslisted as: MATH-228.

**HON 310 - Politics, Psychology, and the Influence of Women Leaders (4)**

Membership in honors program required. Explores seven influential women politicians from around the world using psychological profiling tools. Study of their biographies, personality traits, feelings, beliefs, and values will help shed light as to why these leaders made certain decisions and acted as they did.

**HON 312 - Soul, Funk, and Civil Rights (4)**

GC, ALA

Membership in honors program required. Through the study of popular music produced and consumed by African Americans between 1960 and 1980 we will explore social movements, racial consciousness, and the elements of black creative expressions that transformed Black and mainstream American society. Song lyrics and dance inform our interrogation of the remaking of American culture.

Crosslisted as: AST-275.

**HON 313 - Paths to Principled Leadership (4)**

SH

Membership in honors program required. Explores contemporary leadership concepts and models that help students identify their own leadership values, analyze best practices in principled leadership, and integrate their learning through service learning and active reflection.

Crosslisted as: MGMT-224.

**HON 315 - Public Policy, Behavioral Sciences & Law (4)**

SH

Membership in honors program required. The very popular American television program Breaking Bad has created a lot of attention around the subject of what types of questions are raised when an individual who is supposedly in good standing in the community turns to "the dark side." Focused on the character of Walter White, a high school science teacher living in Albuquerque New Mexico, the show illustrates Walt's steady progression into life of crime involving the manufacturing and dealing of Crystal Methadone. Using themes from the show and in particular Walt's story as a way of framing the class, this course will consider the types of historical, political and social issues that are attached to situations attached to the show and to individuals and groups who break bad.

**HON 320 - Boston's Past: Introduction to Public History (4)**

SH

Membership in honors program required.

Crosslisted as: HIST-253.

**HON 322 - History & Material Culture (4)**

Membership in honors program required.

Crosslisted as: HIST-252.

### **HON 325 - Political Economy of U.S. Capitalism (4)**

SH

Membership in honors program required. This course will engage students with Marxian theory's critique of capitalism and economic theories that have no class. Unlike mainstream economics, Marxian theory interweaves economics, politics, and philosophy. We will examine what class has to do with the mutual generation of wealth and poverty, the anti-labor effects of productivity growth, business concentration, the household economy, globalization, and economic instability.

Crosslisted as: ECON-225.

### **HON 330 - Innovation At the Intersection of Art and Science (4)**

SCI

Membership in honors program required. Many scientists are accomplished artists, and their art informs their science; many artists employ either well-established scientific principles or groundbreaking science to create their art. Historically artists and scientists have both been at the forefront of significant changes and innovation in society. Students will first examine the examples of several well-known artists scientists and then examine their own interests in art and science to determine how cultivating both can enhance their creativity.

### **HON 335 - From Farm to Table: The Political Economy of Food (4)**

SH

Membership in honors program required. An interdisciplinary approach to food systems. Using New England and Boston as examples, we follow the food chain, from farms and factories, to retail, restaurants, and homes. Throughout, justice and sustainability are emphasized, as well as the interplay between the conventional, "industrial" food system and alternative regional and local initiatives.

Prerequisite: Required Sophomore standing required.  
Crosslisted as: ECON-235.

### **HON 380 - Simmons Honors Experience (1)**

Membership in honors program required.

### **HON 390 - Transitions: Graduate School & Beyond (1)**

Membership in honors program required.

### **HON 395 - Honors Capstone Project (1)**

Membership in honors program required.

## **HUM - HUMANITIES**

### **HUM 370 - Humanities Internship (0)**

## **IDS - INTERDISCIPLINARY STUDIES**

### **IDS 228M - Service Learning in Nicaragua (4)**

Provides community service opportunities in public health, education, and environmental and womens organizations in San Juan del Sur, Nicaragua. Explores Nicaraguan history and culture, macro- and microeconomic issues, the local public health and educational infrastructure, and three environmental foci (local ornithology, sea turtle sanctuary, and local fishing industry). Requires conversational Spanish.

## **INRL - INTL RELATIONS**

### **INRL 202 - Special Topics in International Relations (4)**

Reflects the interests and experiences of the current Warburg Professor of International Relations.

Crosslisted as: POLS-202.

### **INRL 350 - Independent Study (4)**

Consent of department required.

### **INRL 355 - Directed Study: Honors Thesis (4)**

Consent of department required. Includes an oral defense with members of the International Relations Steering Committee.

### **INRL 370 - Internship (8)**

Consent of department required.

Crosslisted as: POLS-370.

### **INRL 380 - Fieldwork (4)**

Consent of department required.

### **INRL 390 - Senior Seminar (4)**

SH



Addresses a different topic each year.

## **ITAL - ITALIAN**

### **ITAL 101 - Elementary Italian I (4)**

Develops the ability to speak, read, and write in Italian. Enhances awareness and understanding of Italian culture through presentation of authentic materials.

### **ITAL 102 - Elementary Italian II (4)**

Continuation of ITAL-101.

Prerequisite: Required ITAL-101 or placement by the department.

### **ITAL 201 - Intermediate Italian I (4)**

Develops communicative skills through a selective grammar review. Uses authentic readings and audiovisual materials, including films, to enhance discussion of different aspects of contemporary Italian life. Continues practice in writing and includes intensive work on spoken skills.

Prerequisite: Required ITAL-102 or placement by the department.

### **ITAL 202 - Intermediate Italian II (4)**

Continuation of ITAL-201.

Prerequisite: Required ITAL-201 or placement by the department.

### **ITAL 349 - Italian Directed Study (4)**

## **IT - INFORMATION TECHNOLOGY**

### **IT 001 - iComps (0)**

### **IT 101 - Living in a Digital Society (4)**

Teaches the skills and concepts needed to use, understand, and evaluate information technologies. Students will learn to use current technology confidently, and will know how to effectively adapt to inevitable changes. Word, image, and sound processing; spreadsheet and database applications, search techniques; and web design as well as the social ramifications of technology are explored. Students gain an understanding of computer hardware and networks in order to make informed purchasing, configuration, installation and maintenance decisions.

### **IT 225 - Health Informatics (4)**

Introduces students to major uses of information technology in the health care industry. Studies components of a computer system and major health informatics applications, how a database is organized, and general issues such as consistency, concurrency, back-up, security, integrity, and recovery from failure. Use of Access and introduction to SQL. Teaches how to model health care problems on Excel. Introduction to Electronic Health Records and underlying technologies and standards (XML and UML), Finding and evaluating on-line health information.

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam . Crosslisted as: IT-525.

## **JAPN - JAPANESE**

### **JAPN 101 - Elementary Japanese I (4)**

Emphasizes communication. Aims to provide cultural and linguistic survival skills through contemporary methodologies and authentic materials. Introduces Hiragana and Katakana early in the semester and some kanji in the second half of the semester.

### **JAPN 102 - Elementary Japanese II (4)**

Intended for non-native speakers of Japanese who have successfully completed JAPN-101 or the equivalent. Emphasizes the attainment of good spoken control and develops a foundation for literacy. Teaches five kanji a week.

Prerequisite: Required JAPN 101 or placement by the department.

### **JAPN 201 - Intermediate Japanese I (4)**

Offers further practice in patterns and structures of the language. Develops speaking and reading skills. Uses videos, films, and audiotapes to present new material. Teaches about 100 kanji.

Prerequisite: Required JAPN-102 or placement by the department.

### **JAPN 202 - Intermediate Japanese II (4)**

Continues work done in JAPN-201. Emphasizes the development of speaking and reading proficiency. Includes readings of simple articles by Japanese writers in addition to textbook assignments. Teaches additional 100 kanji.

Prerequisite: Required JAPN-201 or placement by the department.

### **JAPN 245 - Composition and Conversation (4)**

ALA

This is a third-year Japanese course designed for students who have successfully completed JAPN-202 or equivalent. Students will learn how to write notes, announcements, and letters, while learning the second half of "intermediate grammar." At the same time we work on our conversation skills in Japanese. Students are expected to write a play and perform in class. Students will also learn a few more hundred kanji.

Prerequisite: Required JAPN-202.

### **JAPN 310M - Japanese Civilization (4)**

GC

Studies Japanese culture and tradition through texts, videos, slides, and films. Covers topics including the impact of Chinese civilization via Korea on Japanese society, the integration of Buddhism and the homegrown religion of Shintoism, and the Japanese people's disdain for and distrust of westerners.

### **JAPN 310T - Japanese Civilization Travel (0)**

### **JAPN 320 - Newspaper Kanji and Translation (4)**

ALA

Aims to increase proficiency and literacy in reading and writing kanji. Emphasizes newspaper vocabulary and kanji in political and socioeconomic settings. Focuses on reading comprehension and written expressions. Students are required to read and translate articles in major Japanese newspapers, such as Asahi Shimbun, Yomiuri Shimbun, and Nikkei Shimbun.

Prerequisite: Required JAPN-245.

### **JAPN 325 - Japanese Fables and Onomatopoeia (4)**

ALA

Offers Japanese fables in their original forms and fables from other countries rewritten in Japanese. Analyzes Japanese people's sensitivities to nature and human relationships by examining onomatopoeia in the genre that is used to convey social morals and ethics to children and youth.

Prerequisite: Required JAPN-245.

### **JAPN 349 - Directed Study (4)**

### **JAPN 350 - Independent Study (4)**

Consent of instructor required.

## **LCIS - LEARN. COMM. INTEG. SEM.**

### **LCIS 101 - Learning Community Integrated Seminar (2)**

The Honors Learning Community is a team-taught, interdisciplinary set of courses that address specific disciplinary topics as well as college writing. Each LC includes HON-101, HON-102, and LCIS-101.

### **LCIS 201 - Learning Community Integrated Seminar (2)**

Crosslisted as: IDS-350, LC-217, LC-218.

## **LDR - LEADERSHIP**

### **LDR 101 - Leadership Course (4)**

## **LIS - LIBRARY SCIENCE**

### **LIS 220 - Communities of Discourse (3)**

SH

Students will analyze information behavior theories (information poverty, information insiders and outsiders, etc.) to understand information as a social construct and how communities/cultures influence its understanding and use. Topics will include the information life cycle with an eye to how power structures impact information production and use. The course will also consider questions of intellectual freedom and censorship, and how power structures that influence production and dissemination of information can also impact people's willingness and ability to engage with information. This learning community course is open only to undergraduate students.

### **LIS 222 - Mending Paths to Social Change (3)**

This course examines DIY politics through self-published zines with a focus on the Beatley Library's To the Front Zine Collection and the Social Justice Zine Collection as a way to understand identity construction, self-expression, the sacredness in our truths, systemic oppressions, intersectional feminism, political dissidence, mainstream media and creative resistance. This learning community course is open only to undergraduate students.

## **MATH - MATHEMATICS**

### **MATH 101 - Introduction to Mathematics: Level I (4)**

Reviews arithmetic, including percents, proportion, and geometric formulae. Covers equations polynomials, rational expressions, and problem solving.

### **MATH 106 - Precalculus (4)**

Provides a study of algebra and functions in preparation for calculus. Covers the real number system, algebraic manipulation of polynomials and rational functions, functions and their graphs, trigonometry, and applications.

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam .

### **MATH 115 - Number Systems and Algebra for Elementary School Teachers (4)**

Covers topics from arithmetic and algebra that elementary school teachers will be teaching, including number systems, number operations, patterns, relations, functions, and problem solving.

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam .

### **MATH 116 - Geometry & Data Analysis for Elementary School Teachers (4)**

QL

Covers topics from geometry and data analysis that elementary school teachers will be teaching, including shapes and spatial reasoning, measurement, introductory statistics and probability, and problem solving.

Prerequisite: Required MATH-115 MATH-101, MATH-102, or pass Math Competency Exam .

### **MATH 118 - Introductory Statistics (4)**

QL

Intended primarily for students in mathematics and biostatistics and in the health, behavioral, and social sciences. Covers univariate and bivariate data analysis, surveys and experiments, elementary probability, sampling distributions, statistical inference for proportions and means. Extensive use is made of the software Minitab. The course will include a significant data analysis project.

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam .

### **MATH 120 - Calculus I (4)**

QL

Covers analytic geometry, functions, limits and continuity, and differential calculus. Includes applications to extrema, physical problems, etc.

Prerequisite: Required MATH-106, MATH-101, MATH-102, or pass Math Competency Exam .

### **MATH 121 - Calculus II (4)**

QL

Covers integral calculus and applications to area, volume, etc.; transcendental functions; techniques of integration; polar coordinates; and improper integrals.

Prerequisite: Required MATH-120 or pass Math Competency Exam.

### **MATH 123 - Single Variable Calculus (4)**

QL

This course will review and deepen the understanding of the fundamental principles of single variable calculus. Intended for students with previous exposure to the computational techniques and applications of calculus. Will cover standard topics in both differential and integral calculus at a conceptual depth sufficient to progress to multivariable calculus.

### **MATH 210 - Discrete Mathematics (4)**

QL

Covers foundations of mathematics, combinatorial problem-solving, and graph theory. Includes the following topics: propositional logic and Boolean algebra, one-to-one, onto and invertible functions, cardinality, big-O, applications to complexity theory and cryptography, permutations, combinations, trees, binomial and multinomial coefficients, elementary probability, inclusion/ exclusion recurrence relations, basic graph theory, chains, paths, connectedness circuits, models, and numerous applications.

Prerequisite: Required MATH-106, MATH-101, MATH-102, or pass Math Competency Exam .

### **MATH 211 - Linear Algebra (4)**

QL

Covers real vector spaces, linear transformations, inner products, matrix theory and determinants, and applications. Includes selected topics from complex vector spaces, dual spaces, differential operators, etc.

Prerequisite: Required MATH-120, MATH-121, MATH-220, or MATH-210 .

**MATH 213 - Introduction to Social Network Analysis (3)**

**MATH 220 - Multivariable Calculus (4)**

QL

Covers vectors and analytic geometry in three dimensions; functions of several variables; and partial derivatives, multiple integration, and applications.

Prerequisite: Required MATH-120 or MATH-121.

**MATH 225 - Differential Equations (4)**

**MATH 227 - Intermediate Statistics: Design & Analysis (4)**

QL

Covers two-sample t tests, analysis of variance, contingency tables analysis, Simpson's paradox, Screening, and issues in experimental and nonexperimental design. Includes sampling plans. Makes use of a statistical computer package. Does not fulfill requirements of the mathematics major.

Prerequisite: Required MATH-118.

**MATH 228 - Introduction to Data Science (4)**

QL

Prerequisite: Required MATH-118 or MATH-227.  
Crosslisted as: HON-309.

**MATH 229 - Regression Models (4)**

QL

Covers modern regression models used in medical research. Includes descriptive and inferential methods in simple and multiple linear regression, simple and multiple logistic regression, and survival analysis models. Students will use the statistical package, SPSS.

Prerequisite: Required MATH-227.

**MATH 310 - Modern Algebra (4)**

Reviews set theory; groups and group homomorphism; rings and ring homomorphisms and examples; Euclidean division algorithm; prime factorization and Chinese remainder theorem with applications to cryptography; Peano's postulates, leading to a description of the integer, rational, real, and complex number systems; Fermat's Little Theorem; Euler phi function; and linear and quadratic residues.

Prerequisite: Required MATH-210 and MATH-211.

**MATH 319 - Financial Mathematics (4)**

QL

Covers Bayesian statistics, methods of examining and assessing risk, models for financial decisionmaking, complex present value computations, risk management, behavioral economics, Modern and Post-Modern Portfolio Theory, and pricing of options and other derivatives, including the Black-Scholes Theorem and the "Greeks." Does not count toward the mathematics major.

Prerequisite: Required MATH-118 & MGMT-311 or ECON-231.

**MATH 320 - Introduction to Real Analysis I (4)**

Provides preliminary discussion of set theory: the set of real numbers, sequences, and series, and completeness of the real line.

Prerequisite: Required MATH-220, MATH-210, and MATH-211 .

**MATH 321 - Introduction to Real Analysis II (4)**

Covers topology of the real line, continuity and differentiability of functions of a real variable, and complete spaces of continuous functions.

Prerequisite: Required MATH-320.

**MATH 338 - Probability (4)**

Covers assigning probabilities, combinatorial methods, conditional probability, independence, Bayes's Theorem, discrete random variables and special discrete probability distributions, continuous random variables and special continuous distributions, and addition theorems.

Prerequisite: Required MATH-118, MATH-227, MATH-121, or MATH-220 .

**MATH 339 - Statistical Theory (4)**

QL

Covers multivariate distributions, sampling distributions, Central Limit Theorem, point and interval estimates, methods of estimation, properties of estimators, hypothesis testing, and topics chosen from the following, as time permits: linear statistical models, p-values, likelihood ratio tests, linear statistical models, analysis of variance methods, contingency table analysis, and Chi-Square tests, and Bayesian inference methods. Makes use of Statistical software.

Prerequisite: Required MATH-338.

**MATH 343 - Mathematical Modeling (4)**

Covers topics chosen from the following: discrete dynamical systems, difference equation models, graphs (traffic control, social groups, transportation), simulation, stochastic models, graphs (traffic control, social groups, transportation), game theory, differential equation models, linear programming, input/output models, queues, epidemics, and population growth.

Prerequisite: Required MATH-220 MATH-210, MATH-118, MATH-227, or MATH-319.

**MATH 349 - Directed Study (4)**

Consent of department required. 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.

**MATH 350 - Independent Study (4)**

Consent of department required.

**MATH 370 - Internship (Variable)**

Consent of department required.

**MATH 380 - Field Experience (4)**

Consent of department required.

**MATH 390 - Special Topics Seminar in Mathematics (4)**

QL

Investigates an advanced topic in mathematics, with emphasis on developing research skills.

Prerequisite: Required MATH-120.

**MATH 391 - Special Topics Statistics Or Biostatistics (4)**

Bayesian Data Analysis is an approach to statistical inference that combines sample data with prior information about a parameter to guide the inference process. Building from the simplicity of Bayes Rule (published in 1763), It offers a more coherent and powerful approach to statistical inference than classical inference based upon p-values and confidence intervals. With the advent of new computational software Bayesian methods have become immensely popular in all areas of application of statistics. Substantial experience in probability (preferably MATH-338) and some experience using the statistical software required.

Prerequisite: Required MATH-118.

**MGMT - MANAGEMENT****MGMT 100 - Foundations of Business & Management (4)**

SH

Introduces the various functions, processes and activities of the manager in today's global marketplace. Emphasizes understanding the global economy, organizations and social responsibility, supporting women's leadership and career success, establishing ethical standards for decision-making and managing effective teams. Incorporates service learning, experiential exercises and case studies to help students observe, evaluate and apply managerial skills.

**MGMT 110 - Financial Accounting (4)**

QL

Develops the ability to read, understand, analyze and interpret a company's financial statements. Also develops decision-making skills based on accounting information that may vary according to perspective, such as investor, creditor or manager. A required concurrent lab offers training and reinforcement in the use of Excel spreadsheets.

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam Required Take MGMT-110L.

**MGMT 112 - Personal Finance (4)**

QL

Come explore your future adult life! All decisions involve choices, most of which have costs and benefits. We will practice analysis and problem-solving of how to apply for a credit card, how to manage your credit card balance and/or student loans, how to buy or lease a car, how to make a choice between renting or buying a condo, how to choose insurance for your car and home, how to pay your taxes, and how to invest for future goals (vacation home, college education of your children, your retirement).

Prerequisite: Required MATH-101, MATH-102, or pass Math Competency Exam .

### **MGMT 120 - Introduction to Health Systems (4)**

SH

Healthcare is currently one-sixth of the US Economy and at the center of historical debates in our state and national governments, our court systems, and at the kitchen table. There has never been a more exciting time to engage in healthcare and to explore the many career opportunities that exist in this industry. The intent of this course is to focus on key areas of healthcare, including health policy and the upcoming elections, innovation in healthcare, and healthcare systems and structures.

### **MGMT 137 - Entrepreneurship and Innovation (4)**

This course will introduce you to the world of entrepreneurship: a way of looking at the world that identifies and evaluates opportunities. We will learn from entrepreneurs in many different settings (for-profit and socially minded) and from many different backgrounds, including varied gender, race and class identity dimensions. Applying core, easily accessible business skills to real venture ideas (selected by the students themselves) short-term team projects will build your knowledge of how the economy rests on a continuing cycle of innovation. Entrepreneurship is the future - and this introduction to the nuts and bolts of being an entrepreneur can be applied in any job or to a start-up of your own. Entrepreneurship is for everyone!

### **MGMT 180 - Business Law (4)**

Addresses the legal and ethical principles governing business conduct and their impact on business policy, including employer-employee and principal-agent relationships, environmental law, corporations, partnerships, real estate, personal property, contracts, leases, legal substitutes for money, sales, insurance, bankruptcy, estates and trusts. This highly interactive course includes guest lecturers, cases, and a field trip.

### **MGMT 221 - Project Management (4)**

Regardless of someone's role in business, education, health care, government, or any other sector, being able to manage projects successfully is a critical skill. A project is a unique set of activities meant to produce a defined outcome within an established period using a specific allocation of resources. This course provides an overview of concepts, tools, and techniques for planning, directing and controlling projects. It takes a multidisciplinary approach that comprises the quantitative analysis required to meet the technical, budget, and time constraints of projects as well as the behavioral and organizational factors critical to their successful completion. Students use case analysis and experiential exercises to supplement the coursework.

### **MGMT 222 - Human Resources Management (4)**

SH

Everyone who manages people has HR responsibilities, even in organizations with a Human Resources (HR) Department. This course will cover the broad range of topics associated with HR management, including how to analyze work and design jobs; how to plan for, recruit, select and retain a diverse workforce; how to train and develop employees; how to manage their performance, reward and motivate them; and how to do all of this in a globalized world. Students who plan to become managers or team leaders during their careers will be able to apply these insights to staffing, motivating, and developing their team members.

Prerequisite: Required MGMT-100. Crosslisted as: HON-300.

### **MGMT 223 - Learning by Giving (4)**

SH

This course provides the opportunity for students to engage with local nonprofit organizations, learning about the nonprofit sector, philanthropy, foundations, and grant making. Teams of students will join with, learn from, and ultimately serve as grant writers or evaluators for local nonprofit community partners culminating in a competitive, in-class decision making process for awarding grants to the organizations. Of particular importance to this course is the culmination of awarding actual grants to community organizations. Learning by Giving has generously provided funds for the course grant-making project.

Crosslisted as: HON-300.

**MGMT 224 - Socially-Minded Leadership (4)**

SH

Provides students with the opportunity to explore, compare, and challenge traditional and contemporary perspectives and models of leadership with emphasis on gender-based and socially minded leadership theories. Ensures integration of theory and practice by requiring participation in a service-learning project customized to complement the student's career interests. Includes leadership assessment activities, experiential exercises, case analyses, films, and projects.

Prerequisite: Required Sophomore standing required.  
Crosslisted as: HON-313.

**MGMT 225 - The Manager and the Legal Environment (4)**

SH

Examines the judicial system and the legal and ethical issues that affect both managers and citizens. Considers an individual's rights as a consumer, a party to a contract, a victim of crime or negligence, an employee, or an employer starting a new business. Intellectual property rights and cyberlaw are included. Guest lectures, cases, and a field trip enhance this interactive course.

**MGMT 229 - Corporate Social Responsibility: Managing People, Planet, & Profit (4)**

This course is designed to give students an overview of Corporate Social Responsibility (CSR) by examining how companies and other organizations reconcile their duty to stakeholders to 'do well' (profits) with a broader social mandate to 'do good' (people and planets). The course will blend theory and practice in a way that emphasizes both critical thinking and experiential learning.

Crosslisted as: GSM-512.

**MGMT 230 - Why We Buy (4)**

Why do we buy? This course is designed to examine consumer psychology and behavior in order to inform marketing decisions. Firms today are overwhelmingly adopting a customer focus, striving to better understand consumer behavior to be competitive. The consumer purchasing process serves as the foundation for the many decisions we make in the practice of marketing, from new product and brand development, to pricing strategy, to channels of distribution, to selection of advertising messages, and to how we manage our customer relationships. Therefore, marketing involves bringing emerging theories and research from the fields of anthropology, sociology, psychology, economics, and neuroscience to bear on our understanding of consumer psychology and purchase behavior. In today's consumer culture, whether online or offline, what and how we consume is a central aspect of who we are, how we relate to others, and how we create meaning in contemporary life.

**MGMT 231 - Creating Brand Value Strategy (4)**

For many firms, the brands associated with their products and/or services are their most valuable assets, and, hence, much management attention is given to designing, communicating, stewarding, and protecting them. This course is designed to provide an in-depth understanding of brand management and how brands and the stories that define them are crafted and communicated to consumers. This course takes a contemporary view of branding as a collaborative process of meaning making between firms, consumers, and other cultural producers, and includes emerging theory and best practices on brand storytelling, open source branding, branding in social media, and brand communities.

**MGMT 232 - Integrated Marketing Communications (4)**

This course continues the learning of MGMT-232A and prepares students to participate in the National Student Ad Competition in late spring. It is a joint course with COMM 326, a course within the Department of Communications.

Crosslisted as: COMM-286.

### **MGMT 232A - Introduction to Advertising (4)**

This introductory course examines strategic and tactical uses of marketing communications and is a joint class COMM 286 offered with the Department of Communications. With the advent of new social media tools, more people are participating and engaging in conversation online. Students cover the fundamentals of the major marketing communication outlets available today. They conduct a situational analysis and develop creative and media management strategies as well as consider ways to assess communication effectiveness.

Prerequisite: Required COMM-186. Crosslisted as: COMM-286.

### **MGMT 232B - National Student Advertising Competition (4)**

This intermediate-level course examines strategic and tactical uses of marketing communications and is a joint class COMM 326 offered with the Department of Communications. Student teams develop a full marketing communication campaign plansbook for a real-world client and present it at the end of the semester. Typically, the campaign places a strong emphasis on social media and includes market analysis, scheduling and budget planning, as well as creative strategy and tactics to be deployed.

Prerequisite: Required MGMT-232A. Crosslisted as: COMM-326.

### **MGMT 233 - Developing Customer Relationships (4)**

Helps students develop an understanding of the functional areas of professional selling and sales management. Covers topics including organizational accounts, sales, sales force staffing, sales training, sales force motivation, sales forecasting and planning, sales support techniques, and sales management controls.

### **MGMT 234 - Organizational Communication and Behavior (4)**

SH

Organizational Behavior (OB) studies how people think and behave inside any organization, (whether in for-profits, nonprofits, or public agencies). This course enables students to identify their own strengths, behaviors and preferences that will impact their ability to contribute as an individual, team-member, and leader through diagnostics, simulations and exercises. Because success in any organization depends on effective communication, this course focuses on building nonverbal, interpersonal, written and oral communication skills. Because organizations must constantly change in order to thrive, the course also focuses on developing students' analytical thinking, research and influence skills as they develop a proposal for enhancing the student experience at Simmons College

Prerequisite: Required Sophomore standing required.

### **MGMT 236 - Retail Management (4)**

Provides the student with a broad view and an understanding of the forces driving the global retail industry. Gives comprehensive coverage of the principles of the marketing environment, the diversity of the retail industry, sustainability and green building practices, consumer behavior, merchandising, buying, and the tools available for improving retail profitability.

Prerequisite: Required MGMT-100.

### **MGMT 237 - Let's Start a Business (4)**

Learning by doing. How better to understand the entrepreneurial process? As a class, we will build an on-campus businesses, of the student's choosing, from day one and within the semester. No specialized skills are needed. The course provides the knowledge framework to move from idea conception to real products and services, sales and profit. Fundamental ideas of business and entrepreneurship are woven throughout. Profits generated by the business will be donated to a cause of the students' choosing. Businesses from prior semesters include SimScene Stickers and See You Next Tuesday.

Prerequisite: Required MGMT-137.

### **MGMT 238 - Financial Aspects of Business (4)**

QL



Offered to non-BSBA students only. Introduces the theories, knowledge, and financial tools needed by an entrepreneur to launch and grow a successful venture. Topics include analyzing the profitability of a venture idea, developing financial statements and projections, and determining how to obtain the financial capital necessary to run and grow an enterprise.

Crosslisted as: MSMG-407.

#### **MGMT 239 - Health Care Finance (4)**

QL

This course is an introduction to financial management concepts and business practices in the healthcare industry. It includes the topics of financial reporting, managerial accounting and finance. It focuses on the analytical and performance management techniques that have particular relevance to clinicians and practitioners. In this course, the student should become fluent in the issues, data and concepts of financial decision making at the departmental or unit level.

#### **MGMT 245M - Travel Course: Chile (4)**

GC

Chile is one of South America's most stable and prosperous nations -- and one of its most beautiful. Stretching more than 2600 miles from Peru to Patagonia, and nestled between the Pacific Ocean and the Andes Mountains, the country is known for its natural beauty; economic ingenuity; history of conquest, dictatorship, and now strong democracy; and for its friendly people. Central Chile (Chile Central), home to a majority of the population, includes the three largest metropolitan areas-Santiago, Valparaiso, and Concepcion, and it is this region that we will visit. In addition to growing its native companies and multinationals, Chile is the innovation and entrepreneurship hub of Latin America. In this course, we will build an understanding of Chile's economy, its entrepreneurial ecosystem, the role of Chilean women in growing the economy, and the position of small nations like Chile within a global landscape more generally. The three industry sectors that we will focus on are: wine (agricultural products), tourism, and financial services. Come join us to experience this remarkable country. Travel dates are March 2-March 13. Meeting dates are Feb 18th and Feb 19th from 10am-2:30 pm and April 5th from 5pm-6:30 pm.

Crosslisted as: GSM-545M.

#### **MGMT 250 - Marketing (4)**

SH

This course introduces fundamental marketing concepts and tools and provides an overview of marketing management. The course focuses on: 1) exploring the marketing environment, 2) applying marketing research and buyer behavior theories to facilitate strategic planning, and 3) developing tactical decisions to achieve organizations' marketing objectives.

#### **MGMT 260 - Finance (4)**

Provides students with the fundamental concepts and analytical tools used in financial management. You will be able to understand the conversation and goals of business meetings, and be able to read The Wall Street Journal. Studies managerial decisions related to evaluating investment and financing opportunities. Examines both short-term and long-term considerations related to these decisions, including risk. Provides both a corporate and an individual decision-making perspective. All analysis applied to a company of your choice. Includes analysis and presentation of a real business opportunity. Competency in Excel required.

Prerequisite: Required MGMT-110 or ACCT-110.

### **MGMT 290 - Spec Top: Wide World of Sports (4)**

Covers current trends in management and other topics of interest that are not a part of other course offerings. Past topics have included planning and modeling, business and human rights, health care management systems, direct marketing, e-marketing, international finance, corporate ethics, and accountability. May count as an elective for one or more majors depending on content. Fall 2018: The Wide World of Sports is a unique and innovative course designed to introduce students to the complexities of the sports industry and of sports in society from a variety of perspectives. Faculty from a diverse array of academic departments at Simmons will challenge students to analyze problems and issues in sports through an interdisciplinary lens. Students will develop critical thinking, communication and leadership skills in the course, augmented by guest speakers who are experts in fields related to sports medicine, media and management. The content and concepts include sports marketing and communications; sports nutrition and psychology; gender, racial and social justice issues in sports; history of sports in society and culture; big data and ethics in sports; and careers and emerging issues in sports.

Crosslisted as: GSM 538.

### **MGMT 311 - Investments (4)**

Focuses understanding each investment asset: mutual funds, ETFs, long equity, shorting equity, bonds, futures and stock options. Reviews how each is characterized, valued, traded and monitored for required returns appropriate to its risk. This course develops a student's decision making skills through the use of a full semester-long simulation that is based on a typical e-trading platform. Students for full multi-million dollar portfolio created for a real client of the student's choice

Prerequisite: Required MGMT-110 or ACCT-110.

Crosslisted as: GSM-536.

### **MGMT 314 - International Business (4)**

GC

What the devil is a derivative? What the heck is a hedge fund? Why should I care about the demon dollar and the petty pound? What on earth are the PIIGS and BRICs? How do crooks and criminals launder money? Why is Singapore so rich and Haiti so poor? This course answers these questions, and many more, about how businesses operate in the global economic environment. We will take an applied approach to studying the interplay between the following topics and multinational corporations, with an emphasis on international finance: fiscal, monetary, trade, and foreign exchange policy; foreign investment; international development; business-government-society relations; international crime and corruption; globalization; and country crises. Relyin heavily on case studies, in-class exercises, and real-life examples, we will examine the complex but essential relationships between government policies and business, nongovernmental organizations, and diverse populations- thus preparing us for the challenges and opportunitie of operating a business in our global economy.

Prerequisite: Required MGMT-260, ACCT-110 or MGMT-110, and ECON-100 or ECON-101 .

### **MGMT 315 - Corporate Financial Planning & Strategy (4)**

Focuses on solving problems and making decisions in corporate finance, frequently using cases as the context. Covers three essential strategic decisions that every business faces: investing, financing and dividend decisions. Includes a project on an actual company with current problems as the basis of a "real-life" case analysis. This class meets once per week on Monday and will have a second class session on-line or at a mutually convenient time.

Prerequisite: Required MGMT-260.

### **MGMT 320 - Negotiations (4)**

Teaches interrelated concepts in negotiation, conflict, and change that are key to working effectively in teams, organizations, and partnerships, as well as advancing one's own career. Explores everyday negotiation challenges confronting women in the workplace. Uses case analyses, role-play, videotaped negotiation sessions, and other experiential activities to apply course concepts.

Prerequisite: Required MGMT-100. Crosslisted as: MSMG-406.

**MGMT 325 - Operations Management & Decision Making (4)**

Introduces the fundamentals of transforming inputs into outputs. Explores how companies match supply with demand and allocate resources efficiently. Skills gained through this course are essential to starting a business as an entrepreneur, managing an ongoing business and participating in the business environment as an individual with management responsibilities. Learning applies equally in both non-profit and for-profit organizations. Uses lectures, readings, problem sets, case analyses, discussions, and in class experiential exercises.

Prerequisite: Required MATH-118, MGMT-110 or ACCT-110, and MGMT-234 .

**MGMT 335 - Marketing Research (4)**

Introduces the state-of-art research design and analysis approach. Focuses on methods for collecting, analyzing and interpreting market and consumer data relevant to the managerial decision-making process for both big corporations as well as small and medium enterprises. Has a strong applied and managerial orientation. Includes lectures, cases, field trips, and a research project.

Prerequisite: Required MGMT-250 and MATH-118.  
Crosslisted as: GSM-526.

**MGMT 340 - Strategy (4)**

Work collaboratively to understand how leader-managers successfully design and practice strategy for organizational success by integrating the functional areas of marketing, finance, accounting, operations, and more. Strategists can conceptualize the big picture and the operational; they will be able to follow their analysis with decisions and actions that implement the chosen course regardless of, and perhaps because of the uncertainty and market dynamism that confront organizations and individuals alike.

Prerequisite: Required MGMT-234, MGMT-250, MGMT-260, and MGMT-100 Senior standing required .

**MGMT 348 - Sustainable Supply Chain (4)**

SH

Examines sustainability and corporate stewardship in management of the supply chain. Being sustainable is now a source of competitive advantage and a matter of corporate survival. Sustainable Supply Chain Management (SSCM) provides five potential benefits for companies: increased productivity, opportunity or innovation and competitive advantage, risk minimization from supply chain interruptions, protection and enhancement of a company's brand reputation, and participation in sustainability indexes, which encourages outside investment.

Crosslisted as: GSM-548.

**MGMT 349 - Advancing Your Career (4)**

Consent of instructor required. This course offers students the opportunity to gain work experience in a for-profit or not-for-profit organization. Credit is variable. A student negotiates the exact tasks, number of credits, and organization with the designated faculty.

Prerequisite: Required MGMT-370.

**MGMT 350 - Independent Study (4)**

Consent of instructor required. Involves a course of study on a topic of interest to the student. The work culminates in a final paper or other substantial final project. In order to complete an independent study, students must identify a faculty member of the Program faculty who is willing to work with them on the topic.

**MGMT 370 - Internship (8)**

Consent of instructor and BSBA major or minor required. Provides supervised work experience for majors/minors. Requires approximately 20 hours of work per week in a profit or non-profit organization in a position related to a student's major and career goals, along with participation in class on career management and development of a comprehensive career e-portfolio.

Prerequisite: Required MGMT-234. Crosslisted as: GSM-501, MSMG-501.

### **MGMT 380 - Field Experience (4)**

Consent of instructor required. Offers individual field experience similar to an internship. Requires a minimum of eight to 10 hours of work per week in a for-profit or not-for profit organization. Requires completion of significant written work, which may include research, analysis or portfolio development. Arranged with a supervising faculty member from the Program.

### **MGMT 391 - Cross Cultural Management (4)**

Capstone course for majors in business and management. Others by consent of instructor. The ability to interact effectively across cultures is a fundamental job requirement and critical leadership competence. Explores the implications of culture on managerial and leadership approaches, business practices, communication and interpersonal relations, organizational and individual performances, as well as on human resource management dimensions, in both international and domestic settings. Requires group project and presentation.

Prerequisite: Required MGMT-325, MGMT-340, MGMT-221, and MGMT-370 Senior standing required .

### **MGMT 392 - Marketing Decision Making (4)**

Examines both the art and science of choosing target markets and acquiring, keeping, and growing customers through creating, delivering, and communicating superior customer value. The course builds on core marketing management concepts and challenges students to look and apply both domestic and international frameworks to the fundamental marketing functions of product, pricing, distribution, and promotion. Requires group project and presentation. May be taken in lieu of MGMT 394 with consent of Director of the Prince Program.

Prerequisite: Required MGMT-230, MGMT-325, MGMT-340, MGMT-335, and MGMT-370 Senior standing required .

### **MGMT 393 - Financial Modeling (4)**

Prepares students for a career that uses strategic financial analysis and spreadsheet modeling. This course will develop Excel modeling skills, including building reliable models, using models to forecast change, and interpreting expected business outcomes. All learning will be applied to a company identified by the student, and will be compiled into a company portfolio. You will have tangible skills that include forecasting financial statements based on goals and strategies, analysis of a company's Statement of Cash Flows, financial model of a new business opportunity, estimation of debt capacity, and company valuation. Students are encouraged to choose a company strategically so that the portfolio will contribute to their internship or job search. Requires a team presentation during the Undergraduate Research Symposium.

Prerequisite: Required MGMT-310, MGMT-311, MGMT-314, MGMT-315, MGMT-325, MGMT-340, MGMT-370, ECON-100, and ECON-101 Senior standing required .

### **MGMT 394 - Comparative Retail Strategies (4)**

Capstone course for majors in Retail Management. Others by consent of instructor. Focuses on the key strategic issues facing the retail industry. Uses a case-based approach to study such issues as the impact of technology, globalization, sustainability, green building, social media, and merchandise storage and handling. Students must complete a comprehensive retailing project and presentation.

Prerequisite: Required MGMT-236, MGMT-325, MGMT-340, MGMT-370, and have Junior standing .

### **MGMT 395 - Business Management Capstone (4)**

In this course, you will learn how to bring together all your business knowledge to make general management decisions - decisions that are grounded in an enterprise perspective - a perspective of the whole organization or business, not a particular department. You will also go through an intense, fun and informative process of designing the first steps of your professional life after graduation, so that you can launch your career with excitement and confidence.

Prerequisite: Required MGMT-221, MGMT-325, MGMT-340, and MGMT-370 Senior standing required .

## ML - MODERN LANGUAGES

### ML 201 - Language Fulfilled Through Language Not Offered At Simmons (0)

### ML 310 - Introduction to Linguistics and English Grammar (4)

Examines phonological, morphological, lexical, syntactic, and historical issues for TESL or anyone interested in English language. Involves tutoring a non-native speaker for a view of English grammar from the learner's perspective and synthesizing teaching points and strategies. Requires fieldwork.

Crosslisted as: ML-410.

## MUS - MUSIC

### MUS 110 - Language of Music (4)

ALA

Introduces the language of music in Western and non-Western traditions. Discusses musical notation and terminology, tonal melodic singing and hearing, meter, rhythmic practice, and beginning concepts of harmony. Provides an excellent background for other music courses.

### MUS 111 - How Music Works (4)

ALA

Discusses the music of many stylistic periods and their place within various societies. Studies examples of nontraditional notation leading to discussions and analysis of a range of compositions. Requires a basic understanding of music notation and familiarity with the keyboard. Builds on concepts from MUS-110. Note: MUS-110 and 111 are designed in sequence but may be taken separately.

### MUS 120 - Introduction to Music: The Middle Ages to Early Romanticism (4)

ALA

Surveys trends and innovations that occurred in international music from the Middle Ages to early Romanticism. Emphasizes listening to and understanding a wide variety of music. Topics include Hildegard of Bingen; cathedral composers of France, Italy, and Germany; Bach; Handel; Mozart; Beethoven; and others.

### MUS 121 - Introduction to Music: Early Romanticism to the Present (4)

ALA

Surveys multicultural trends and innovations that occurred in international music from early Romanticism to contemporary music. Emphasizes listening to and understanding a wide variety of music. Topics include the influence of non-Western cultures, such as African and Asiatic, on international music; works of women composers; and ragtime, jazz, and musical theater.

### MUS 125 - The Symphony (4)

ALA

Enhances the listener's appreciation of the modern symphony orchestra, trends from preclassical composition into the 21st century. The development of orchestral instruments and symphonic forms are studied. Integrates live concerts by the Boston Symphony Orchestra in Symphony Hall and other performing groups in Boston.

### MUS 130M - Music in Austria- STC (4)

Travel Course. This course provides an immersion experience in the music and culture of 18th - and 19th-century Austria through the study of the lives and compositions of Haydn, Mozart, Beethoven, Mahler and others in the city where they lived, worked and premiered many of their compositions. Concerts are an integral part of our immersion experience in Vienna, as are tours of the city and visits to museums and a coffee house or two.

### MUS 141 - Mozart: The Man & His Music (4)

Focuses on Mozart's life and music primarily by studying his compositions. Develops an understanding of the structure of the music as well as Mozart's relationship with 18th century Vienna. Discusses the effect of the Enlightenment upon the aristocracy, the church, and the musician. Requires no previous background in music.

### MUS 165 - Music in Film (4)

ALA

Introduces the unique art of music for film. Screens films representing various eras and cultures and explores the film score. Presents genres including adventure, drama, musical, science fiction, and animated films. Studies music by the greatest film composers, including Max Steiner, Bernard Herrmann, John Williams, and others.

**MUS 222 - Music in America (4)**

GC

Introduces America's multicultural musical tradition, including Native American, African American, and Hawaiian contributions, with consideration of related material such as painting, sculpture, architecture, dance and literature. Gives special attention to jazz, blues, ragtime, concert repertoire, and musical theater and their influence upon European cultures.

**MUS 232 - Bach to Beethoven 18th Century (4)**

ALA

Surveys music and related disciplines in the 18th century. Discusses great changes in society, contact with non-Western countries, and the musician's place within society. Topics include Bach and Handel, E. Jacquet de la Guerre, Haydn and Mozart, the American and French Revolutions, Voltaire, Jefferson, and others.

**MUS 234 - Music of Romantic Tradition (4)**

SH

Studies 19th-century musicians, such as Debussy, Puccini, and Rimsky-Korsakov, who created music that was international and multicultural and influenced by Asiatic and Indonesian cultures, such as Japan and Bali. Introduces diverse topics, including art songs; fascination with the macabre; the "romantic" artist; and women composers - Clara Schuman, Fanny Mendelssohn-Hensel, and America's first wellknown wellknown female composer, Amy Beach.

**MUS 239 - Music That Changed the World (4)**

SH

Learning Community. Looking for new means of self-expression, musicians, artists, and writers rejected traditional forms and methods of creativity in Paris at the turn of the 20th century. Students study these explosive new ways of creating music, art, and literature that changed the world forever. Topics include Debussy, Impressionism, Stravinsky, Picasso, Gertrude Stein.

**MUS 247 - Roles of Women in Music (4)**

As composers and inspiration for composers women have been responsible for the creation of music in every historical era. As steadfast philanthropists vast numbers of commissions were granted, compositions written, music clubs established, performers employed, and concert halls created. Intense study of the resulting music created and inspired by female composers combined with an understanding of their considerable philanthropic insight will cast new light upon roles of women in music.

**MUS 349 - Directed Study (2)**

Consent of department required. Private lessons with faculty of the New England Conservatory. Requires music and technical ability at an intermediate level on an instrument or voice.

**MUS 350 - Independent Study (4)**

Consent of instructor required. Individualized projects at an advanced level.

**MUS 370 - Internship (4)**

Consent of instructor required. Refer to ART-370.

**NB - NEUROSCIENCE & BEHAVIOR**

**NB 347 - Seminar in Neuroscience (4)**

SCI

Normally open only to senior neuroscience and behavior majors. Addresses current topics through readings, presentations, field trips, and other activities.

**NURS - NURSING**

**NURS 226 - Variances in Health Patterns of Adult and Elders I (4)**

SCI

Introduces the concepts of functional health patterns that optimize health of individuals, families, and communities. Utilizes the nursing process in the identification of all functional health patterns of clients who as individuals and aggregates are vulnerable and at risk for variance. Provides opportunities to implement fundamental nursing care in subacute care and community settings.

Prerequisite: Required NURS-292, NURS-235, BIOL-231, NURS-225, BIOL-113, CHEM-111, and CHEM-112 or NURS-292, NURS-235, BIOL-231, NURS-225, BIOL-123N, and CHEM-110 . Crosslisted as: NURS-426.

#### **NURS 228 - Nursing Theory & Evidence Based Practice (4)**

QL

This course introduces the student to the interrelationships among theory, practice and research in professional nursing. Emphasis is placed on the nursing process and evidence-based practice as foundational in the development of the professional nurse, as it relates to the cultural, spiritual, biopsychosocial care of the patient. The student will appreciate the differences between quantitative and qualitative research and EBP and will be introduced to concepts of nursing informatics. This course provides an understanding of how quality nursing care affects patient outcomes.

Prerequisite: Required BIOL-113 or BIOL-123N CHEM-110 or CHEM-111 & CHEM-112.

#### **NURS 229 - Nursing Health Promotion (4)**

GC

This course provides an overview of theoretical concepts related to health promotion and disease prevention. The focus of this course is on assisting students in the development of nursing skills necessary to promote the health of communities and populations, and will assist students in the development of nursing skills to assist individuals in making choices that promote health and wholeness. Students will gain knowledge about communities, population health and health determinants. There is an emphasis on wellness, prevention, health promotion and health education as well as a focus on populations and their environments as the units of service. Attention is given to awareness of diversity, cultural sensitivity and the impact of a connected global community. This course offers a beginning strategy for improving the health of the public by understanding the differences between sick care and health care.

Prerequisite: Required NURS-228, NURS-295, and PSYC-101 .

#### **NURS 235 - Integration of Pharmacology and Pathophysiology: Perspectives for Nurses (4)**

SCI

Focuses on the pharmacological and pathophysiological applications necessary for individual patient needs. Uses a systems approach to cover topics including specific drugs, classifications, side effects, and interactions with other therapies.

Prerequisite: Required BIOL-231, BIOL-232, NURS-225, and BIOL-221 CHEM-110 or CHEM-111 & CHEM-112 . Crosslisted as: NURS-435.

#### **NURS 238 - Variances in Health Patterns of Adults and Elders II (4)**

SCI

Applies the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the adult and geriatric client experiencing variances in functional health patterns. Emphasizes health management and metabolic patterns. Provides opportunities within a systems framework to deliver nursing care with increased depth, complexity, and independence to adult and elderly clients in acute care settings.

Prerequisite: Required NURS-225, NURS-226, NURS-235, and NURS-292 . Crosslisted as: NURS-438.

#### **NURS 238G - Geriatrics Simulation (0)**

#### **NURS 247 - Variances in Health Patterns of the Childbearing Family (4)**

SCI

Applies the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the childbearing family experiencing variances in functional health patterns. Emphasizes health management and sexuality/reproduction. Includes clinical experiences encompassing care of the high-risk and acutely and chronically ill young family in both acute and community settings.

Prerequisite: Required PSYC-235 or PSYC-237N NURS-226 Grade of C or better. Crosslisted as: NURS-447.

#### **NURS 249 - Variances in Health Patterns of the Childbearing Family (4)**

SCI

Students will apply the concepts of bio-psychosocial-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for children and families. Using the functional health patterns as a framework, this course focuses on application of the nursing process with emphasis on nursing diagnosis and outcomes. Addresses the integration of family and community as key concepts in health management. Clinical experiences will include care of the acutely and chronically ill child employing a family-centered approach.

Prerequisite: Required NURS-226 PSYC-237N or PSYC-235. Crosslisted as: NURS-449.

### **NURS 292 - Health Assessment (4)**

SCI

Assessment is an integral skill in nursing care. In this course, students learn the components of a comprehensive health history and interviewing techniques. The approach to physical examination of all body systems will be presented in class. The motor skills necessary to perform a complete physical examination will be demonstrated and practiced in the laboratory. At the end of the semester, students will demonstrate a complete physical examination on laboratory partners.

Prerequisite: Required NURS-225. Crosslisted as: NURS-492.

### **NURS 295 - Fundamental Skills and Health Assessment (4)**

SCI

Fundamentals Skills and Health Assessment introduces the student to the clinical skills and assessment techniques necessary to provide care to patients across the lifespan. The course will cover the nursing process, subjective/objective assessments, clinical skills, medication calculations and administration, and comprehensive physical examination skills of adults and children. The lecture component of the course will present theoretical content and clinical application. Labs will be utilized to practice the required skills, assessments and techniques.

Prerequisite: Required BIOL-231 PSYC-101 CHEM-110 or CHEM-111 & CHEM-112 MATH-101, MATH-102, or pass Math Competency Exam Required BIOL-232 .

### **NURS 331 - Pharmacology (4)**

SCI

This course will focus on basic pharmacologic principles and how pharmacologic agents are used in the treatment of a variety of conditions to support physiological function. Course content includes the nurses' role in monitoring the safety and effectiveness of pharmacological therapies.

Prerequisite: Required NURS-228, NURS-295, BIOL-231, and BIOL-232 BIOL-123N or BIOL-221 CHEM-110 or CHEM-111 & CHEM-112 .

### **NURS 332 - Medical Surgical Nursing 1 (4)**

SCI

This course re-enforces skills in assessing a patient's condition, and focuses on identifying significant findings upon which treatment decisions are made. In this class, students build on knowledge of health promotion and assessment and expand this knowledge into caring for individuals with altered health states. Building on an understanding of normal anatomy and physiology, concepts of pathophysiology are integrated. Common diagnostic tests and associated nursing responsibilities are covered. Clinical and lab experiences focus in developing proficiency with providing basic nursing care and comprehensive patient assessment.

Prerequisite: Required PSYC-101, NURS-228, NURS-295, and NURS-331 .

### **NURS 333 - Maternity Nursing (4)**

SCI

In this course, students apply the concepts of bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing and evaluating nursing interventions for the childbearing and families experiencing variances in functional health patterns with a special emphasis on health management and sexuality/reproduction. Clinical experiences will encompass care of the normal and high risk family in both acute and community settings

Prerequisite: Required NURS-332 PSYCH-235 or PSYCH-237N.

### **NURS 334 - Pediatric Nursing (4)**

SCI



This course provides the framework for students to apply nursing theory and principles in the promotion, maintenance and restoration of health for infants, children and their families. Students will integrate concepts of bio-psycho-social-cultural-developmental-spiritual sciences to provide evidenced-based, holistic and compassionate nursing care. Clinical experience in both acute and community pediatric settings, contextualizes learning, facilitates clinical reasoning and comportment through the application and integration of nursing science and caring practice.

Prerequisite: Required NURS 332 PSYC-237N or PSYC-235.

#### **NURS 335 - Psychiatric & Mental Health Nursing (4)**

This course focuses on the major mental health disorders, therapeutic interventions and the role of the nurse in the acute mental health setting. Students will use the nursing process to enhance their delivery of bio-psycho-social-cultural developmental-spiritual nursing care to individuals and their families who are coping with major mental illnesses. The student will integrate interprofessional collaboration, patient education and patient advocacy in the care of the patient with acute mental health disorders. Clinical experiences will focus on the care of those with acute mental health needs.

Prerequisite: Required NURS-332 PSYC-237N or PSYC-235.

#### **NURS 336 - Health Care Policy (4)**

SH

This course presents an overview of health policymaking and describes healthcare policy in the US with specific examples from Medicare, Medicaid, and ongoing healthcare reform. Special emphasis is placed on the critical role of nurses in policymaking. Building on concepts introduced in Health Promotion and Disease Prevention, the essential functions and services of public health are expanded to include epidemiological and economic concepts and models. This course explores the current U.S. health care and global systems and issues of access, equity and quality.

Prerequisite: Required NURS-346.

#### **NURS 346 - Medical Surgical Nursing 2 (4)**

SCI

This course, which builds on Nursing Care to Support Physiologic Functioning 1, applies bio-psycho-social-cultural-developmental-spiritual concepts in developing, implementing and evaluating nursing interventions for the adult and elderly client experiencing altered health states. Concepts of comprehensive patient assessment, pathophysiology, and pharmacology are reinforced and mastered. Students to introduced to prioritizing and predicting individual's needs, and evaluating outcomes of care. Clinical and lab experiences focus on implementing and evaluating nursing care with increasing independence.

Prerequisite: Required NURS-332.

#### **NURS 347 - Complex Nursing Care Management across the Continuum (4)**

This course focuses on the synthesis of nursing knowledge required to care for the patient and family with complex, multi-system problems. This course provides students opportunities to critically evaluate and apply knowledge and skills learned throughout the nursing program. The effect of complex health problems on the individual and their families, the health team and health system is emphasized.

Prerequisite: Required NURS-346.

#### **NURS 348 - Variances in Health Patterns of Clients With Psychiatric and Mental Illness (4)**

SCI

Uses the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the client experiencing variances in functional health patterns related to psychiatric mental illness. Applies knowledge of functional health patterns that form the basis for the delivery of nursing care to those across the life span. Offers clinical experiences in in-patient and community psychiatric/mental health settings.

Prerequisite: Required PSYC-101 PSYC-235 or PSYC-237N NURS-295, NURS-226, and NURS-235 Grade of C or better Recommended Take NURS-348L. Crosslisted as: NURS-448.

#### **NURS 350 - Independent Study (Variable)**

Consent of department required. Offers an individualized opportunity to study an issue or topic relevant to the theory and/or practice of nursing. Utilizes library research, clinical research, or analysis of advanced clinical practice.

### **NURS 387 - Nursing Care of Individuals, Families, and Communities (4)**

GC

Provides an overview of theoretical concepts related to community-based health care and family health.

Applies concepts of health, health assessment, and therapeutic communication and interviewing within the context of the family and community. Focuses on assisting the student in the development of nursing skills necessary to promote health of families and communities. Gives attention to awareness of diversity, cultural sensitivity, and knowledge to enable the students to provide culturally competent nursing care.

Prerequisite: Required NURS-225, NURS-226, NURS-235, NURS-292, NURS-249, and NURS-238

Recommended Take NURS-249 . Crosslisted as: NURS-487.

### **NURS 390 - Nursing Research (4)**

QL

Provides an opportunity to integrate knowledge and principles from general education, nursing education, and nursing practice to issues of relevance to the nursing profession. Facilitates professional role transition through examination of nursing's history, educational programs, roles, legal issues, ethical concerns, health policy, concepts in research, and the health care delivery system. Stresses independent learning, self-direction, and understanding of group interaction in the teaching-learning process through problembased learning.

Prerequisite: Required NURS-225 and NURS-226.

### **NURS 417 - Leadership and Management (3)**

The course prepares the student to develop beginning leadership and management skills. The student will develop the role of an effective, collaborating team member and prepare for future leadership and management roles. Concepts of organizational systems, change theory, quality and safety are integrated into the role of the professional nurse.

Prerequisite: Required NURS-333, NURS-334, NURS-335, and NURS-336 .

### **NURS 418 - Synthesis & Clinical Decision Making (3)**

A final nursing class utilizes a case study approach to focuses on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. Centers on nursing care of patients across the life span but emphasizes the adult and geriatric patient. Assimilates previously learned information to add the depth and breadth necessary to provide holistic care for patients and families in challenging health care circumstances. Requires independent preparation and critical thinking for the synthesis and acquisition of new understandings, which will serve as a model for the ongoing professional development of the nurse as a lifelong learner.

Prerequisite: Required NURS-333, NURS-334, NURS-335, and NURS-336 .

### **NURS 419 - Clinical Capstone Practicum (2)**

This nursing course focuses on improving professional nursing skills in a clinical capstone experience. The major focus is on mastering clinical decision making skills and preparing for independent professional practice. Weekly seminars cultivate critical thinking and clinical judgment, group process, discussion, communication, transitioning from student to newly licensed nurse along with the role of future nursing leaders and managers.

Prerequisite: Required NURS-418.

### **NURS 454 - Leadership and Management in Clinical Settings (4)**

All nursing courses with the exception of NURS-390 and NURS-455 required. A capstone nursing class taught in conjunction with NURS-455. Focuses on the leadership and management role of the nurse in a precepted direct clinical experience. Assists students to become effective organizational members assuming professional responsibility in a fieldbased internship. Encourages self-actualization, independent learning, self-direction, and understanding of group interaction in the teachinglearning process through weekly seminars. Helps students to evolve as nursing professionals as they transition into future employees and future managers. Explores leadership and management theory, critical thinking, nursing concepts, and personal/professional development within clinical experience and in a written project. Uses clinical seminars to increase knowledge and understanding of visionary leadership, management, communication, strategies for delegation, conflict resolution, and quality control while in direct clinical practice.

Prerequisite: Required NURS-387 or NURS-487 Grade of C or better. Crosslisted as: NURS-454I.

### **NURS 454I - Leadership & Mgmt in Clinical EXTENSION (0)**

Crosslisted as: NURS-454.

### **NURS 455 - Clinical Decision Making & Complex Care (4)**

SCI

All nursing courses with the exception of NURS-390 and NURS-454 required. A final nursing class taught in conjunction with NURS-454. Focuses on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. Centers on nursing care of patients across the life span but emphasizes the adult and geriatric patient. Assimilates previously learned information to add the depth and breadth necessary to provide holistic care for patients and families in challenging health care circumstances. Requires independent preparation and critical thinking for the synthesis and acquisition of new understandings, which will serve as a model for the ongoing professional development of the nurse as a lifelong learner. Includes NCLEX-type quizzes and case studies.

Prerequisite: Required NURS-387 or NURS-487 Grade of C or better.

### **NURS 512 - Nursing Leadership & Theory (3)**

### **NURS 514 - Leadership and Management Practice (3)**

## **NUTR - NUTRITION**

### **NUTR 101 - Food and Culinary Science (4)**

SCI

Studies the basic principles of food science and their applications to food selection, preparation, preservation, and storage as well as factors affecting food safety and sanitation, palatability, and nutrients. Introduces current issues (biotechnology, genetically modified foods) for discussion. Requires writing of scientific reports of laboratory experiments. Includes lecture and laboratory. Laboratory coat required.

Prerequisite: Recommended NUTR-101L.

### **NUTR 110 - Sociocultural Implications of Nutrition (4)**

SH

Studies food habits, particularly as reflected in the food patterns of various groups who have immigrated to the U.S. throughout its history. Examines health status of these diverse populations; the multiple meanings of food in daily life, culture, religion, and among various societies and ethnicities; and culturally appropriate counseling; and develops an appreciation of the many underlying similarities across cultures.

### **NUTR 111 - Fundamentals of Nutrition Science (4)**

SCI

Studies these basic concepts: functions of nutrients in the human organism, nutrient needs at varying stages of the life cycle, and nutrition status. Examines the health effects of nutrient inadequacies and excesses. Discusses the scientific basis of recommended nutrient intake and dietary guidelines for the U.S. population. Includes lecture and laboratory. Laboratory experimentation demonstrates or tests the nutrition principles presented in the lectures.

Prerequisite: Recommended NUTR-111L. Crosslisted as: NUTR-112.

### **NUTR 112 - Introduction to Nutrition Science (4)**

Studies the functions of nutrients and their requirement in the body, their effects on health, and nutrient needs during different stages of the life cycle. Discusses the effects of nutrient deficiencies and excesses as well as the dietary reference intakes and guidelines for the U.S. population.

Crosslisted as: NUTR-111.

### **NUTR 150 - International Nutrition Issues (4)**

GC

Exploration of the world food situation, hunger, malnutrition, sustainable agriculture, politics, and distribution of wealth and power. Acquaints students with nutrition issues, and the nature and dimensions of present and future world food needs. Uses examples from both developed and developing countries to provide an overview of national and international politics influencing food and nutrition policies.

### **NUTR 201 - Advanced Food Science (4)**

Applies natural and physical sciences to the study of food science. Emphasizes modern food production, preservation, safety, process controls, product development, and current food science topics. Focuses laboratory work on experimental design and evaluation, followed by independent research projects and seminars. Emphasizes scientific report writing. Includes lecture and laboratory. Laboratory coat required.

Prerequisite: Required NUTR-111 or NUTR-112.

### **NUTR 215 - Sports Nutrition (4)**

Provides current nutrition information that is applicable to individuals involved with sports, exercise, and/or personal physical activity. Provides an overview of how nutrition and physical activity reduce the risk of chronic disease, how macro and micronutrients affect energy metabolism and athletic performance, and how food delivers the fuel for optimal performance.

Prerequisite: Required NUTR-111 or NUTR-112.

### **NUTR 231 - The Practice of Clinical Dietetics (4)**

Offers an opportunity to work with practicing nutritionists at a major medical center to review medical records, interview and assess clients' nutritional status, and counsel clients. Immunization record and other College health requirements, Criminal Record Check (CORI), credit check, laboratory coat, and ID required.

Prerequisite: Required NUTR-111 or NUTR-112  
Recommended NUTR-231L.

### **NUTR 237 - The Practice of Community Nutrition (4)**

Consent of instructor required. Studies community nutrition, the practice of applied nutrition, and nutrition education in community health care and other settings. Emphasizes the principles of education that are basic to effective learning by the clients. Examines federal programs aimed at nutrition related health problems. Includes assignments to community fieldwork placements (outside of regular class time). Requires a Criminal Record Check (CORI), a Department of Social Services check, proof of MMR vaccination, and a negative TB test within six months.

Prerequisite: Required NUTR-111 or NUTR-112.

### **NUTR 248 - Food Production and Service Systems (4)**

Hybrid course (some sessions will be held online; first class will be held in the classroom). Studies the systems approach to food production, assembly, distribution, and service to individuals and groups; methods of producing quality food in quantity to achieve organizational and nutritional goals, including menu planning, food service sanitation, HACCP, and exploration of careers in food service.

Prerequisite: Required NUTR-111 or NUTR-112.

### **NUTR 249 - Leadership in Food Service Management (4)**

Focuses on the controls of the food service system: accounting, budgeting, pricing, and regulations. Discusses theories and applications of human resources management, marketing, and organizational design. Emphasizes team approaches to solving problems of food service design, staffing, operations, food service software systems, and quality and productivity management.

Prerequisite: Required NUTR-111 or NUTR-112.

### **NUTR 260 - Health Promotion Through the Life Cycle (4)**

Nutrition, health promotion and wellness will provide an overview of major health issues affecting the US population. Health interventions will be explored considering barriers to behavior change such as socio-economic, cultural, and environmental factors. The course uses various learning strategies, class discussion, group work, case studies, video and problem-solving activities.

Prerequisite: Required NUTR-112.

### **NUTR 301 - Dietetics Profession (1)**

Advanced professional development issues in dietetics: Leadership, marketing, research, continuing education, licensure, and preparation for dietetic internship/graduate education.

Prerequisite: Required Senior standing required.

### **NUTR 311 - Nutrient Metabolism (4)**

SCI

Consent of instructor required. Considers nutritional biochemistry and the metabolic role of nutrients throughout the human life cycle. Studies recommended intake of nutrients, along with the complete cycle of nutrient ingestion, absorption, utilization, and excretion. Examines advanced concepts in physiology and biochemistry in order to explain nutrient function and interdependence. Includes three-hour lecture plus two-hour laboratory.

Prerequisite: Required BIOL-231, BIOL-232, and CHEM-223 NUTR-111 or NUTR-112 .

#### **NUTR 331 - The Practice of Clinical Dietetics (4)**

Offers an opportunity to work with practicing dietitians at a major medical center to review medical records, interview and assess clients' nutritional status, and counsel clients. Immunization record and other College health requirements, Criminal Record Check (CORI), credit check, laboratory coat, and ID required.

Prerequisite: Required NUTR-111 or NUTR-112  
Required NUTR-331L.

#### **NUTR 334 - Medical Nutrition Therapy (6)**

Examines selected pathophysiologic concepts, including mechanisms of disease causation; immune processes; cellular growth and proliferation; and dysfunctions of the circulatory, respiratory, gastrointestinal, nervous, renal, hepatic, and endocrine systems. Also considers risk factors and physiological adaptation to various disease conditions. Emphasizes medical nutrition therapy in acute and chronic disease. Includes five hour lecture plus online discussion.

Prerequisite: Required NUTR-311. Crosslisted as: BIOL-334.

#### **NUTR 350 - Independent Study (4)**

Consent of instructor required. Provides an opportunity for independent study in one of the areas of nutrition.

#### **NUTR 380 - Field Experience (4)**

Consent of instructor required. Individual field experience in one of the areas of nutrition.

#### **NUTR 381 - Advanced Practice in Community Nutrition (4)**

Consent of instructor required. Offers advanced study in community nutrition theory and practice. Emphasizes evaluating the effectiveness of a variety of community nutrition programs and increasing skills in the counseling/ teaching of clients, families, other health professionals, and the public at large. Requires each student to examine in depth a particular problem in community nutrition through a six hour- a-week fieldwork placement. Immunization records and college health requirements may be a condition for some field placements. Some placements may require students to undergo a Criminal Record Check (CORI).

Prerequisite: Required NUTR-237 Senior standing required Recommended Take NUTR-381L.

#### **NUTR 390 - Seminar: Selected Topics in Nutrition (4)**

Consent of instructor required. Examines in depth selected topics in nutrition. Introduces students to research methods and materials used in nutrition research. Emphasizes student initiative, scientific writing, oral presentation skills, participation, and leadership and expects integration and application of knowledge acquired throughout a student's undergraduate classes. Supplements lectures and discussions with workshops and is a writing intensive course.

Prerequisite: Required MATH-118 and NUTR-311 Senior standing required.

### **PB - PSYCHOBIOLOGY**

#### **PB 347 - Seminar in Psychobiology (4)**

Consent of instructor required. Normally open only to senior neuroscience and behavior majors. Addresses current topics through readings, presentations, field trips, and other activities.

Prerequisite: Required Senior standing required.

### **PHIL - PHILOSOPHY**

#### **PHIL 119 - World Religions (4)**

GC

Explores the fundamental belief systems of Hinduism, Buddhism, Confucianism, Daoism, Judaism, Islam, and Christianity.

**PHIL 120 - Introduction to Philosophy: The Big Questions (4)**

SH

Introduces the central questions and major thinkers of philosophy: Does God exist? What is real? Why be moral? What can we know? What matters?

**PHIL 121 - Philosophy of Religion (4)**

SH

Explores a cluster of problems and competing perspectives: the nature of religious language, the evidence for and against the existence of God, the problem of evil, the relationship of faith to reason, and the meaning of death in light of differing analyses.

**PHIL 122 - Critical Thinking (4)**

Introduces critical thinking and writing. Topics include the nature of argument - both inductive and deductive, deductive argument patterns, informal logical fallacies, non-argumentative persuasion, and the critical evaluation of claims.

**PHIL 123 - Symbolic Logic (4)**

QL

Explores argument forms and the nature of validity and deductive reasoning, including proof procedures, truth tables, syllogisms, quantification, and predicate logic.

**PHIL 130 - Ethics (4)**

GC

Focuses on the theoretical approaches to ethics in the classical Western tradition (Plato, Aristotle, Kant, Mill) and in multicultural and contemporary perspectives. Topics include theories of the good, moral relativism, concepts of moral obligation, definitions of virtue, and utilitarian philosophy.

**PHIL 131 - Biomedical Ethics (4)**

SH

Examines moral questions concerning rights and responsibilities in professional biomedical relationships. Includes issues such as truth-telling, informed consent, privacy, confidentiality, patient self-determination, reproductive technologies, euthanasia, eugenics, and broader questions of justice in health care.

**PHIL 132 - Philosophy and the Arts (4)**

ALA

Explores basic philosophical issues that cut broadly across the various arts, using historical and recent writings. Explores issues including the definition of art, artistic intentions and interpretation, expression, representation, emotion and the arts, the value of art, and the role of art in society.

**PHIL 133 - Asian Philosophy (4)**

GC

Studies Hinduism, Daoism, Confucianism, and Buddhism. Analyzes Asian views on ethics, politics, the nature of ultimate reality, and the understanding of human life through ancient and modern texts. Discusses concepts such as reincarnation, karma, yoga, dharma nirvana, enlightenment, jen, ji, tao, and yin and yang.

**PHIL 136 - Philosophy of Human Nature (4)**

GC

Explores human nature, including the views of sociobiologists and their critics, the mind/body dualism of Descartes, physicalism, the nature of the self, and the possibility and relevance of machine intelligence.

**PHIL 139 - Environmental Ethics (4)**

SH

Explores philosophical issues underlying environmental and ecological controversies. Issues include whether the value of a human being is fundamentally different from the value of other living species or of the environment itself, what role consumer goods and services play in a good life, and whether environmental consciousness conflicts with a good life.

**PHIL 152 - Philosophy Through Literature and Film (4)**

ALA

Examines philosophical themes and issues found in major works of literature and film. Based on a realization that meaning and truth arise through reflection upon everyday lived reality, we explore how one lives, struggles, and creates meaning in one's search for identity, wholeness, and truth by examining works of literature and film through various lenses of critical analysis.

**PHIL 223 - Philosophy of Diversity (4)**

GC

Investigates the nature of social roles in relation to self-understanding. How is identity constituted? What role have race, gender, and sexuality played in traditional philosophy? Are "race," "gender," and "sexuality" natural? Does it matter? How do we understand power and privilege? How should identity and public policy, including law, interrelate?

**PHIL 225 - Ethical, Legal, and Social Issues in Information Technology (4)**

SH

Does social media provide you with more freedom, or does it control you? How can we eliminate the sexist and racist aspects of gaming? What is the greatest threat to your privacy? Can hacking ever be morally good? Why are women the most common targets of cyber-harassment? Is file-sharing a form of theft? This course will explore current social, ethical, and legal issues associated with social media and digital technology.

**PHIL 232 - Theories of Justice (4)**

SH

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems.

Crosslisted as: POLS-232.

**PHIL 236 - Philosophy of Language (4)**

Examines the nature of language and its relation to meaning, reference, truth, and power. Provides a survey of philosophical reflections on language from various historical periods and different traditions, including classics in 20th-century analytic philosophy as well as recent multicultural and feminist perspectives.

Prerequisite: Required One philosophy course.

**PHIL 237 - Philosophy of Mind (4)**

GC

Explores the nature of human consciousness and the self. Focuses on the views of contemporary philosophers, psychologists, and Asian religious thinkers; readings include classical authors such as Descartes as well as contemporary philosophers such as Daniel Dennett.

Prerequisite: Required One philosophy or psychology course.

**PHIL 241 - The Beginnings of Philosophy (4)**

SH

Explores the origins of Western philosophy in the Greek tradition, offering an opportunity to get in at the start of the conversation when Western philosophy was first shaping the concepts and questions that still concern us today. Plato and his precursors and Aristotle and his followers are conversation partners for the semester.

Prerequisite: Required One philosophy course.

**PHIL 242 - Making of the Modern Mind (4)**

SH

Considers the modern period in philosophy, which, beginning with Descartes and ending with Kant, reflects the radical changes occurring in society at that time resulting, in particular, from the scientific revolution. Analyzes some of those changes, focusing on the major philosophical views of the period. Examines issues of personal identity, knowledge, the existence of God, and the nature of the external world.

Prerequisite: Required One philosophy course.

**PHIL 243 - Mind, Politics, and Society: 19th Century Philosophy (4)**

SH

Discusses philosophy in the 19th century as it struggles with its disenchantment with modern optimism and raises new questions about political revolution, utopian visions of society, personal despair and human freedom, economic turmoil, control and wealth, and subjectivity and truth. Examines the views of thinkers such as Hegel, Schopenhauer, Marx, Kierkegaard, and Nietzsche.

Prerequisite: Required One philosophy course.

**PHIL 244 - Contemporary Philosophy (4)**

SH

Discusses contemporary philosophy as it reflects on its own methodology and turns that reflection into self-criticism. Explores some of the directions that philosophy has taken since the 20th century, including phenomenology, existentialism, philosophy of language, and postmodernism, and raises questions about the future of philosophy. Studies authors such as Husserl, Heidegger, Sartre, Wittgenstein, Quine, and Derrida.

Prerequisite: Required One philosophy course.

#### **PHIL 245 - Existentialism (4)**

SH

Examines some of the major themes of existentialist thought using the work of Kierkegaard, Nietzsche, Heidegger, Camus, Sartre, de Beauvoir, and others. Addresses questions like: How does the reality of death affect the meaning of life? Is existence absurd? Is human freedom a benefit or a burden? What does it mean to live authentically?

Prerequisite: Required One philosophy course.

#### **PHIL 246 - American Pragmatism (4)**

Examines the arguments of classic and contemporary American pragmatists including Peirce, James, Dewey, Royce, Santayana, Rorty, Addams, McKenna, and McDermott. Topics include the pragmatic method, fallibilism, pluralism, radical empiricism, and meliorism. Emphasis is placed on the concepts of community, experience, education, democracy, individualism, knowledge, and culture.

Prerequisite: Required One philosophy course.

#### **PHIL 332 - Law and Philosophy (4)**

Examines the institution of law from a philosophical point of view. Topics include the nature and definition of law, the relationship between law and morality, grounds for obedience to law or civil disobedience, justifications of punishment, legal reasoning, justification of the adversary system, professional ethics of lawyers, and feminist jurisprudence.

Prerequisite: Required One philosophy course.

Crosslisted as: PHIL-532.

#### **PHIL 350 - Independent Study (4)**

Consent of instructor required.

#### **PHIL 355 - Thesis (Variable)**

Consent of instructor required.

Prerequisite: Required Senior standing required.

#### **PHIL 370 - Internship (Variable)**

Consent of instructor required. 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.

Crosslisted as: AST-370, ENGL-370, FREN-370, HIST-370, SPAN-370, WGST-370.

#### **PHIL 390 - Seminar (4)**

Intensively examines a particular philosopher, philosophical school of thought, or philosophical problem.

Crosslisted as: WGST 390, WGST 590.

### **PH - PUBLIC HEALTH**

#### **PH 101 - Introduction to Public Health (4)**

This course provides students with the key concepts underlying public health as a system and social endeavor. It will explore pressing public health challenges, including communicable diseases, environmental health, social inequalities in health, health care, public responses to emergencies, and reduction of unhealthy behaviors such as smoking, drinking, and violence.

#### **PH 201 - Introduction to Epidemiology (4)**

Consent of instructor required. Students will learn and apply basic concepts of epidemiology, using collaborative learning through project activities, case students, peer discussion, and independent research. Students will examine the impact of social conditions and identify factors that account for adverse health at the population level, and use epidemiology to promote positive health outcomes.

#### **PH 347 - Public Health Seminar (4)**

SCI

Consent of instructor required. Normally open only to senior public health majors. Addresses the history of public health, discusses the current fields of public health and offers the student the opportunity to explore and learn about employment and graduate opportunities through readings, video and film, guest speakers, field trips, presentations, and other activities.



Prerequisite: Required Senior standing required.

### **PH 370 - Internship (4)**

Consent of instructor required. Provides a supervised professional experience off campus. Potential sites include clinical settings, community health centers, government agencies, hospitals, laboratories, and nonprofit organizations. Includes a weekly seminar. Placement is the students' responsibility, with the support of the Career Education Center and the approval of the department. Arrangements should be made with the student's advisor by the end of the junior year.

## **PHYS - PHYSICS**

### **PHYS 103 - Great Discoveries in Science (4)**

SCI

Focuses on breakthrough ideas concerning the universal laws of nature, the origin and composition of the universe, the nature of matter, and the origin and evolution of life. Encourages learning through inquiry and cooperative strategies to foster an appreciation of the processes, accomplishments, and limitations of science. Weekly laboratory. Designed for non-majors.

Crosslisted as: BIOL-103.

### **PHYS 105 - Science and Technology in the Everyday World: The Way Things Work (4)**

SCI

Traces the development of technology, provides insight into the fundamentals of modern science and technology, emphasizes the synergy between the two, and provides practical experience in dealing with real systems and devices found in daily life. Weekly laboratory. Designed for nonmajors.

### **PHYS 110 - Introductory Physics I (4)**

SCI

Teaches the fundamentals of physics for students with preparation in algebra and trigonometry. Topics drawn from mechanics, energy, torque, and momentum. Three hours of lecture, a three-hour laboratory, and one-hour interactive problem-solving session per week.

### **PHYS 111 - Introductory Physics II (4)**

SCI

Teaches the fundamentals of physics for students with preparation in algebra and trigonometry. Topics drawn from electricity and magnetism, heat, waves, sound, optics, and modern physics. Three hours of lecture, a three-hour laboratory, and one-hour interactive problem-solving session per week.

Prerequisite: Required PHYS-110.

### **PHYS 112 - Fundamentals of Physics I (4)**

SCI

Concentrates on the subjects of mechanics, motion, mass, force, energy, and momentum. Additional material drawn from fluids and oscillations. First course in physics for science majors. Three hours of lecture, three-hour laboratory, and one-hour interactive problem-solving session.

### **PHYS 113 - Fundamentals of Physics II (4)**

SCI

Concentrates on the subjects of electricity, and magnetism and on the concepts of particles and fields. Additional material drawn from kinetic theory, heat, and thermodynamics. Second course in physics for science majors. Three hours of lecture, three-hour laboratory, and one-hour interactive problem-solving session.

Prerequisite: Required PHYS-112.

### **PHYS 120 - Materials: Properties (2)**

SCI

Largely through experimentation, examines some of the ways in which one characterizes and/or measures a material's mechanical, electrical, thermal, magnetic, optical, and electrical properties. Also investigates the way in which processing conditions may influence properties and how this information can be used to construct useful devices.

### **PHYS 121 - Materials: Structures (2)**

SCI

Focuses on the theories that explain mechanical, electrical, thermal, magnetic, optical, and electrical properties. Examples include theories related to atomic structure and interatomic bonding, imperfections in solids, diffusion, stress/strain and elastic properties, phase transformations conductivity, magnetic interactions, and optical absorption and luminescence. Introduces X-ray diffraction and molecular modeling through laboratory experiments and simulations.

**PHYS 201 - Wave Phenomena and Introductory Modern Physics (4)**

SCI

Focuses on wave properties common to both optics and acoustics and then extends these topics to introduce key ideas in modern physics. Rounds out a general background in physics and is recommended, along with PHYS-112 and 113, for preparation for the MCAT exam.

Prerequisite: Required PHYS-112 and PHYS-113.

**PHYS 210 - Imaging of Materials (2)**

SCI

Intended for science majors or physics of materials minors who would like to learn to use an electron microscope and an atomic force microscope to study surface morphology. (Requests to use these microscopes for independent research may be made to the Department of Physics after successful completion of this course.) Three hours of lecture and four hour lab for one-half of the semester.

**PHYS 220 - Materials Modeling (2)**

SCI

Provides a hands-on introduction to the use of computer methods for discovery and assessment of novel materials. Teaches the use of a variety of molecular and materials modeling software and presents the principles, benefits, and pitfalls associated with this approach to the study of materials. Emphasizes modeling projects and genuine research applications of computer modeling.

**PHYS 233 - Introduction to Medical Imaging (4)**

SCI

This course will describe the historical and technical aspects of modern medical imaging modalities and provides a basic understanding of the physical functional mechanisms of the major imaging modalities. The topics will include x-ray radiology, computed tomography (CT), fluoroscopy, nuclear medicine (including SPECT and PET), ultrasound (US), and magnetic resonance imaging (MRI). It is applicable to all STEM majors, including but not limited to pre-medical, physical therapy, biology, biochemistry, chemistry, and physics.

Prerequisite: Required PHYS-110 or PHYS-112.

**PHYS 245 - Introduction to Biophysics (4)**

SCI

This course is designed to study how the laws of physics apply to and explain biological phenomena. It will take students through successive levels of the complexity of life, from atoms to molecules and ultimately to the behavior of organisms through the lens of physics. The course will include extensive coverage of life defining elements like water and light, of biopolymers, biomembranes, assemblies of biomolecules, cells/neurons and discuss recent developments, such as protein folding, DNA/RNA conformations, molecular motors and optical tweezers.

Prerequisite: Required PHYS-110 or PHYS-112.

**PHYS 300 - Mechanics (4)**

Examines the fundamental principles of Newtonian mechanics; the conservation laws, the dynamics of a particle, including oscillations and central force motion; and the dynamics of a system of particles.

Prerequisite: Required PHYS-201 and MATH-220.

**PHYS 305 - Electricity and Magnetism (4)**

SCI

Examines the fundamental principles of electromagnetic theory through the introduction of Maxwell's equations and discusses electrical and magnetic fields in matter. Stresses applications to contemporary devices.

Prerequisite: Required PHYS-201 and MATH-220.

**PHYS 310 - Materials Research Methods I (2)**

Offers a clear understanding of and experience with particular instruments or techniques (such as high-vacuum systems, thin-film deposition, spincoating, photolithography, self-assembly, and micro patterning) used in the preparation of thin films or selectively activated surfaces. Emphasizes the influence of processing conditions on material properties. Work with faculty on ongoing research projects and present results in a paper or an oral presentation to physics and chemistry faculty.

**PHYS 331 - Thermodynamics and Kinetics (4)**

See description under the Department of Chemistry.

Prerequisite: Required CHEM 216 and PHYS 113.  
Crosslisted as: CHEM 331.

**PHYS 332 - Quantum Mechanics and Molecular Structure (4)**

SCI

Covers the wave mechanical treatment of atoms, atomic and molecular spectroscopy, theories of chemical bonding, and molecular structure. Laboratory work comprises spectroscopic and computer modeling studies. Three hours of lecture and a four-hour laboratory per week.

Prerequisite: Required CHEM-216 and PHYS-113.  
Crosslisted as: CHEM-332.

**PHYS 333 - Advanced Topics in Modern Physics (4)**

SCI

Builds on previous work in physics to explore advanced theoretical or experimental topics not covered in other courses. Covers specific topics chosen based on current developments and the interests of the students and faculty involved. Three hours of lecture per week. May be repeated with consent of the Department.

**PHYS 350 - Independent Learning (Variable)**

Consent of instructor required. Usually taken for two semesters (eight semester hours) but may be elected for one semester. Individual laboratory work on a research problem. Includes a thesis and a final oral presentation.

Crosslisted as: BIOL-350, BIOL-370.

**PHYS 370 - Internship (Variable)**

4 or 8 sem. hrs. Provides a supervised professional experience off campus. Placement must be approved by the department. Includes a final oral presentation.

**PHYS 390 - Physics Seminar (0)**

SCI

Required of all physics majors completing PHYS 355. Includes instruction and preparation for technical writing such as a manuscript or senior thesis. Students will prepare and practice several oral presentations, culminating with a seminar on their independent study research open to the entire Simmons community. One hour per week.

Crosslisted as: CHEM-390.

**POLS - POLITICAL SCIENCE****POLS 101 - Introduction to American Politics (4)**

SH

Introduces students to the fundamentals of American government and analyzes important and controversial political issues. Through lecture, discussion, and readings, examines: the Congress, the presidency, the courts, voting behavior, political participation, interest groups, political parties, social movements, civil rights, and civil liberties. A special focus will be on applying theories to current events in American politics.

**POLS 102 - Introduction to International Politics (4)**

SH

This course introduces students to major topics in international relations: power politics, IR theories of the origins of conflict, war, and cooperation, international trade and markets, international organizations and law, North-South relations, global environmental problems, the commons, globalization, and terrorism. The course will cover contemporary issues in interstate relations.

**POLS 103 - The Nature of Politics (4)**

SH

Introduces political theory and its contributions to the study of politics by considering problems of citizenship in different regimes. Examines both classic texts of political philosophy (including Plato, Aristotle, Hobbes, Locke, Rousseau, and Marx) and the writings and speeches of political actors (both real and in fiction and film).

**POLS 104 - Introduction to Comparative Politics (4)**

SH

Introduces the study of governments other than the U.S. Countries selected for study include France, Russia, the People's Republic of China, and Egypt. Topics include political culture and socialization, political parties and institutions, the impact of socioeconomic transformations on politics (revolutions, coups d'tat, opposition parties), and the ways regimes respond to challenges.

**POLS 202 - Special Topics in Political Science (4)**

Examines a topic of current interest in political science through intensive reading and writing in a seminar format.

Crosslisted as: INRL-202.

**POLS 209 - The Politics of American Pop Culture (4)**

SH

Exposes students to the relationship between popular culture and the United States. Focuses on various aspects of TV, the Internet, music, radio, and sports to show how the rise of the "Political Celebrity" has taken hold of all aspects of American politics in the 21st Century.

**POLS 210M - National Politics Unplugged: The Way Washington Works (4)**

SH

Travel course to Washington DC. Examines the political environment in which representatives, lobbyists, bureaucrats, and activists operate, with special attention to governmental institutions, the policy process, and the workings of interest groups and social movements. Field visits will include the U.S. Congress, cabinet departments, interest groups, and political consulting firms.

Prerequisite: Required POLS-101.

**POLS 211 - Politics of Cities (4)**

SH

This course examines the development, organization, and various forms of politics in American cities, including Boston. It considers the development and growth of cities, machine politics, economic development policies, immigration, and race and class shifts in urban areas. Includes visits to the State House, a Boston City Council meeting, and other sites of historical, political, and cultural significance.

**POLS 212 - Politics Unplugged: How Things Work in Massachusetts (4)**

SH

Prepares students for direct involvement in the political process with legislators or nongovernment organizations involved in policy formation. Provides an overview of the Massachusetts political system through classroom study, speakers, and site visits. Focuses on "hands-on" skills: oral briefings, political research, and writing for policymakers. This course is required for participation in the Lee Family Foundation internship program.

Prerequisite: Required POLS-101.

**POLS 213 - Politics in the Republic: Congress and the Presidency (4)**

SH

Examines decision-making at the national level of American politics, focusing on the internal operational dynamics and structural environment of the Congress, patterns of presidential decision-making and leadership, and the complex relationships between the legislative and executive branches of the government.

**POLS 214 - Constitutional Law: The Modern Court (4)**

SH

Analyzes the Supreme Court's decisions in recent decades, with emphasis on the constitutional rights that individuals have against states and the federal government. Considers the court's impact on debates over privacy, race and sex discrimination, freedom of expression, and religion.

**POLS 215 - The Politics of Exclusion (4)**

SH

Examines the changing patterns of incorporation of ethnic and racial minorities in American politics in the post-civil rights era. Considers the relationships between racial minority groups, levels of representation, levels of political participation, the possibilities for coalition-building between racial minority groups, and economic and social policy issues that affect minority and ethnic politics.

**POLS 216 - American Judiciary & Legal Issues (4)**

SH

Examines the American court system as an institution of the U.S. government, and the relationships among law, politics, and society. Examines the meaning of law in the U.S. context; the institutions of law in the U.S. - both the federal and state court systems; and will include discussion and debate on several contemporary legal issues, including same-sex marriage, pornography, affirmative action, and the death penalty.

**POLS 217 - American Public Policy (4)**

SH

Examines public policy in the U.S., emphasizing how patterns of political power shape, and are shaped by state intervention. Students will consider various social and economic policies as illustrations of these processes. Topics explored can include environmental and education policy, Title IX as it relates to sports, and rural/urban debates. Key concepts will be reinforced through the use of case studies, memo writing, policy analysis papers, and a final research project.

**POLS 218 - Parties and Elections (4)**

SH

Examines political parties and their relationship to political competition in the U.S. Considers the function of parties, alternative mechanisms of interest representation, and recent American electoral events.

**POLS 219 - Gender and Politics (4)**

SH

Introduces questions of how politics is gendered, and how gender is political. Explores the development of the contemporary feminist movement; what masculinity means today; how transgender politics have uprooted traditional understandings of gender; why marriage equality has come to define gay rights; how race and class are relevant to gender; and the possibility of gender equality in the United States.

**POLS 220 - International Organization and Law (4)**

SH

This course looks at the development of international organizations and their role in the post-Cold-War era. The course analyzes both the problems and processes of international organizations through case studies of different interventions. Focuses on the United Nations and its role in resolving international conflict. The course studies the development and increasing scope of international law, including the issues of war crimes and right to protect.

Prerequisite: Required POLS-102.

**POLS 221 - The Arab-Israeli Conflict (4)**

SH

This course examines numerous dimensions of the Arab-Israeli and Israeli-Iranian conflicts. It examines the emergence of the Zionist movement and the friction produced by Zionist settlement in Palestine under the British mandate and Israeli's creation. It analyzes the interests and objectives of all major parties in the conflict, ranging from its impact on Israelis and Palestinians to the concerns of other regional and global actors. Special attention is given to US policy making on the conflict, and efforts by the US and the international community to resolve the conflict.

**POLS 223 - Human Rights: The Basic Dilemmas (4)**

GC

Examines the basic dilemmas surrounding the issue of human rights in international affairs since 1945. After an overview of the emergence of the "human rights regime," we will explore debates over the universality of human rights and over the proper way to define them (as civil, economic and social, and/or cultural). Case studies of human rights violations will highlight key policy choices that confront activists, citizens, and policymakers alike.

**POLS 224 - Human Security: Transnational Issues in a Global World (4)**

GC

Examines global security issues involving sub-actors, such as trans-national criminal gangs, terrorist organizations, and transnational issues. This course will focus on the issues of human security, including human trafficking, refugees and stateless peoples, transnational crime, narco-states, piracy, food security, impact of climate change, and threats to public health.

**POLS 225 - International Politics of East Asia (4)**

SH

Examines the international politics of East Asia, with particular attention to the foreign policies of the great powers: the U.S., China, and Japan, as well as to the flashpoints on the Korean Peninsula and Taiwan. Also examines important transnational issues in the region, as well as the region's rapid economic development.

**POLS 227 - Food Policy (3)**

We will look at how the government influences what we eat by looking at a variety of policy and legislation, including dietary guidelines and public health, nutritional assistance programs, policies that affect food justice and insecurity, how laws and regulations for the environment affect food production, and laws regarding food retail, including location of retail outlets and calorie count requirements. We will look at how governmental laws, regulations and the decisions and actions of governments influence food production, distribution and consumption.

**POLS 229 - Comparative Foreign Policy (4)**

GC

Examines foreign policy of various countries in Asia, Europe, Latin America, Africa, the Middle East, and North America (except the United States). Focus on top leaders and their worldviews; bureaucracies, size of a state, national culture, and type of regime; rising significance of NGOs, and International Organizations. The goal is to understand how and why foreign countries behave as they do. Simulation game provides hands-on experience in foreign policymaking.

**POLS 232 - Theories of Justice (4)**

SH

Discusses classic and contemporary theories of political justice. Topics include the relationship of personal ethics to political justice, the extent of our obligations to the state, the nature and proper scope of liberty and equality, and the relationship of justice to various economic and social systems.

Crosslisted as: PHIL-232.

**POLS 233 - Feminism and Capitalism (4)**

SH

This course explores the connections between feminism and capitalism. In what ways do feminist politics perpetuate capitalism, and how do they offer possibilities for critical resistance to it? Together we will consider how liberal feminism in particular accommodates capitalism, as well as what a radical, feminist critique of capitalism entails.

Crosslisted as: WGST-233.

**POLS 235 - Transgender Politics & Freedom (4)**

SH

This course aims to engage students in a discussion on transgender social, cultural, and political issues. Rather than focusing on individual identity, we will turn to structural and institutional forms of power that focus on gender. How have trans people historically resisted their subjugation and exclusion? What would transgender justice look like?

Crosslisted as: WGST-235.

**POLS 236 - Politics & Futuristic Literature (4)**

ALA

Although science fiction and futuristic novels are usually set in distant times and places, they very often engage and comment on the political questions, debates, structures and constructs that characterize our own times. POLS 236 provides students with an introduction to contemporary and historical international relations, and politics more generally, through the lens of science fiction. What does Heinlein's *The Moon is a Harsh Mistress* tell us about revolution, colonialism, and dependency theory? To what degree do Atwood's *A Handmaid's Tale* and Leguin's *Left Hand of Darkness* learn from and inform contemporary feminism, and/or feminist IR theory? Beyond the allegory of hydraulic despotism and oil dependency, how does *Dune* present realpolitik, and what is Herbert's message about the role of the *übermensch* in political affairs? Using a combination of readings, films, group work, and discussions, students will ask and explore open-ended questions about the relationships between the major ideas and themes of politically relevant science fiction novels, comparative and international relations theory, and current events.

**POLS 240 - Islam and the West (4)**

GC

Conceived in the immediate aftermath of 9/11, this course is designed to investigate the putative "Clash of Civilizations" between predominantly Muslim nations and "the West." Following an initial examination of the basic tenets of Islam and an overview of its historical development, the course focuses on explaining the political behavior of Islamists, both moderates and extremists, and the nature of their relations with the governments and peoples of the United States and numerous Western European countries.

**POLS 242 - Colonial & Postcolonial Politics of Africa (4)**

GC

Examines political, economic and social development of Africa, with special attention to the legacy of colonialism and the Cold War era and their impact on contemporary national-building projects. Topics include conflict and identity, democracy and development, the state and civil society, military governance, and Africa's role in regional and international politics.

**POLS 243 - Politics of the Middle East and North Africa (4)**

SH

Examines the politics of the Middle East (Near East and North Africa). Emphasizes the search for legitimacy by the Arab regimes, the role of women in Arab societies, the resurgence of Islamic fundamentalism, Israeli society and politics, and important regional and international issues.

**POLS 245M - Politics of Newly Industrialized Countries (4)**

GC

Offers students an opportunity to participate in an intensive practicum on activism in global civil society in an international setting and to live and work with student peers in a host country in Southeast Asia. The practicum focuses on creating a nongovernmental organization or social enterprise to respond to local and global problems.

**POLS 246 - Politics of Western Europe (4)**

SH

Analyzes the politics of Western Europe, focusing on the formation of European political cultures (including how and why they differ from American political culture), political ideological struggle, parties, institutions, the emergence of the European Union, and the major challenges facing the citizens of Europe today.

**POLS 247 - Politics of Religious Fundamentalism (4)**

GC

Analyzes the politicization of the world's major religions over the last four decades, including the appearance of religious extremists. Discusses where and why this phenomenon has occurred and the impact of an increasing politicization of religion on domestic and international politics.

**POLS 249 - US Foreign Policy:1945-Pres. (4)**

4 sem. hrs. Examines the origins of the Cold War in the dramatically altered balance of international forces at the end of World War II. Considers the historic impact of Third World revolutions and the surge toward detente, Also investigate the sudden termination of the Cold War in the Gorbachev era and the emergence of China as an increasingly strong economic, political, and potentially military power. Liu.

Crosslisted as: HIST 249, HIST 449.

**POLS 250 - Democratization in Latin America (4)**

GC

Why does Costa Rica serve as a model for democracy and development, while next-door neighbor Nicaragua remains one of the poorest countries in the world, mired in a struggle to democratize? Why have democratic regimes in Chile and Uruguay consolidated, while Venezuela and Ecuador have experienced a steady erosion of democratic institutions and norms? While some suggest that institutions, culture, or the timing of elections in democratic transitions play dominant roles in explaining these divergent outcomes, others point to the Cold War, neo-imperialism, and the resource curse as factors holding back would-be democracies. This course uses a comparative case study approach to test the major theories of democratic transition, focusing on the experiences of Central and South American countries.

**POLS 350 - Independent Study (4)**

Consent of department required. Open to students in political science wishing to do advanced work with a member of the department.

**POLS 355 - Thesis (4)**

Consent of department required. Required for honors in political science. Includes oral defense with members of the department.

**POLS 356 - Feminist International Relations (4)**

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: Required POLS-102. Crosslisted as: POLS-556, WGST-556.

**POLS 370 - Internship (8)**

Consent of department required.

Crosslisted as: INRL-370.

**POLS 380 - Fieldwork (4)**

Consent of department required.

**POLS 390 - Senior Seminar (4)**

SH

Offers an intensive study of a specific topic in political science. Required of all senior political science majors.

Crosslisted as: POLS-590.

**PSYC - PSYCHOLOGY**

**PSYC 101 - Introduction to Psychological Science (4)**

Surveys contemporary approaches to the scientific study of behavior and mental processes. Covers topics from neurons to neuroses, including perception, memory, social interaction, personality, and mental disorders.

**PSYC 201 - Biological Psychology (4)**

SCI

Considers some of the ways behavior and experience are related to biological processes. Classroom and laboratory topics include brain structure and function, drugs and addiction, brain damage, sleep and consciousness, stress, memory and amnesia, and mental illness. Includes lectures and laboratory sessions.

Prerequisite: Required PSYC-101.

**PSYC 203 - Research Methods in Psychology (4)**

QL

An introduction to methodologies and statistical analyses used in psychological research, including surveys, observation, correlation, and experiments. Lectures and lab activities emphasize critical-thinking in the evaluation of scientific evidence.

Prerequisite: Required PSYC-101 MATH-118, MATH-227, or MATH-229 .

**PSYC 220 - The Psychology of Gender (4)**

GC

Explores the origins and implications of similarities and differences between women and men. Examines concepts of sex and gender as they relate to social roles, stereotypes, identity, mental health, and sexuality in social and cultural contexts.

Prerequisite: Required PSYC-101 or WGST-100.

**PSYC 225 - Special Topics in Psychology (4)**

An introduction to a specialized topic within the field of psychology. Offerings will vary.

Prerequisite: Required PSYC-101.

**PSYC 230 - Theories of Personality (4)**

Surveys various theoretical approaches to the study of personality development and dynamics, including trait, biological, psychoanalytic, behaviorist, and phenomenological theories. Considers selected empirical work and assessment techniques.

Prerequisite: Required PSYC-101.

**PSYC 231 - Abnormal Psychology (4)**

Explores the nature and dynamics of psychological disorders including anxiety disorders, psychotic disorders, mood disorders, and addiction. Emphasizes the issue of individual psychological growth and the interrelationship of normal and abnormal phenomena.



Prerequisite: Required PSYC-101.

### **PSYC 232 - Health Psychology (4)**

Explores the biological, psychological, and social factors related to health and illness. Includes discussion of the biological factors involved in prevention and treatment; the role of personal factors such as lifestyle choices, stress, addictions, and coping mechanisms; and social factors related to compliance and health care delivery.

Prerequisite: Required PSYC-101.

### **PSYC 235 - Developmental Psychology (4)**

Considers the theoretical approaches and methodological issues involved in understanding normative development from conception to adolescence. Examines the origins and progression of biological, perceptual, cognitive, social, and emotional systems, as well as the complex interactions among them, via lecture, discussion, demonstration, and observation. Childrearing and education implications are discussed.

Prerequisite: Required PSYC-101.

### **PSYC 236 - Psychology of Adolescence (4)**

Provides a systematic analysis of adolescent and young adult development, focusing on gender and cultural issues as well as major theories of psychological and social development.

Prerequisite: Required PSYC-101.

### **PSYC 237N - Life Span Development (4)**

Nursing major required, and students cannot have taken PSYC-235. Explores the development of the individual from birth to death using psychological theory and research. Stresses the interaction of social, cognitive, and biological factors in human development; the interaction between the person and the environment; and the transitions across the lifespan.

Prerequisite: Required PSYC-101.

### **PSYC 239 - Psychology of Aging (4)**

Focuses on later life and how social forces influence people's experiences with aging. Looks at myths and stereotypes about the aging process, analyzes the mental and physical challenges we face as we age, assessing the continuities and discontinuities in family relationships, and discussing the implications of a growing aging population.

Prerequisite: Required PSYC-101.

### **PSYC 243 - Cognitive Psychology (4)**

(Previously Memory, Thought, and Language)  
Examines the mental processes that underlie perception, attention, memory, language, and reasoning from the perspective of psychological theory, experimental findings, and everyday experience.

Prerequisite: Required PSYC-101.

### **PSYC 244 - Drugs and Behavior (4)**

Explores the psychological, biological, and societal factors that influence drug use. Focuses on the neurochemical bases of drug action and the experimental paradigms used in studying the behavioral effects of drugs. Topics include illegal and legal drugs, including medications for mental illness.

Prerequisite: Required PSYC-201.

### **PSYC 245 - Learning and Conditioning (4)**

Explores basic mechanisms of learning (especially classical and operant conditioning) and how they produce changes in behavior. Emphasizes scientific research on human and animal behavior, but also considers clinical, social, and philosophical implications.

Prerequisite: Required PSYC-101.

### **PSYC 247 - Sensation and Perception (4)**

Studies the relationship between the external world and our internal representation of it, the world as we perceive it. Considers the bases of accurate perception, factors contributing to perceptual distortion and disability, the dimensions and processes of consciousness, and the nature of reality.

Prerequisite: Required PSYC-101.

### **PSYC 248 - Social Psychology (4)**

SH

Examines behavior as it is influenced by other people and social situations. Studies social influence, person perception, interaction, attitude change, and group dynamics.

Prerequisite: Required PSYC-101.

### **PSYC 301 - Research in Biopsychology (4)**

SCI

Consent of instructor required. Provides opportunity for participation as a member of a research team in all phases of a laboratory study. Includes seminar discussion of current evidence regarding selected topics, design of an experiment, collection and analysis of data, and preparation of a report for publication. Includes lectures and laboratory sessions.

Prerequisite: Required PSYC-201 and PSYC-203  
Recommended PSYC-301L.

#### **PSYC 303 - Research in Cognitive Processes (4)**

SCI

Consent of instructor required. Provides research experience on questions of current interest in attention, memory, thinking, or other areas of cognitive psychology. Discusses issues of design, analysis, ethics, and written communication of research findings. Includes a laboratory component.

Prerequisite: Required PSYC-203 and PSYC-243.

#### **PSYC 304 - Research in Personality (4)**

SCI

Consent of instructor required. Surveys the methods psychologists use to investigate personality. Topics include how theories of personality guide hypothesis development, research ethics and design, data collection and analysis, and the presentation of research findings. Students will gain direct experience in conducting a research project in personality psychology. Includes a laboratory component.

Prerequisite: Required PSYC-203 and PSYC-230.

#### **PSYC 305L - Research in Child Development Lab (0)**

#### **PSYC 308 - Research in Social Psychology (4)**

SCI

Consent of instructor required. Discusses research methods in social psychology and the application of social psychological findings to various human environments. Students will participate in conducting all phases of a research project from design to data collection and analysis.

Prerequisite: Required PSYC-203 and PSYC-248.

#### **PSYC 328 - Advanced Special Topics in Psychology (4)**

In-depth investigation of an advanced topic within the field of psychology.

#### **PSYC 331 - Seminar in Clinical Psychology (4)**

Consent of instructor required. Introduces the role of the clinician, diagnostic assessment, psychological treatment, and clinical research. Considers psychotherapy as a mode of treatment for disordered behavior.

Prerequisite: Required PSYC-231.

#### **PSYC 335 - Social & Emotional Development (4)**

Consent of instructor required. Offers in-depth study of normative development and individual differences in children's social and emotional lives within the context of current theory and research. Topics include emotion regulation; temperament; attachment theory; the role of parents, peers, and siblings in the socialization process; and cultural and gender influences on development.

Prerequisite: Required PSYC-235 and PSYC-203.

#### **PSYC 336 - Childhood Psychopathology (4)**

Consent of instructor required. Considers issues related to psychopathology in children and adolescents and the causes of such disorders. Discusses theories, research, and therapies related to these conditions. Includes lectures, discussion, and research projects.

Prerequisite: Required PSYC-235 or PSYC-236.

#### **PSYC 339 - Psychology & the Law (4)**

Consent of instructor required. Examines the application of psychological research and theory to significant legal and public policy questions using the case study method. Topics include the use of scientific evidence, expert testimony, statistics in the courts, children as witnesses, the reliability of eyewitness testimony, competence to stand trial, the insanity defense, divorce and child custody, and jury selection.

Prerequisite: Required PSYC-231, PSYC-235, or PSYC-248.

#### **PSYC 345 - History & Systems of Psychology (4)**

SH

Consent of instructor required. Normally open only to seniors. Addresses the intellectual history of controversial themes that cut across the psychology curriculum, such as mind vs. body, nature vs. nurture, and normal vs. abnormal. Challenging readings reveal the basis for our modern theories and practices, highlighting the connections between other courses in the major.

Prerequisite: Required PSYC-101.

#### **PSYC 349 - Directed Study (4)**

Consent of instructor required. 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. Directed study does not count toward the independent learning requirement.

Prerequisite: Required PSYC-101.

#### **PSYC 350 - Independent Study (4)**

Consent of instructor required.

Prerequisite: Required PSYC-101.

#### **PSYC 355 - Thesis (8)**

Consent of department required.

Prerequisite: Required PSYC-350.

#### **PSYC 380 - Fieldwork in a Psychological Setting (Variable)**

Consent of instructor required. Provides staff-supervised experience to seniors in a variety of service and research settings. Involves exposure to activities such as counseling, psychological testing, special education, human resources, interviewing, psychotherapy, and laboratory research.

Prerequisite: Required PSYC-101 Senior standing required.

#### **PSYC 381 - Thesis in Psychology (4)**

Consent of instructor required. Continued supervised fieldwork experience in a variety of service and research settings. Students participate in seminar meetings focused on the integration of psychological theory, research, and practice. Students also write and present a thesis paper.

Prerequisite: Required PSYC-380 or PSYC-350.

## **PT - PHYSICAL THERAPY**

#### **PT 603 - Integrated Clinical Experience (1)**

Prior clinical experiences were more observational in nature, so this experience allows students to gain more hands-on experience in (2) separate blocks of ICEs. The first rotation will continue to be focused on inpatient physical therapy practice while the second rotation (March-May) will focus on patients with musculoskeletal pathologies. During the second rotation, placement will be in either an inpatient or outpatient physical therapy setting.

#### **PT 605 - Integrated Clinical Experience (1)**

Students will rotate on (2) of (3) blocks of ICEs over the spring/summer semester. One of the blocks will focus on either adults or children with neuromuscular pathologies. Students will have opportunities in a wide variety of adult and pediatric practice settings.

## **RDG - READING: LANG.& LIT. PROGRAM**

#### **RDG 449 - Directed Study (4)**

## **SIM - SIMMONS COURSE**

#### **SIM 101 - Simmons: Explore (2)**

#### **SIM 201 - Simmons Experience (1)**

#### **SIM 301 - Simmons Course Excel (1)**

In the final segment of The Simmons Course, you will join other students in your major to focus on career, financial and life planning, considering internships, research, and service, employment and graduate school.

## **SJ - SOCIAL JUSTICE**

#### **SJ 220 - Working for Social Justice (4)**

SH

Combines study of the psychosocial, moral, and ethical issues of social justice and social activism with community-based learning. Explores what it takes to become citizens who are committed to rectifying the myriad political, economic, and social problems we face.

Prerequisite: Required Sophomore standing required.

### **SJ 249 - Race & Ethnicity Dialogue (4)**

Builds skills in dialoguing across racial and ethnic differences and about controversial social issues. Encourages self-reflective conversation and inquiry that develops personal and social identity awareness, along with social system knowledge. Fosters intergroup relationships by developing ways of building bridges across social differences via experiential exercises and intergroup collaboration projects.

### **SJ 320 - Integrative Capstone Project (Variable)**

### **SJ 380 - Integrative Capstone Project (4)**

Consent of the coordinator required. Addresses a particular student-defined social justice issue, researches past and current organizing efforts and strategies, develops a community action plan, and culminates in a term paper.

Prerequisite: Required SJ-220 and SJ-222 Junior standing required.

## **SNHS - SCHOOL NURSING & HEALTH SCIENC**

### **SNHS 101 - Disability 101 (1)**

This course addresses disability awareness and issues faced by patients, family members and health care providers when caring for disabled persons in a variety of settings. Your ability and knowledge in caring for this diverse population will enhance as you become a valuable resource to offer support and incorporate inclusiveness into your practice. This course will include the following topics: . Definition of American Disability Act . Theory of Disabilities . Visible and Invisible Disabilities in Healthcare . Chronic Conditions . Legal Implications . Mandated Reporting . Role of the Nurse: Role of Student Nurse: And Cross Roles . Temporary and Permanent Disabilities . Perceptions, Misconceptions and Stereotypes . Challenges in Healthcare and other Businesses . Advocacy and Communication Skills . Careers and Best Business Practices . Technology and Practice

### **SNHS 245M - Public Health in Argentina (4)**

Public Health in Argentina is an interdisciplinary course that introduces students to the social, political and economic factors in South America which affect the healthcare system. Students are exposed to the historical aspects of public health, contemporary health initiatives and challenges related to epidemiology and social determinants of health. The health care system is presented to students to include national, provincial and local aspects of care with reference to private and public sectors. Students are instructed on the health inequalities and inequities which exist in Argentina. This study abroad course is designed to educate students in the core values of global health related to social responsibility, social justice, culturally competent care and care for all populations in our society. This course is designed to enhance students' self-awareness and understanding of their own culture by providing opportunities to compare and contrast host country customs, values, and traditions with their own.

### **SNHS 361 - Exercise Assessment & Prescription (4)**

Class and lab familiarize students with the basic principles and practices of fitness assessment and exercise prescription for healthy individuals and those with controlled risk factors.

Prerequisite: Required BIOL-332.

## **SOCI - SOCIOLOGY**

### **SOCI 101 - Principles of Sociology (4)**

SH

Covers emergence and development of sociological thought and research. Introduces basic concepts, theoretical approaches, and methodological strategies for the study of social structures, processes, and relations. Focuses on the seven thematic areas of the department to cover a range of social issues useful to a critical understanding of society, social inequalities, and the interconnectedness across national and social borders.

### **SOCI 200 - Special Topics (4)**

SH

### **SOCI 210 - Body Politics (4)**

SH

Examines cultural, political, and economic significance of the body. Topics may range from the commodification of bodies and body parts, criminalization and incarceration of bodies, bodily forms of resistance such as tattoos, among others.

### **SOCI 216 - Embodied Practices for Social Justice (3)**

This course explores the multidimensional history of yoga and contemporary political poetry as sites of justice seeking. Students will examine the work of political poets and grassroots yogis as key in contemporary national and global social justice movements.

### **SOCI 220 - Working for Social Justice (4)**

SH

### **SOCI 222 - Organizing for Social Change (4)**

GC

In this course, students will gain a theoretical and practical foundation for understanding social change strategies. Through case studies of historical and present day community organizing, students will analyze practices and approaches related to building effective social change movements. Student learning will be complemented by the completion of service hours in a local organizing and/or advocacy agency.

### **SOCI 223 - Mass Media and Popular Culture (3)**

SH

This course explores how representations are constructed in the media. Students will examine how film, television, print media, and social media influence American culture. In this class students will become critics of the media that surrounds them and examine ways that media enables compliance and resistance. Fulfills a SOCI elective.

### **SOCI 225 - Social Movements (4)**

Examines a variety of social movements around the world including the environmental movement, labor movement, peace movement, the civil rights movement in the United States, white supremacy movement, anti-abortion/pro-choice movement. Explores theoretical explanations for the rise of social movements in modern societies. Pays special attention to the ways in which movements intersect and are informed by one another.

### **SOCI 231 - Sociology of Childhood (4)**

Examines sociological knowledge about children, including the social construction of childhood, social structures that affect children's lives, and the implications of these social factors for individual children. Comparisons will be made with other societies to help students understand children's lives in U.S. society.

Prerequisite: Required SOCI-101.

### **SOCI 232 - Race, Gender & Health (4)**

4 sem. hrs. Examines the unique perspective of health care from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in health care are analyzed. Students will develop cultural competency tools for more effective health care delivery with individuals and families of color. Thomas.

Crosslisted as: AST 232, WGST 232.

### **SOCI 239 - Introduction to Social Research I (4)**

QL

Introduces methods and strategies used in research in the social sciences. Teaches responsible consumption of social science research and presents the logic and skills of social research methods. Emphasizes the nature of inquiry and the relationship between theory and research. Includes social research ethics and an introduction to data analysis using computers in research. Previous courses in statistics or computers not required.

Prerequisite: Required SOCI-101 or SOCI-241.

### **SOCI 241 - Health, Illness & Society (4)**

SH

Emphasizes social determinants of physical and mental health and cross-cultural experiences of illness and seeking care. Pays special attention to the unequal distribution of health and illness in the U.S, the role of culture in our understandings of health and illness, and the social organization of health care.

### **SOCI 245 - Global Health (4)**

SH

Examines health and illness from a global perspective. Current public health dilemmas are analyzed, highlighting the role of colonialism, culture, development, and public health policies. Case studies will focus on how health issues are handled in different parts of the world, highlighting the roles of culture and political economy.

#### **SOCI 249 - Inequalities (4)**

GC

Introduces a critical sociological approach to understanding race, class, and gender inequality. Examines the historical origins of oppression in the United States by exploring how slavery, colonialism, and immigration have differentially shaped various groups' access to power. Explores contemporary struggles in South Africa. Examines impediments to the notion of the United States as a "mecca for diversity," including critical explorations of how injustices manifest themselves in the economy, education, the family, the arts, the media, and other key institutions.

Prerequisite: Required SOCI-101. Crosslisted as: AST-249.

#### **SOCI 250 - Demographics: People, Places, and Issues (4)**

Discusses demography the study of the size, structure, and spatial distribution of populations. Focuses on the study of fertility, mortality, migration, and the environment as products of societies and as factors that may shape societal change. Reviews demographic analytical techniques. Opportunity to develop demographic profiles of a community, of a particular country, or in relation to a particular area of public policy.

#### **SOCI 261 - Urban Sociology (4)**

Presents sociological contributions to understanding the contemporary city and selected urban issues using Boston as an example. Focuses on the cross-cultural study of the development of urban communities and urban policy and planning.

Prerequisite: Required SOCI-101.

#### **SOCI 262 - Criminology (4)**

SH

Critically examines types and patterns of behaviors socially defined as criminal. Focuses on major theories and research studies in criminology and issues relating to the three major elements of the criminal justice system: police, courts, and prisons.

#### **SOCI 263 - Sociology of Education (4)**

Education majors are exempt from the prerequisite, but must contact instructor to be consented into course. Focuses on the contributions of sociological theories and research applied to an understanding of the structure and functions of educational systems in contemporary society. Topics include such areas as education and social stratification, student subcultures, and race and education. Service learning includes working collaboratively as a class with a sixth-grade class in a Boston public school.

Prerequisite: Required SOCI-101.

#### **SOCI 266 - Sociology of Sports (4)**

Examines diverse ways organized sports reflect and influence the values and social structures of society. Analyzes major political, economic, and social functions of sports in historical and crosscultural contexts. Topics include women and sports, violence, race and sports, and the changing functions of collegiate and professional athletics.

Prerequisite: Required SOCI-101.

#### **SOCI 267 - Globalization (4)**

GC

International relations majors are exempt from the prerequisite. Addresses the history and emergence of globalization and its central aspects; the politics of development and industrialization; popular culture; sexualities; and resistance to cultural and economic globalization.

Prerequisite: Required SOCI-101.

#### **SOCI 270 - South Asia, People & Power (4)**

GC

Examines the history, culture, and politics of contemporary South Asia. Analyzes how colonial rule and anti-colonial nationalist struggles set the stage for religion, gender, nation, and language to become points of contestation. Issues of how history and partition, the rise of authoritarian and democratic regimes, facets of popular culture, and women's activism are represented.

**SOCI 275 - Birth and Death (4)**

GC

Explores the interrelationship between birth and death as literal and metaphorical realities. Examines how structural inequalities shape people's birth and death rituals and how race, class, nation, and gender impact birthing and dying processes. Explores birth and death as uniquely individual and profoundly social processes.

Prerequisite: Required SOCI-101. Crosslisted as: SOCI-575.

**SOCI 300 - Special Topics: Race Theory (4)**

This seminar will examine contemporary theories of race and ethnicity from multiple disciplinary perspectives, including sociology, literature, women and gender's studies, anthropology and the law. Topics covered: racial formation, colonialism, intersectionality, social construction of race, and whiteness.

Crosslisted as: SOCI 500.

**SOCI 300A - Citizenship & Immigration (4)**

This course examines the relationship of immigration laws and policies in the United States to citizenship. The formal (legal) as well as social aspects of citizenship will be analyzed as they intersect with race, class, gender, sexuality and religion. This course will cover the history of exclusionary immigration laws and policies (such as the Chinese Exclusion Act) as well as inclusionary ones (such as the Immigration Nationality Act of 1965) to contemporary immigration policies and laws that target Latinos and Muslims in the United States. These topics enable a deeper understanding of who is included and excluded from claiming an American identity.

Crosslisted as: SOCI-500A.

**SOCI 301 - Disability and Society (4)**

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.

Crosslisted as: HON-301.

**SOCI 321 - Sociology of Food (4)**

Examines how social groups and institutions influence our production, distribution, and consumption of food. Food is a lens through which we can examine the values of social institutions, such as the family, agricultural and food policy, and the welfare system. We will discuss how social movements are organizing around food politics in the U.S. and elsewhere.

Prerequisite: Required BIOL-104, SOCI-101, SOCI-241, BIOL-104, or NUTR-237 . Crosslisted as: SOCI-521.

**SOCI 325 - Applications of Sociological Theory (4)**

SH

**SOCI 330 - Transnational Studies (4)**

GC

**SOCI 338M - Cross Cultural Alliance Building (4)**

Provides knowledge of scholarship on cross-cultural alliances and border crossing, focusing on the United States and Mexico, combined with lived experiences of such crossings. Emphasizes how power inequalities are negotiated in crosscultural work. Course takes place in Cuernavaca, Mexico, and includes on-site and off-campus lectures; daily Spanish classes; and off-site excursions. No previous knowledge of Spanish is required.

Prerequisite: Required SOCI-101 or SOCI-225 SOCI-348, SOCI-222, SOCI-277, and SPAN-312 .

**SOCI 338T - Program Costs: Mexico (0)****SOCI 339 - Community Research (4)**

This is an applied research course. Students will learn about partnership approaches to community-based research and gain hands-on experience conducting research in a real-world, team-based context. We will undertake a semester-long research project that addresses an issue posed by our community partner, addressing their needs and questions.

Prerequisite: Required MATH-118, MATH-227, or SOCI-239 . Crosslisted as: SOCI-539.

**SOCI 340 - Intimate Family Violence:  
A\_Multicultural Perspective (4)**

4 sem. hrs. Prereq: One of the four 100-level WGST courses, or AST 101, or SOCI 101; junior standing; or consent of the instructor. Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members. Thomas.

Crosslisted as: AST 340, AST 540, SOCI 540, WGST 340, WGST 540.

**SOCI 344 - Sociology of Poetry & Prose (4)**

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: Required SOCI-101. Crosslisted as: SOCI-544.

**SOCI 345 - Health Systems & Policy (4)**

4 sem. hrs. Prereq.: SOCI 101 or SOCI 241 or consent of the instructor. Analyzes the evolution of the U.S. health system and compares it with health systems of other selected countries. Examines health systems as social institutions, developing a broad, contextual understanding of health system development and change across a range of cultural, political and economic environments. Investigates the impact of social institutions on the structure of health systems, on policy choices, and on the provision and receipt of care. Staff.

Crosslisted as: SOCI-545.

**SOCI 347 - Antiracism and Social Justice (4)**

Offers a multicultural social history of antiracism in the U.S. from the 1950s to the present with particular focus on the civil rights and black power movements, multiracial feminism, Central America solidarity work, multicultural education, and prison activism.

Crosslisted as: SOCI-547.

**SOCI 349 - Directed Study (4)**

Consent of instructor required. 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.

**SOCI 350 - Independent Study (4)**

Consent of department required.

**SOCI 355 - Thesis (4)**

Consent of department required.

Prerequisite: Required SOCI-350.

**SOCI 365 - Intimate Family Violence (4)**

SH

Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members.

Prerequisite: Required WGST-100, WGST-111, WGST-125, WGST-193, AST-101, SOCI-101, or junior standing required. Crosslisted as: AST-365, WGST-365, WGST-565.

**SOCI 370 - Internship (Variable)**

Consent of department required. Includes weekly seminar.

**SOCI 380 - Fieldwork (4)**

Consent of department required.



## **SONL - SIMMONS ONLINE**

### **SONL 001 - Student Foundations: Online Learning (0)**

## **SPAN - SPANISH**

### **SPAN 101 - Elementary Spanish I (4)**

Develops the ability to speak, read, and write in Spanish. Enhances awareness and understanding of the Spanish-speaking world through the presentation of cultural materials.

### **SPAN 102 - Elementary Spanish II (4)**

Continuation of SPAN-101.

Prerequisite: Required SPAN-101 or placement by the department.

### **SPAN 201 - Intermediate Spanish I (4)**

Develops communicative skills through a selective grammar review, discussion of topics of interest, and frequent use of audiovisual materials. Expands reading comprehension and cultural awareness through examples of Hispanic prose and poetry. Also offered as a TC.

Prerequisite: Required SPAN-102 or placement by the department.

### **SPAN 201M - Intermediate Spanish I STC (4)**

Students who want to register for travel courses must first apply through the Colleges of the Fenway GEO Center on [www.cof.studioabroad.com](http://www.cof.studioabroad.com). All requirements must be completed as listed on studio abroad before a student is accepted into a course. In addition to Simmons travel courses, other College of the Fenway courses are listed on the site. After registration on studio abroad, the GEO Center will ask for you to deposit for your course. The GEO will send the list of completed and accepted registrations to the Registrar. This is how you will be registered for the travel course. Interested students should create an account on studio abroad as soon as possible. Develops communicative skills through a selective grammar review, discussion of topics of interest, and frequent use of audiovisual materials. Expands reading comprehension and cultural awareness through examples of Hispanic prose and poetry. Staff.

Crosslisted as: SPAN 240M, SPAN 253M.

### **SPAN 202 - Intermediate Spanish II (4)**

Continuation of SPAN-201, with a special focus on writing at the intermediate level.

Prerequisite: Required SPAN-201, SPAN-201M, or placement by the department .

### **SPAN 204 - Spanish for Social Work (4)**

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: Required SPAN-201 or placement by the department. Crosslisted as: SPAN-404.

### **SPAN 240M - Spoken Spanish Travel Course (4)**

Students who want to register for travel courses must first apply through the Colleges of the Fenway GEO Center on [www.cof.studioabroad.com](http://www.cof.studioabroad.com). All requirements must be completed as listed on studio abroad before a student is accepted into a course. In addition to Simmons travel courses, other College of the Fenway courses are listed on the site. After registration on studio abroad, the GEO Center will ask for you to deposit for your course. The GEO will send the list of completed and accepted registrations to the Registrar. This is how you will be registered for the travel course. Interested students should create an account on studio abroad as soon as possible. Offers intensive oral-aural practice, with emphasis on the language used in daily life. Serves those who wish to perfect pronunciation and increase fluency in Spanish. Staff from GRIIS, Granada Institute of International Studies.

Prerequisite: Required SPAN 202. Crosslisted as: SPAN 201M, SPAN 253M.

### **SPAN 245 - Conversation & Composition (4)**

ALA

Aims to increase proficiency in the oral and written use of language. Readings include selections by contemporary Latin American authors and focus on various issues, such as women's roles and human rights. Includes written assignments and oral presentations based on readings and other current events.

Prerequisite: Required SPAN-202. Crosslisted as: SPAN-445.

**SPAN 253M - Social & Political Issues in Modern Spain STC (4)**

GC

Students who want to register for travel courses must first apply through the Colleges of the Fenway GEO Center on [www.cof.studioabroad.com](http://www.cof.studioabroad.com). All requirements must be completed as listed on studio abroad before a student is accepted into a course. In addition to Simmons travel courses, other College of the Fenway courses are listed on the site. After registration on studio abroad, the GEO Center will ask for you to deposit for your course. The GEO will send the list of completed and accepted registrations to the Registrar. This is how you will be registered for the travel course. Interested students should create an account on studio abroad as soon as possible. Focuses on 20th-century Spain with special emphasis placed on the Spanish Civil War, the Franco regime, the transition to democracy, and Spain today. Areas covered include art and architecture as well as historical, political, cultural, social, and economic issues. The activities offered through the program are a complement to the course material. Staff from GRIIS, Granada Institute of International Studies.

Crosslisted as: SPAN-201M, SPAN-240M.

**SPAN 264 - Pushing the Limits: the Quest for Freedom in Contemporary Hispanic Theater (4)**

Discusses modern Spanish and Latin American playwrights who, faced with the limitations of a repressive society, seek liberation, freedom of expression, and new perspectives through the medium of the theater. Studies internationally acclaimed works by García Lorca, Buero Vallejo, Sastre, Arrabal, and others.

Prerequisite: Required SPAN-245. Crosslisted as: SPAN-464.

**SPAN 265 - 20TH-CENTURY Hispanic Short Story (4)**

ALA

Introduces students to Spanish American and peninsular short fiction from the 20th century. Explores social, political, and aesthetic issues present in the work of authors, such as Quiroga, Cortzar, Rulfo, Cela, Benet, and Poniatowska. Topics include relationships between artists and society and portrayals of groups in crises.

Prerequisite: Required SPAN-245. Crosslisted as: SPAN-465.

**SPAN 266 - The Quest for Independence and Search for Identity in Latin American Literature (4)**

ALA

Critically examines texts including the conquest, the colonial era, the wars of independence, the dictatorships of the 20th century, and the present. Covers topics including Spanish views of America and its peoples, the role of writers as advocates for independence, the emergence of the gaucho, and the tension between literary expression and authoritarianism.

Prerequisite: Required SPAN-245. Crosslisted as: SPAN-466.

**SPAN 269 - The Image of Bourgeoisie in the 19th and 20th Century Spanish Novel (4)**

ALA

Analyzes the changes and evolution of the religious, social, political, and cultural values of the Spanish bourgeoisie. Studies 19th-century realist writers such as Pérez Galdós, Clarín, and Pardo Bazán, as well as 20th-century neorealists like Martín Gaité and Delibes.

Prerequisite: Required SPAN-245. Crosslisted as: SPAN-469.

**SPAN 310 - Making of Spain: Studies in Spanish Culture (4)**

GC

Introduces students to the culture of Spain through the ages, from the multicultural society in medieval Iberia to maestros such as El Greco, Velazquez, and Goya. Includes works by a wide variety of authors and explores music, dance, and film, as well as contemporary issues through newspapers and Internet sites.

Prerequisite: Required SPAN-245. Crosslisted as: SPAN-510.

**SPAN 312 - Introduction to Latin American Culture and Civilization (4)**

GC

Studies the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, in particular Mexico, Peru, and Argentina. Topics include the conquests of Mexico and Peru, Bolivar and the fight for independence, the Mexican Revolution, the Cuban Revolution, and the dictatorships of the 1970s and 1980s.

Prerequisite: Required SPAN-245. Crosslisted as: SPAN-512.

#### **SPAN 314 - Hispanic Culture As Seen Through Film (4)**

GC

Presents Hispanic culture, society, and politics, as seen through the prism of cinema. Topic changes yearly. Open to non-majors.

Prerequisite: Required SPAN-245. Crosslisted as: SPAN-514.

#### **SPAN 318 - Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain (4)**

Explores Spain's major contributions to world literature, from short novels by Cervantes to the original macho Don Juan; from honor plays to the underworld of pimps and prostitutes. Views saints and scoundrels against the backdrop of the Golden Age, whose accomplishments and atrocities reflect the impact of the Spanish Inquisition.

Prerequisite: Required SPAN-264, SPAN-266, SPAN-268, or SPAN-269 . Crosslisted as: SPAN-518.

#### **SPAN 320 - The World of Don Quijote (4)**

ALA

Analyzes the first modern novel, Don Quijote de la Mancha, the classic whose timeliness and timelessness establish it as one of the masterpieces of Western literature. Explores how the knight and his squire come alive for the modern reader as they have for generations of authors indebted to Cervantes.

Prerequisite: Required SPAN-264, SPAN-266, SPAN-268, or SPAN-269 . Crosslisted as: SPAN-520.

#### **SPAN 322 - Love, War, and Parody in Medieval and Contemporary Spanish Fiction (4)**

ALA

Studies war and power as well as the concept of courtly love both in medieval masterpieces and in contemporary Spanish literature. Readings include the Cantar de Mio Cid (12th century), Urraca (1991), Carcel de amor (1492), La Celestina (1499) and Melibea no quiere ser mujer (1991).

Prerequisite: Required SPAN-264, SPAN-266, SPAN-268, or SPAN-269 . Crosslisted as: SPAN-522.

#### **SPAN 332 - Contemporary Fiction in Latin America (4)**

ALA

Discusses the artist's view of social turmoil and the political upheaval that has characterized Latin America in this century. Explores topics that may include coming of age and confronting the socioeconomic, religious, and political realities; the figure of the dictator; and exile and insilio.

Prerequisite: Required SPAN-264, SPAN-266, SPAN-268, or SPAN-269 . Crosslisted as: SPAN-532.

#### **SPAN 336 - Latin American Women Writers (4)**

ALA

Explores the social, cultural, and aesthetic representation of women in Latin America in the 20th century. Topics include the relationship between society's expectations of women and literary production, the emergence of a feminist point of view, the role of women in political life, and the role of the writer in shaping national identity.

Prerequisite: Required SPAN-264, SPAN-266, SPAN-268, or SPAN-269 . Crosslisted as: SPAN-536.

#### **SPAN 349 - Directed Study (4)**

Consent of instructor required. 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.

Crosslisted as: SPAN-449.

#### **SPAN 350 - Independent Study (4)**

Consent of instructor required.

#### **SPAN 355 - Thesis (4)**

Consent of instructor required.

Prerequisite: Required Senior standing required.

### **SPAN 370 - Internship (Variable)**

Consent of department required. 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.

Crosslisted as: AST-370, ENGL-370, FREN-370, HIST-370, PHIL-370, WGST-370.

### **SPAN 380 - Migrant in the City: Fieldwork Seminar On Puerto Rican Culture (4)**

Consent of instructor required. Introduces Puerto Rican culture and placements in the community. Topics include migration, housing, employment, education, race and racism, machismo, and the Puerto Rican woman. Includes true-life accounts by Piri Thomas, Oscar Lewis, Pedro Juan Soto, Esmeralda Santiago, etc., complemented by videos. Conducted in English.

Crosslisted as: SPAN-580.

### **SPAN 395 - Seminar: Special Topics in Spanish (4)**

Topics change from year to year.

Prerequisite: Required SPAN-266, SPAN-318, SPAN-320, SPAN-322, SPAN-332, or SPAN-336 . Crosslisted as: SPAN-595.

## **SPND - SPECIAL NEEDS EDUC**

### **SPND 350 - Independent Study (4)**

Crosslisted as: SPND-450.

## **SW - SOCIAL WORK**

### **SW 101 - Introduction to Social Work and Social Welfare (4)**

SH

Introduces students to the historical development of professional social work and social welfare and orients them to the purposes, values, and worldview of the profession. The evolution of contemporary social work, contributions of key historical figures and pioneers, role of influential social policies, and ways in which social workers have shaped the social service system are discussed. Finally, an overview of contemporary social work practice principles with an emphasis on social and economic justice is provided. This course includes a 40-hour service learning component.

### **SW 200 - Social Welfare Policy (4)**

SH

Examines the issues and problems that social workers confront and provides a framework for understanding and critically analyzing the impact of social welfare policies on individuals, groups, and society. Through an examination of historical and contemporary social welfare policies, students build the knowledge, values, and skills required for effective practice through policy development and reform, including the ability to engage in policy practice to advance social and economic well being.

### **SW 210 - Behavioral Health in Children and Adolescents (4)**

SH

This course will examine the relationships among behavioral health, community systems, and child / adolescent development. Students will explore the impact of mental health conditions in children and family systems, including early childhood trauma, upon physiological and psychological development and functioning.

### **SW 251 - Human Behavior in the Social Environment I (4)**

SH

These two courses allow students to participate in the in-depth study of the physical, psychological, social, and cultural forces impacting the growth and development of individuals within the context of their families, communities, and society. Using a life span approach, a social work strengths perspective, and a person-in-environment framework, the first semester covers the prenatal period through the school-aged child while the second semester covers adolescence through the aging years and death.

### **SW 252 - Human Behavior in the Social Environment II (4)**

These two courses allow students to participate in the in-depth study of the physical, psychological, social, and cultural forces impacting the growth and development of individuals within the context of their families, communities, and society. Using a life span approach, a social work strengths perspective, and a person-in-environment framework, the first semester covers the prenatal period through the school-aged child while the second semester covers adolescence through the aging years and death.

### **SW 351 - Social Work Practice I: Introduction to Generalist Practice (4)**

The first in the Program's series of four practice courses for social work majors, this course is aimed at orienting students to social work practice by providing a firm framework of social work knowledge and values and specific foundational skills. Students examine the ways that research, social policy and programs, economic and political forces, social work history, and explanatory theoretical paradigms inform work with clients. An introduction to the social work generalist perspective, this course allows students to begin to develop a professional identity and the relationship-building, interviewing, and planned change skills necessary for work with client systems of all sizes. Students become grounded in the constructs which make the social work profession unique.

Prerequisite: Required SW-101 and SW-252.

### **SW 352 - Social Work Practice II: Work with Individuals & Families (4)**

The second in the Program's series of four practice courses, this course continues the integration of theory and practice and advances the development of the generalist knowledge, values, and skills required to intervene with individuals and families from engagement through termination. Students continue to solidify the helping techniques and processes introduced in the Social Work Practice I course. In addition, this course is taught concurrently with the 100-hour, semester-long junior social work field placement. Material from each student's field placement experience is integrated into the class through discussion.

Prerequisite: Required SW-351.

### **SW 353 - Social Work Practice III: Groups (4)**

Prerequisite: Required SW-352.

### **SW 354 - Social Work Practice IV: Macro Social Work (4)**

#### **SW 358 - Justice-Based Social Work Practice II (4)**

NOTE: This course is open only to senior Social Work majors who transitioned from Wheelock College and completed SWK440 prior to Fall 2018. Social work practice that is justice-based reflects two key commitments: (1) ongoing development of a justice-based perspective; and (2), ongoing development of practice skills that are applied to the goals of working toward human rights and social, economic and environmental justice at all levels of society (see Birkenmaier, 2003). Developing a justice-based perspective means understanding and being committed to the concept of distributive justice as an organizing framework for social work (Lum, 2011), that is, the fair and equitable distribution of social and material goods. This perspective entails having a critical, contextual, systemic approach to all aspects of social work practice. It is a perspective that encompasses knowledge of the role of power, ideology, and institutionalization in how oppression, racism, discrimination and disadvantage manifest in society, as well as one's own location in those dynamics. This perspective also acknowledges how the construction of difference in society (locally and globally) is oriented to deficiency and that this construction underlies how individual, family, and community needs are met or not met through definitions of advantage and disadvantage. Consequently, individual and family issues are seen as inextricably linked with larger community, societal, and global trends and realities; and local human needs are known to be inextricably connected to broader issues of human rights. A justice-based perspective seeks the promotion of human rights and social, economic, and environmental justice as an explicit and sustained goal.

### **SW 359 - Justice-Based Social Work Practice III (4)**

Social Work focuses on developing in students a justice-based perspective, which means understanding and being committed to the concept of distributive justice as an organizing framework for social work, that is, the fair and equitable distribution of social and material goods. A justice-based perspective seeks the promotion of human rights and social and economic justice as an explicit and sustained goal. Social work practice based on a justice perspective occurs through applying an integrated model of empowering practice that is based on understanding the contextual, transactional nature of individual and social change. Justice-based practice, in all arenas of social work - direct practice, research, and policy, is multiculturally competent, strengths-oriented, collaborative in all aspects of practice, and committed to social change through advancement of and linkages among multiple dimensions of empowerment. Building upon prior coursework in the social justice-based practice sequence, students will attend to the processes of engaging, assessing, intervening and evaluating practice with individuals, groups, families, communities and organizations.

Prerequisite: Required SW-358.

### **SW 370 - Social Work Field Placement I (8)**

The Social Work Field Placement and Seminar I (Fall) 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 Fall 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 and twenty minute, 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: Required SW-351 and SW-352.

## **WGST - WOMEN'S & GENDER STUDIES**

### **WGST 100 - Introduction to Multicultural Women's Studies (4)**

SH

Examines the position of women in society and introduces an interdisciplinary approach to the study of women. Analyzes differing theories of women's oppression, considers justifications for current feminist demands, and keeps in mind the relationship between theoretical issues and personal concerns. Resources include articles, interviews, films, and guest speakers.

### **WGST 111 - Introduction to Gay, Lesbian, Bisexual & Transgender Studies (4)**

GC

Introduces students to the interdisciplinary field of lesbian, gay, bisexual, and transgender studies. Examines LGBT identity, sexuality, gender, politics, and culture from a variety of disciplinary and theoretical perspectives, including history, sociology, philosophy, and science.

### **WGST 125 - Rosie the Riveter to #MeToo: Women&Workýand Work (4)**

SH

Introduces the history of women in the U.S. economy and addresses contemporary issues concerning women and work. Focuses on similarities and differences among women's work experiences as inflected by race, ethnicity, and class. Particular attention is paid to ongoing labor-market discrimination and the gender wage gap.

Crosslisted as: ECON-125.

### **WGST 193 - Women in Literature (4)**

ALA

Explores the writings and cultural contexts of literature by and about women from the 19th century to the present. Features novels, short stories, speeches, poems, and plays. Selected topics may include: education, friendship, sexuality, the marriage plot, labor, and protest and politics.

Crosslisted as: ENGL-193.

### **WGST 200 - Women, Nation, Culture (4)**

GC

Focuses on issues pertinent to women's experiences in various cultural, national, and transnational contexts. Will examine how the experience of women in these multiple contexts are located within histories of colonialism, nationalism, and societies stratified by gender, class, race, ethnicity, and sexuality.

#### **WGST 204 - Roots of Feminism (4)**

SH

Explores the historic roots of the demand for political, social, and economic justice for women. Studies the development of feminist theory and activism through comparative analysis. Emphasizes the diversity of feminist thought and how successive generations have revised the meaning of feminist theory and practice.

Prerequisite: Required WGST-100, WGST-111, WGST-125, or WGST-193 Sophomore standing required .

#### **WGST 210 - Sisters of African Diaspora (4)**

GC

An interdisciplinary lens is used to examine Black women's experiences with sexism, colorism, domesticity, sexuality, immigration, body politics, and violence. Black women from the African Diaspora (Cape Verdean, Caribbean, Afro Latina, and Black American) show how their experiences transcend national and societal boundaries, challenging common assumptions of black womanhood.

Crosslisted as: AST-210.

#### **WGST 211 - Gender & Sexuality (4)**

SH

Focuses on theoretical and thematic considerations of gender and sexuality, including the role of different discourses in constructing notions of gender and heterosexuality; sexuality as an instrument of power; and the links with nationalisms, queer theory, hybridities, and political possibilities.

#### **WGST 214 - Women in World Economy (4)**

GC

Addresses the theoretical and practical implications of considering global economic development issues and programs from the standpoint of women and/or work. Examination of the feminization of work, along with strategies for contending with the many challenges and opportunities globalization presents to women in communities across the world.

Prerequisite: Required WGST-100, WGST-111, or WGST-125 Sophomore standing required . Crosslisted as: ECON-214.

#### **WGST 215 - Women and Gender in U.S. History Before 1890 (4)**

SH

Explores American women's diverse experiences from pre-Columbian times to 1890, as they re-envisioned their place within families and communities, entered wage work, and struggled for rights. Emphasizes women's self-representation in writing and the visual arts, as well as gender's intersections with racial, class, ethnic, sexual, regional, religious, and other identities.

Crosslisted as: HIST-215.

#### **WGST 216 - Women and Gender in U.S. History: Since 1890 (4)**

SH

Studies women's lives and roles from 1890 to the present. Examines women's experiences in households and families, at work, and in diverse communities. Focuses on racial, class, ethnic, and regional differences among women. Also explores changing definitions of femininity and masculinity. Course materials include a wide range of primary documentary and visual sources as well as historical essays.

Crosslisted as: HIST-216.

#### **WGST 219 - Gender and Politics (4)**

SH

Introduces questions of how politics is gendered, and how gender is political. Explores the development of the contemporary feminist movement; what masculinity means today; how transgender politics have uprooted traditional understandings of gender; why marriage equality has come to define gay rights; how race and class are relevant to gender; and the possibility of gender equality in the United States.

#### **WGST 232 - Race, Gender & Health (4)**

GC

Examines the unique perspective of health care from the cultural lens appropriate to women of color. Historical, social, environmental, and political factors that contribute to racial and gender disparities in health care are analyzed. Students will develop cultural competency tools for more effective health care delivery with individuals and families of color.

Crosslisted as: AST-232, SOCI-232.

#### **WGST 233 - Feminism and Capitalism (4)**

SH

This course explores the connections between feminism and capitalism. In what ways do feminist politics perpetuate capitalism, and how do they offer possibilities for critical resistance to it? Together we will consider how liberal feminism in particular accommodates capitalism, as well as what a radical, feminist critique of capitalism entails.

Crosslisted as: POLS-233.

#### **WGST 239 - History of Sexuality and the Family (4)**

SH

Traces the transformation of a pre-modern family centered system equating sexuality with reproduction into the 20th-century concept of sexuality as a form of identity and self expression. Explores the connections between changes in sexuality and historically specific events and trends. Considers the roles gender, race, and class have played in changing definitions of what constitutes a "family."

#### **WGST 340 - Intimate Family Violence: A Multicultural Perspective (4)**

4 sem. hrs. Prereq.: One of the four 100-level WGST courses, or AST 101, or SOCI 101; junior standing; or consent of the instructor. Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members. Thomas.

Crosslisted as: AST 340, AST 540, SOCI 340, SOCI 540, WGST 540.

#### **WGST 350 - Independent Study (4)**

Consent of instructor required.

#### **WGST 353 - Special Topics Seminar (4)**

Intensively examines a significant issue in women's and gender studies.

Prerequisite: Required WGST-100, WGST-111, WGST-125, or WGST-193 Junior standing. .

#### **WGST 354 - Feminist Theories (4)**

SH

Examines the development and current manifestations of different feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and multiculturalism.

Prerequisite: Required WGST-204 Junior standing required. Crosslisted as: WGST-554.

#### **WGST 355 - Thesis (4)**

Consent of department required. A formal thesis proposal should be submitted in the semester prior to commencing thesis research. Successful completion of WGST-350 Independent Study required before registering for WGST-355.

#### **WGST 356 - Feminist International Relations (4)**

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: Required POLS 102.

#### **WGST 365 - Intimate Family Violence (4)**

SH



Examines the scope and variety of violence in the family from an interdisciplinary perspective that includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that include: violence against women, children, intimate partners, and elderly family members.

Prerequisite: Required WGST-100, WGST-111, WGST-125, WGST-193, AST-101, SOCI-101, or junior standing required . Crosslisted as: AST-365, SOCI-365, WGST-565.

### **WGST 370 - Internship (Variable)**

Consent of instructor required. In collaboration with the Career Education Center and under supervision by a department faculty member, students intern for 8-10 hours a week (for 4 credits) or 16-20 hours a week (for 8 credits) in workplace sites connected to their major. Students complete a final paper that reflects on their experience and brings together theory and practice.

Crosslisted as: AST-370, ENGL-370, FREN-370, HIST-370, PHIL-370, SPAN-370.

### **WGST 380 - Gender and Queer Theory (4)**

GC

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: Required One philosophy or women's and gender studies course Junior standing required. Crosslisted as: WGST-580.

### **WGST 390 - Seminar (4)**

Intensively examines a particular philosopher, philosophical school of thought, or philosophical problem.

Crosslisted as: PHIL-390, WGST-590.

### **WGST 398 - Feminist Media Studies (4)**

ALA

Analyzes how media positions women and investigates how gendered audiences consume various mediums. Topics include female stardom, gaze theory and psychoanalysis, documentary, lesbian cinema and television, spectatorship and reception theory, feminist production studies, postfeminism, reality television, and new media activism.

Prerequisite: Required ENGL-195 or ENGL-199, and junior standing .

# THE EDUCATIONAL PROGRAM

---

Simmons University offers both graduate and undergraduate programs. Please refer to the graduate catalogs and handbooks for information on the graduate programs. The following section describes Simmons's undergraduate curriculum and its philosophy.

## THE SIMMONS EDUCATION IN CONTEXT: THE ESSENTIAL CAPABILITIES

Simmons prides itself on outstanding undergraduate programs taught by high-quality faculty. Our commitment to excellence in teaching, small class size, and innovative programs build on founder John Simmons's original mission to offer an education that would enable women to earn an independent livelihood.

Based on national surveys of employers and graduate schools, the faculty determined a set of critical skills for undergraduate students to achieve upon completion of their Simmons University degree. The skills include: communications, critical thinking and creative problem solving, data analysis and interpretation, ethical leadership, integrative learning, and the navigation of cultural differences. Each required PLAN course develops one or more of these essential capabilities; they are critical to achieving successful employment and post-graduate education in any major or field of study.

**Communication** – Effective communication develops through iterative experiences across the curriculum. Students should be able to execute the most challenging communication tasks required by a major, manifesting the knowledge, skills, and attitudes characteristic of the chosen discipline. All communication consists of developing and expressing ideas, as well as understanding and applying meaning-making practices in cultural, historical, and institutional contexts. Written, visual, oral, and sonic forms of communication can be synthesized into an integrated work and accessed by reading, listening and viewing.

**Critical Thinking and Creative Problem-Solving** – Critical thinking and creative problem-solving skills help students succeed in their chosen fields and as citizens and community members. These intellectual abilities are developed through learning experiences in the classroom and laboratory and during internships and educational opportunities outside of the classroom. Creative problem-solving applies critical thinking to answer questions or achieve goals in innovative ways.

**Data Analysis and Interpretation** – Students apply data analysis and interpretation skills to locate and use quantitative and qualitative data both as citizens and in their major discipline. Data analysis encompasses distinct ways of thinking and quantitative and qualitative research methodologies and techniques, developed through experiences inside and outside the classroom.

**Ethical Leadership** – Leadership is situational, relational, and behavioral. Any individual, regardless of title or position, may choose to lead when moved by a sense of purpose to foster positive change. Success is largely dependent upon building relationships across diverse people, grounded in self-knowledge (values, ethics, social identity, and life experiences) and context. Leadership development entails identifying that sense of purpose and fostering collaborative relationships, building commitment to common goals, and cultivating people's ability to contribute.

**Integrative Learning** – Students' capacity for integrative learning is central to personal success, social responsibility, and civic engagement. Students face a rapidly changing and increasingly connected world where integrative learning has become a necessity. The ability to make connections across courses and disciplines, over time, between campus and community life, and among multiple perspectives enables students to apply their learning across academic, professional, personal, and social boundaries.

**Navigation of Cultural Differences** – Navigating cultural differences, both domestically and internationally, relies on understanding the implications of historical and contemporary power structures—social, economic, and political—on diversity, inclusion, and inequality. Students will develop the cognitive, affective, and behavioral skills that support appropriate and effective interaction in a variety of cultural contexts.

## ACADEMIC ADVISING

Academic advising is based on the philosophy that advising enables students to build on their strengths, identify and improve on their weaknesses, and maximize their use of available resources.

First year students are assigned a “PLAN Advisor” prior to the beginning of the semester in which they enter. PLAN Advisors are either members of the faculty or experienced professional advisors. Incoming students will meet with their PLAN Advisor during orientation to plan their course of study. First-year students are required to meet with their PLAN Advisors each semester to change courses, discuss academic concerns, link their academic interests with their professional plans, and strategize for registration for the following semester.

After a student’s first year at Simmons, they will transition to a faculty advisor in their intended area of study and to continue their academic journey at Simmons with faculty in their major. If a student is still unsure of what they would like to major in, they can remain with their first-year advisor until they have decided upon major(s) and minor(s).

Professional and faculty advisors assist students in planning academic schedules and interpreting the goals and objectives of a Simmons education. Advisors guide students through departmental requirements while helping them to focus their studies. In addition to a student’s general academic program, advisors specialize in pre-law, pre-health, and serve as a liaison to faculty for student athletes. Advisors are knowledgeable about the requirements and are also prepared to discuss career and graduate school possibilities.

## PROGRAM PLANNING

The Simmons approach to liberal education is flexible. Students develop a program suited to their individual interests and career plans. Some areas of study are sequential and are best elected early in a student’s program. Faculty and staff advisors assist students as they consider their options, set goals, and make academic and career plans. The fieldwork and internships offered by academic departments provide opportunities to test career areas and to consider the possibility of further professional study after graduation. Simmons has identified opportunities for study abroad and encourages participation in study abroad offerings.

## Majors

Students may plan a program of academic and career preparation by electing a major in the humanities, the social sciences, the sciences, or one of the professional programs. Undergraduate majors include:

Africana Studies  
 Art  
 Arts Administration  
 Biochemistry  
 Biology  
 Biostatistics  
 Business and Management  
 Chemistry  
 Chemistry-Management  
 Communications  
 Computer Science  
 East Asian Studies  
 Economics  
 Economics and Mathematics  
 Education:  
     Joint Social Studies/Education  
 English  
 Environmental Science  
 Exercise Science  
 Finance  
 Financial Mathematics  
 French  
 Health Informatics  
 History  
 Information Technology  
 International Relations  
 Marketing  
 Mathematics  
 Music  
 Neuroscience and Behavior:  
     Cognitive Track  
     Neurobiology Track  
 Nursing  
 Nutrition and Dietetics  
 Nutrition and Wellness  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Public Health  
 Retail Management  
 Sociology  
 Social Work  
 Spanish  
 Web Design and Development  
 Women’s and Gender Studies

## Minors

Academic majors are also offered as minors. In addition, a number of specialized and interdisciplinary minors are available:

Business  
 Cinema and Media Studies  
 Entrepreneurship  
 Gender History  
 Principled Leadership  
 Organizational Studies  
 Photography  
 Physics of Materials  
 Performing Arts  
 Public History  
 Public Policy Studies  
 Scientific Computation  
 Statistics  
 Sustainability

## Other Academic Programs

### Honors Program

The Honors Program at Simmons University fosters a motivated group of students to explore the complexity of the world and their place in it. The goal of this four-year academic program is to encourage depth in a departmental discipline of choice, and to enhance this knowledge through interdisciplinary studies and global awareness.

The Honors Program provides an opportunity for students with distinguished high school academic records who are newly entering Simmons or who apply after their first year. The program includes Honors level courses in subsequent years, specially arranged co-curricular activities, and various 1-credit required courses to enhance their academic experience. Students are required to maintain a minimum GPA of 3.4 to remain in the program.

### Pre-Law

Unlike pre-medical programs, which are quite specific and virtually obligatory for medical school candidates, a pre-law “curriculum” is largely a myth. While no particular curriculum path is the ideal route to law school, Simmons’ strong academic programs, small classes, and extensive opportunities for student/professor interaction are an ideal preparation.

A student who is considering law school after graduation should make an appointment with the Pre Law Advisor to discuss specific interests and plans. Through the pre law program, the Pre Law Advisor helps to guide students with their applications to law school; supplies information to help with the application process and with taking the LSAT; and keeps in touch with pre law students through a weekly email blast and in-person meetings. Additionally, the Pre Law Advisor organizes extra-curricular activities of interest to prelaw students: lectures and brown bag lunch discussions, panels of Simmons alumnae who practice law, and internships related to law. For more information, please contact the Pre-Law Advisor, Kristina Pechulis at [pechulis@simmons.edu](mailto:pechulis@simmons.edu).

### Pre-Health/Pre-Medical

Undergraduate preparation for medical, dental, optometric, or veterinary medicine school should include a strong foundation in the natural sciences and a background in the social sciences and humanities. Admission requirements for medical schools can be fulfilled within the context of almost any liberal arts or science major at Simmons.

First year students should meet with the pre-health Professional Advisor to discuss their interests and course of study. Our pre-health Student Academic Mentor coordinates activities and information sessions throughout the academic year and is always available to answer questions. The Faculty Pre-Health Advisor assists students with academic planning, extracurricular initiatives and the application process. Interested students may also join the Simmons Premedical Liaison and the Colleges of the Fenway Chapter of the American Medical Students Association (AMSA). Simmons is a member of Biological Honor Society (Beta Beta Beta).

### 3 + 1 Accelerated Master’s Degree Programs

Qualified students can earn both the Bachelor’s and Master’s degrees in four years. For more information on the programs listed below, please visit the page noted, the appropriate graduate catalog, or the Simmons Website for more information.

#### **BS in Computer Science and MS in Library and Information Science**

**BA in Economics and MA in Public Policy**  
**BA in Political Science and MA in Public Policy**  
**BA in Sociology and MA in Public Policy**

### 4 + 1 Accelerated Master’s Degree Programs

Undergraduates can obtain an accelerated degree in Children's Literature, Education, English, Gender/Cultural Studies, History, Nutrition, Physical Therapy, and others. Undergraduate courses can be counted toward the Master's degree—the number varies by program. A student applies for admission to the graduate program in her junior year. See the catalog page noted below, the appropriate graduate course catalog, or the Simmons web site for specific program requirements.

**BA or BS/MA Liberal Arts Majors/ Teaching (Kathleen Dunn Scholars)**

**BA/MA in Children's Literature and BA/ MFA in Writing for Children**

**BS/MS Biology/Nutrition**

**BS/MS Exercise Science/Nutrition**

**BS/MS Nutrition/Nutrition and Health Promotion**

**BS/MS Public Health/Nutrition**

**BSN-MSN Nursing**

**BS/DPT Physical Therapy**

**BA/MBA Management**

**BA/MA in History**

**Study Abroad**

Simmons students are encouraged to study abroad. Options include semester, full academic year, summer, and shorter-term travel courses led by Simmons faculty.

Semester, academic year, and summer study abroad is offered through partnerships with other universities and providers. Using partnerships, Simmons is able to identify high quality study abroad opportunities throughout the world for students in all majors.

Each year, Simmons offers travel courses to international (and sometimes domestic) destinations. Enrolled students participate in class sessions during the semester before departure. The travel component of two to four weeks takes place during semester breaks in January or early summer. Often travel courses are taught in English and have no prerequisites, and many fulfill a mode of inquiry requirement.

Students in good standing are eligible for study abroad. The Study Abroad office will help students identify the program that best matches their academic and career interests. Students interested in international study are urged to begin planning early in your academic career by visiting the study abroad website.

**Credit for Prior Learning**

The Credit for Prior Learning program offers Dix Scholars an opportunity to receive academic credit for knowledge gained through life experience. For more information, please contact the Writing Center.

**DEGREE REQUIREMENTS**

The Bachelor of Arts degree is the baccalaureate degree conferred on students in all majors except those in the departments of biology, chemistry, mathematics, physics, computer science, and nutrition, for which the Bachelor of Science is awarded, business and management for which the Bachelor of Science in Business Administration is awarded, nursing for which the Bachelor of Science in Nursing is awarded, and social work for which the Bachelor of Social Work is awarded. In the instance where a student completes a major in both the sciences and in the arts, they may choose either a Bachelor of Science or a Bachelor of Arts degree. It is not possible to earn two baccalaureate degrees simultaneously.

A candidate for a degree is expected to satisfactorily complete the work of an approved program, including all required courses, within the traditional number of college years. When a student withdraws for a period that would extend the work of her program beyond a traditional length of time, the additional work required for satisfactory completion will be determined by the faculty. A student who temporarily withdraws must meet the degree requirements in effect at the date of their readmission to the University.

Students transferring into Simmons, as well as those working toward a second baccalaureate degree, must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit while regularly enrolled in order to be eligible for the Simmons baccalaureate degree.

Current Simmons students who wish to enroll in summer courses at other institutions must first file a petition for transfer of credit in the Office of the Registrar. No more than 16 semester hours of summer school credit from other institutions may be credited toward the Simmons degree. For additional information, contact the Office of the Registrar.

**Department or Program Recommendation**

Students must be recommended for the degree by their department or program advisor. Students must complete one-third to one-half of the courses required for the major, including a substantial amount of advanced work, while regularly enrolled at Simmons, so that the department can adequately evaluate a student's candidacy for degree recommendation.

### Course Numbering

Simmons courses are designated by a department or program abbreviation and a course number. These numbers can be understood in the following way:

#### **COURSE STUDENT LEVEL AND PREREQUISITES LEVEL**

- |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>100</b> | All undergraduate students. Some may require specific high school preparation. These courses generally have no prerequisites and are taught at the introductory level.                                                                                                                                                                                                                                                                                                                                                                              |
| <b>200</b> | Sophomores and above and for first-year students under advisement or placement by the department. Such courses tend to be more focused than the introductory 100-level courses; prerequisites are at the discretion of the department. A prerequisite for a 200-level course is normally one course in the department (or a complementary department or program) at the 100 level. First-year students should be advised that these classes will likely include upper-class students and will therefore be more challenging than 100-level courses. |
| <b>300</b> | Juniors and seniors and are normally taken by students majoring or minoring in the field. Such courses are advanced in content and pace and represent a high level of study in the field. Courses at the 300 level generally have prerequisites, typically at least one 100- and one 200-level course.                                                                                                                                                                                                                                              |
| <b>400</b> | Limited to graduate students in the program or those students approved to enroll by the director of the program offering the course. In general, undergraduates are not permitted to take 400-level courses.                                                                                                                                                                                                                                                                                                                                        |
| <b>500</b> | Generally, dually listed with an undergraduate course at the 300 level. Graduate students sign up for the 500-level course, undergraduates for the 300-level.                                                                                                                                                                                                                                                                                                                                                                                       |

**Requirements** for the award of the Simmons baccalaureate degree are listed below:

#### **Completion of 128 Semester Hours with a Passing Evaluation**

To obtain a broad education, as well as depth of specialization, students must successfully complete a minimum of 128 semester hours for graduation. Most courses in the undergraduate curriculum carry 4 credits. Though a full-time load is a minimum of 12 credits, students typically take four courses (16 credits) per semester. Students must have a minimum grade point average (GPA) of 2.00, to be calculated from all courses taken at Simmons using the letter grade system in order to graduate. Each student's program should be a carefully developed plan of study. This plan should include: 1) courses selected to fulfill the overall undergraduate requirements, 2) courses required of and elected by the student in her major, and 3) electives.

A traditional full-time student who takes greater than 18 credits will be charged for any credits over the 18 credit maximum.

Students who are formally admitted to an accelerated degree program (3+1, 3+3, 4+1) may take up to 22 credits under the flat tuition plan. A student formally admitted to an accelerated degree program who takes greater than 22 credits will be charged for any credits over the 22 credit maximum.

Any credit in excess of 22 credits must be approved by the College Administrative Board.

Students must have a minimum grade point average (GPA) of 2.00 to be calculated from all courses taken at Simmons using the letter grade system in order to graduate. Each student's program should be a carefully developed plan of study. This plan should include: 1) courses selected to fulfill the all-College requirements, 2) courses required of and elected by students in their major, and 3) electives.

## Marks and Evaluations

Every student must obtain a minimum grade point average (GPA) of 2.00, to be calculated from all courses taken at Simmons using the letter grade system, to be eligible for the baccalaureate degree. The grading system is based upon the following categories:

**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- = .67**

**F (Fail) = 0 P (Pass)\***

**AU (formal audit)\***

**W (Approved Withdrawal)\***

*\*not included in GPA*

### Grading Options

A student may select grading options by filling out a form in the Office of the Registrar. This may be done at any time from registration up to (but not after) the day designated as the final day to add a course in each semester. Any student who fails to do so will automatically receive letter grades.

### Pass/Fail

A regularly enrolled Simmons student may take at most one for-credit course pass/ fail in any given semester. The following courses may not be taken pass/fail:

- Modern Languages and Literatures: All language courses numbered 101, 102, and 201; Level I or Level II language courses taken at another institution by a student while she is enrolled at Simmons.
- Mathematics: MATH 101.

If a student using the pass/fail option receives a P in a course, the student will receive credit for the course, but the P will not be averaged into her GPA. If the student receives an F in a pass/fail course, no credit for the course will be given, and the F will be averaged into the GPA as a zero. Departments may also have specific policies about pass/fail courses for their majors.

### Formal Audit

A formal audit may be elected by any fulltime undergraduate student after the first semester, provided that the student has the instructor's permission and agrees to abide by the instructor's conditions for the audit. A student may formally audit no more than one course each semester. There is no charge to full-time undergraduate students for a formal audit. A formal audit will appear on the student transcript, but no credit is given. A formal audit may not be used to satisfy any of the undergraduate requirements. More information on the formal audit option is available through the Office of the Registrar.

### Informal Audit

Any undergraduate student is permitted to informally audit a course with the permission of the instructor, who will determine with the student expectations for coursework. No record of the student's work is kept, and the student is not permitted to take the final examination. No credit is granted for an informal audit, and the audit does not appear on her transcript. Informal audits do not go through the Office of the Registrar.

### **Incomplete Evaluations**

Required coursework must ordinarily be completed by the last day of final examinations. In extenuating circumstances, undergraduate students may request an "incomplete" by filing a petition with the Administrative Board. The petition, signed by the student, her advisor, and the instructor, should outline a plan to complete the work. It is the student's responsibility to monitor her progress and complete all work so that the instructor can submit a final grade by the date set by the Board. Failure to submit work by the approved incomplete extension date may result in a grade of F. Failure to formally petition for an incomplete will result in automatic assignment of an F grade.

### **Course Repeat Policy**

The course repeat policy allows student to repeat up to two courses for credit on a limited basis in order to enhance their understanding of the subject or to improve their overall grade point average. The following principles apply to this policy.

- A student may repeat at most two Simmons courses for credit.
- If a course is repeated for credit, both versions of the course will appear on the student's transcript and be included in the student's grade point average.
- A student who repeats one 4-credit course must complete 132 credits in order to still have 128 unique credits and meet that requirement for earning a degree.
- A student who repeats two 4-credit courses must complete 136 credits to still have 128 unique credits and meet that requirement for earning a degree.

### **Academic Difficulty**

The records of students who are experiencing academic difficulty are reviewed periodically by the Administrative Board, a faculty committee charged with monitoring Simmons's academic standards.

This responsibility includes reviewing the records of any student who has two or more failures in a semester (including a retroactive withdrawal) any student whose semester or cumulative grade point average is below 2.0, any student who as a result of their achievement in Simmons Summer School has a summer or cumulative GPA of less than 2.00, any student who applies for a leave of absence or withdraws after the eighth week of the semester, or any student whose overall record is considered marginal.

The faculty has given the Administrative Board the authority to take whatever action is deemed appropriate to each individual's situation. Such actions may include a letter of warning, probation, continued probation, removal from degree candidacy, or exclusion from Simmons. As a result of this review, special conditions may be imposed by the Administrative Board, in which case both the student and a parent or guardian (if the student is dependent) may be notified.

Warnings of academic difficulty are reported to academic advisors, and other student support specialists, by individual faculty members throughout the academic year, and assistance is made available.

## **THE SIMMONS PLAN (PURPOSE LEADERSHIP ACTION)**

While taking courses in the Simmons PLAN (Purpose Leadership Action), our core curriculum, students will substantively engage with the city of Boston, develop their own understanding of leadership, engage in integrative learning across academic disciplines, and design key components of their course of study. PLAN brings the Simmons's principles and values into the present day. Students will complete the Simmons PLAN over the entire four years of their college experience.



**The Simmons PLAN: Majors and Minors**

Students may elect a major after completion of 32 semester hours. A major must be declared upon completion of five semesters (80 semester hours) of full-time study. Students take a minimum of 28 semester hours in a major field, as determined by each department. Please note that some majors require prerequisite courses. The programs also offer fieldwork or internships through which students may apply their knowledge and explore opportunities in a career field related to their area(s) of study. Students may elect a single department major or a combination of majors.

The curriculum offers the following options:

<b>OPTIONS</b>	<b>DESCRIPTION</b>
<b>single major</b>	A coherent sequence of courses administered by a single department.
<b>double major</b>	Student fulfills two complete majors.
<b>joint major</b>	A sequence of courses drawn from two departments and advised and administered with the cooperation of both.
<b>interdepartmental major</b>	An interdisciplinary program involving two or more departments or programs
<b>Option for Personalized Education (OPEN)</b>	Offers an opportunity to design a major with the assistance of a faculty advisor. Enables a student to work out an individualized major in accordance with their own educational needs and goals. Contact the Office of the Undergraduate Dean for more information.

**minor**

An integrated group of courses designed to give a student significant exposure to a subject area other than his or her major. This is different than the 3D Cluster part of the Simmons PLAN. All minors are 20 credits (five courses). Not required for graduation, but can be elected by those students who wish to indicate an area of interest that complements and refines their major, suggests a distinct area of concentration, or expresses a particular passion or avocation.

*Fall or Spring Semester, 8 credits*

The Learning Community will provide students with an opportunity to understand a topic from multiple disciplinary perspectives. This approach to integrative learning will allow students to grasp the habits of mind and intellectual methods of two disciplines (via two 3-credit courses) and how they may be brought to bear on a topic, issue, or problem (via a 2-credit integrative seminar jointly taught by the two course instructors).

**The Simmons Course: Experience**

*Fall or Spring Semester, 1 credit*

The second year Simmons Course focuses on academic and career planning, further development of self-management skills, and developing competencies in diversity, equity, and inclusion. The course also prepares students to design their 3D cluster, and to engage in directed course planning in order to fulfill this requirement.

**The Simmons PLAN Requirements**

**Year One**

**The Boston Course**

*Fall Semester, 4 credits*

In this writing-intensive first year seminar, students will engage with the City of Boston. Based on faculty passions and expertise, these courses run the gamut of disciplinary focus. They share a focus on the development of writing skills, information literacy, and critical analysis.

**The Simmons Course: Explore**

*Fall Semester, 2 credits*

This course supports Simmons students in their transition to college. The primary goals of the course are to introduce students: to Simmons, to navigating cultural differences, to self-management, and to what it means to engage with your community.

**The Leadership Course**

*Spring Semester, 4 credits*

This course challenges students to think about themselves as leaders from a leadership model based on engaging others in the quest for positive social outcomes. This course will include skill development in building relationships across differences; communicating a compelling narrative in writing and public speaking; ethical decision making; speaking up in the face of injustice; and creating team leadership and followership.

**Year Two**

**The Learning Community**

**Year Three**

**3D-Design Across Diverse Disciplines**

*Years 3 and 4, 12 credits*

Before spring registration of their second year, students will design and propose a cluster of three courses that address a topic, problem, or issue from various disciplinary perspectives. Students will explain the rationale for their selection of these courses, focusing on the intellectual coherence of the courses they have chosen.

**The Simmons Course: Excel**

*Fall or Spring Semester, 1 credit (online)*

In the final segment of The Simmons Course, students finalize their 3D plans. The course also includes a focus on career and life planning, and students engage in a series of self-directed learning assignments designed to help them navigate their professional, financial, academic, and personal futures.

**Year Four**

**The Capstone**

*Fall or Spring Semester*

All students will take a Capstone experience in their major, which will be designed by individual departments. Regardless of discipline, Capstone experiences will address career and graduate school preparation. (One Capstone in a student's major is required to fulfill PLAN requirements; students with multiple majors may be required to fulfill Capstones in each major, depending on major requirements.)

## Graduation Requirements

### LANGUAGE REQUIREMENT

The language requirement applies to all students regardless of background. Learning another language develops cognitive skills such as critical thinking, creativity, and flexibility. Furthermore, as students become familiar with a particular language and its literature and culture, they develop knowledge of the intellectual and social history of the people who speak that language. Additionally, the knowledge and experience gained in the critical reading of foreign literature broadens students' perspectives and provides a foundation for further study and travel. In so doing, they become aware of their own cultural assumptions and preconceptions. Finally, fluency in another language provides a significant advantage in the marketplace for students who want to advance in their careers.

Two semesters of coursework in the same foreign language taken sequentially is required of all students, regardless of incoming language proficiency. Students may pursue a previously studied language or start a new one.

### Table 1: PLAN Requirements, Purpose, and Double Counting

	<b>PLAN REQUIREMENT</b>	<b>PURPOSE</b>	<b>DOUBLE COUNTING</b>
<b>Year 1</b>	The Boston Course fall semester, 4 credits	Engagement with Boston; communication essential capability	
	The Simmons Course: Explore fall semester, 2 credits	Engagement with Simmons Communities ; academic skill-building	
	The Leadership Course spring semester, 4 credits	Leadership, teamwork	
<b>Year 2</b>	Learning Community • 2 courses, 3 credits each • 1 integrated seminar, 2 credits	Interdisciplinary and integrated learning	<ul style="list-style-type: none"> <li>• Learning Community courses may count as a KCA</li> <li>• One Learning Community course may count in major/minor. For students with multiple majors/minors, one LC course may count in each.</li> <li>• One 3-credit course from the LC may be included in a student's 3D cluster</li> </ul>
	The Simmons Course: Experience Fall or spring semester, 1 credit	Academic skill-building; 3D planning	

<b>Years 3 and 4</b>	3D-Design Across Diverse Disciplines	3 courses that are topically connected; interdisciplinary and integrated learning	<ul style="list-style-type: none"> <li>• Each 3D course may count as a KCA</li> <li>• One 3D course may count in each major/minor course of study</li> <li>• 3D courses must be drawn from different disciplines</li> <li>• One 3D course may have been taken during first or second year</li> </ul>
	Capstone	Expertise in student's field of study	<ul style="list-style-type: none"> <li>• The Capstone is in the major</li> </ul>
	The Simmons Course: Excel 1 credit Fall or spring semester	Post-graduation support/planning; careers, graduate school	<ul style="list-style-type: none"> <li>• The Simmons Course: Excel is in the major</li> </ul>
<b>Any year</b>	Key Content Areas (4 courses) <ul style="list-style-type: none"> <li>• Social/Historical</li> <li>• Artistic, Literary Aesthetic</li> <li>• Global/Cultural</li> <li>• Scientific</li> </ul>	Exposure to content across disciplines	<ul style="list-style-type: none"> <li>• Each KCA may be fulfilled through the Learning Community; 3D; in a major/minor course of study (if applicable)</li> </ul>

Quantitative Literacy (1 course)	Critical thinking and problem solving; literacy in numeric systems	• The QL requirement may be fulfilled through a course in student's major/minor course of study (if applicable)
Language Requirement (2 courses in the same language)	Linguistic and cultural skill development	• Language courses may fulfill a KCA

### Exemptions/Alternate Requirement

- Dix Scholars are exempted from the language requirement.
- Students with a documented learning disability, or other disability, affecting their ability to acquire a foreign language will fulfill the language requirement through the completion of two courses related to global perspectives and cross-cultural understanding. Such students should contact the Disabilities Services Office and consult their academic advisor for the list of approved courses.

### Starting a New Language

- Students who want to start a language which they have not previously studied can register for the 101 level in the following languages at Simmons: Chinese, French, Italian, Japanese, and Spanish.
- Typically, Arabic and American Sign Language are offered through the Colleges of the Fenway. Please visit the Registrar's Office for details.

### Policies

- *Students are strongly encouraged to finish the language requirement within their first two years of study.*

### Table 2a: Placement for Language Courses

For students who want to continue their studies of Chinese, French, Japanese, or Spanish, the following methods will be used for placement:

LANGUAGE	REQUIREMENT
<b>French</b>	AP, IB or SAT exam <b>or</b> Online placement exam administered by the Office of Academic Advising
<b>Spanish</b>	AP, IB or SAT exam <b>or</b> Online placement exam administered by the Office of Academic Advising
<b>Chinese</b>	Online placement exam administered by the Office of Academic Advising
<b>Japanese</b>	Must consult with Professor Zhigang Liu, Department of Modern Languages and Literatures

Students register for the level indicated based on their test score. Students cannot register for a different level without approval from the Modern Languages and Literatures Department.

Students who have studied three or more years of the language will be automatically be placed into the 102 level, regardless of placement exam results.

American Sign Language may be taken to fulfill the Language Requirement.

- Courses taken to fulfill the language requirement
  - may not be taken pass/fail;
  - may not be taken online;
  - may fulfill a Key Content Area requirement;
  - may be part of a student's 3D cluster;
  - may count towards the major or minor in French or Spanish if they are at the 245 level or above; in order to count towards the major or minor, French 245 and Spanish 245 must be taken at Simmons.
- Language courses taken abroad can be used to fulfill the language requirement. Pre-approval must be obtained from the Department of Modern Languages and Literatures. Please contact the Chair of the Modern Languages and Literatures Department for approval.

- Language courses transferred from other institutions may fulfill the language requirement pending pre-approval from the Department of Modern Languages and Literatures. Please contact the Chair of the Modern Languages and Literatures Department for approval. This applies also to languages not offered at either Simmons or the Colleges of the Fenway consortium. In that instance, placement will be decided by the host institutions if needed.

**Table 2b: Placement/Credit by Language Exam Score**

AP	IB	SAT
<b>Score of 3:</b> No credit; student is placed into 202	<b>Score of 5:</b> No credit; student is placed into 202	<b>Score of 560 or higher:</b> No credit; student is placed into 202
<b>Score of 4 or 5:</b> 4 general credits; student is placed into 245	<b>Score of 6 or 7:</b> 4 general credits; student is placed into 245 No credit or placement for the “ab initio” exam: students are required to take the placement exam	<b>Score of 650 or higher:</b> No credit; student is placed into 245

### MATH COMPETENCY REQUIREMENT

Students will be required to demonstrate competency in mathematics in one of the following ways before they are able to take a Quantitative Literacy course:

- Pass the mathematics competency exam administered by the Office of Undergraduate Advising numerous times during the year
- Successfully complete MATH 101 or a higher level mathematics course at Simmons
- Present evidence of satisfactory completion at another accredited college of a mathematics course at the level of MATH 101, or above, to the Registrar’s office

- Students must satisfy the math competency requirement during their first year at Simmons. Students who do not pass the mathematics competency exam during orientation, or who do not meet the math competency requirement in one of the other ways described above, may choose to take MATH 101 in their first year or to retake the test in November. If they do not pass the November test, they will enroll in MATH 101 in the spring semester. Students who matriculate in January who do not pass the mathematics competency exam, or do not meet the requirements in one of the ways described above, may take MATH 101 during their first semester or retake the exam in March. If they fail the test in March, they will enroll in Math 101 in the following spring semester.

### QUANTITATIVE LITERACY REQUIREMENT (QL)

Quantitative Literacy (QL) is a “habit of mind,” competency, and comfort in working with numerical data. Courses in this area will develop a student’s ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. QL courses will develop the skills necessary to understand and create sophisticated arguments supported by quantitative evidence, and to clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

### THE SIMMONS PLAN 4 KEY CONTENT AREA (KCA) REQUIREMENTS

The key content areas pertain to phenomena as objects of study across the disciplines, rather than modes of inquiry defined by a particular discipline or set of disciplines.

Indeed, these categories describe areas of knowledge from multidisciplinary perspectives. The phenomena included under each of the four areas listed below thus admit of a wide variety of ways of knowing or disciplinary approaches. Students must complete one course from each of the following areas:

#### 1] Scientific Inquiry (SCI)

Courses in this area focus on phenomena in the natural and physical world and on ways of knowing these phenomena, particularly through experimental approaches. This requirement is primarily met by courses in the sciences and psychology; the requirement may also be met by courses in other disciplines providing perspectives on scientific phenomena. All courses meeting this requirement include a “hands on” component providing students the opportunity to understand and appreciate the scientific method.

## 2] Global Cultural (GC)

The term “global cultural” is broadly construed; it includes all cultures, past and present, within and beyond the U. S., and in their multiple forms of manifestation. Courses in this area offer our students the opportunity to understand and learn to appreciate cultural differences as they have made themselves manifest in humankind. This requirement can be met by courses in any discipline—from the liberal arts, to the sciences, and the professions—that provide a multicultural perspective of the world. For example, courses that focus on cross-cultural practices, or on minority cultures in the U. S., or on non-European cultures, or that provide world surveys of cultures would all meet this requirement.

## 3] Social and Historical (SH)

Courses in this area focus on phenomena in society and history as well as ways of knowing these phenomena. This requirement can be met by courses in the social sciences, including economics, political science, sociology, social psychology, social work, and history. Courses in other disciplines that provide perspectives of social and historical phenomena as defined above also meet this requirement. For example, a course that focuses on the social applications of management principles would provide such perspectives.

## 4] Aesthetic, Literary, and Artistic (ALA)

Courses in this area focus on phenomena in art and literature as well as ways of knowing or creating original works or aesthetic approaches to these phenomena. This requirement can be met by courses in any of the creative and performing arts as well as in any courses in the study of literature, art, and music. Courses in other disciplines that provide perspectives of aesthetic, literary, and artistic phenomena as defined above also meet this requirement. For example, a course that studies the digital or computational aspects of artistic creation would meet this requirement.

## ACADEMIC HONORS AND RECOGNITION

**Departmental Honors** are offered by most departments to qualified students. Typically, the student must fulfill the following requirements in order to be granted departmental honors. The student:

- must have a superior record in the major.
- must complete a thesis or project that has been approved by the department or program and be supervised by at least one faculty member within the department and receive a grade of A or A- on that thesis or project.
- must present their work to the department or program at a designated forum.
- must not have been found guilty of violating the Honor Code of Responsibility.

In some cases, individual departments may have more specific guidelines for departmental honors. See the individual department listings for details.

**The Dean’s List** was established to recognize undergraduate students’ academic excellence. To be included on the dean’s list, compiled each semester, a student must have obtained a semester GPA of at least 3.50, have earned at least 12 credits using the letter grade system, and not have been found guilty of violating the Honor Code of Responsibility during that semester. For more information, contact the Dean of the Undergraduate Program.

**Academy** is Simmons’s honor society. Senior students who have demonstrated superior achievement according to the rules of the faculty and who have not been found guilty of violating the Honor Code of Responsibility may qualify for admission after completing at least 48 semester hours of Simmons credit using the letter grade system. Students are considered for academy at three points during their senior year. Usually, as a result of this process, the number of students admitted into academy equals about 10 percent of the senior class by the end of the academic year.

**Latin Honors** of summa cum laude (3.90- 4.00), magna cum laude (3.75-3.89), and cum laude (3.55-3.74) are granted to graduating seniors who achieve grade point averages at a distinguished level, have earned at least 48 semester hours of letter grades, and are not in violation of the Honor Code of Responsibility.



# 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 Student Handbook 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 & Privacy Act of 1974 (FERPA) and is intended to be a safeguard against the unauthorized release of information. Information on FERPA and students' rights under the law are available in the Student Handbook.

## 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.

## **SIMMONS UNIVERSITY NOTICE OF NON-DISCRIMINATION AND GRIEVANCE PROCEDURE**

Chartered in 1899 and opened in 1902, Simmons is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals, Simmons seeks to create an atmosphere within which students may learn to become actively engaged members of society and to develop the resources to lead rich personal lives. The active and continuing exchange of ideas among students, faculty, and the general college community is central to achieving these goals.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons supports the principle and spirit of equal employment opportunity for all persons based on each individual's qualifications and fitness. In accordance with applicable law, Simmons administers its employment and personnel policies without regard to race, color, religion, disability, national origin, ancestry, age, sex, sexual orientation, gender identity, or veteran's status.

Simmons administers its educational programs and activities in accordance with the requirements and implementing regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Title III of the Americans with Disabilities Amendment Act of 2008.

Simmons strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, gender identity, religion, age, national origin, ancestry, disability, or veteran's status.

Complaints or inquiries concerning the College's policies and compliance with applicable laws, statutes, and regulations may also be directed to the Office of the General Counsel, Room C-208, 617-521-2074. A complaint should contain your name and address and a brief description of the action you believe is in violation of state or federal law. A complaint should be filed with the appropriate office within 60 days after you, the grievant, become aware of the alleged violation. The President or appropriate college officer will conduct an investigation and issue a written decision on the complaint, ordinarily within 45 days.

### **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 ADA) protect otherwise qualified individuals with disabilities from discrimination on the basis of their disabilities. Both Section 504 and the ADA 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 Disability Services Office, 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 Disability Services Office, located in the Center for Student Success. The Disability Services Office 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. The Director of Disability Service oversees the Disability Services Office staff members. Concerns or grievances with the Disability Services Office and/or its determinations regarding accommodations should be brought to the Director of Disability Services.

## ACADEMIC POLICIES

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 aware-ness among students, faculty, and staff. For information regarding the Campus Security Act, contact the Director of Public Safety at 617-521-2289.

In addition, data regarding retention at Simmons is available from the Registrar, in compliance with P.L. 94-482. For information regarding graduation statistics, contact the Office of the Registrar at 617-521-2111.

## Transfer of Credit

### Academic Year

Under limited special circumstances, a regularly enrolled undergraduate Simmons student may obtain credit for, at most, one course taken at another college during a regular academic semester if a petition naming the course, institution, and amount of credit requested is approved in advance by the Administrative Board. The student must demonstrate to the Board that the course is unavailable at Simmons and is an important part of their program.

In addition to the petition to the Administrative Board, the student must also complete a Petition for Transfer Credit. Both forms are available in the Office of the Registrar. Such a course is included in the credit restriction listed under "Heavy Academic Programs". Credit is not transferred for any course completed with a grade of less than C. In some disciplines such as nursing, a grade of C+ is required. Grades received in these courses are not included in the GPA. If the student is a financial aid recipient, they should discuss the impact of this decision on their financial aid package for that semester with a financial aid counselor.

### Summer Credit

Before enrolling in summer courses at institutions other than Simmons, students are required to complete the Petition for Transfer Credit form in the Office of the Registrar. When considering a summer school course for transfer credit, the following guidelines must be observed:

- No credit is given for work done in a summer session lasting less than three weeks.
- Credit granted will never exceed the face-value credit assigned by the host institution.
- For a summer session of five weeks or less, face-value credit not exceeding one semester hour per week of the session will be granted. For example: A student who enrolls in two three-credit courses in one five-week session will receive a maximum of five transfer credits.
- In a summer session of six to eight consecutive calendar weeks, face-value credit not exceeding eight semester hours will be granted.
- No more than 16 semester hours of summer school credit from other institutions may be credited toward the Simmons degree. This includes summer credit completed at other institutions prior to matriculating at Simmons. A maximum of 16 semester hours of credit may be earned in one summer, regardless of whether the courses are taken at Simmons or at another institution.
- The lowest grade accepted for transfer credit is C. Credit for a course taken elsewhere with a grade of P can transfer if the instructor from the institution is willing to convert the Pass Grade to a letter grade.
- Quarter-hour credits transfer as two-thirds of a semester hour.

- Courses to fulfill a mode must be indicated on the Petition for Transfer Credit form and a course description must be provided. Summer courses to be considered for the language requirement or major must receive prior approval from the appropriate department chairperson. Attach a course description to the Petition for Transfer credit.
- Grades for course work accepted as transfer credit are not factored into the Simmons grade point average. Credit only is listed on the transcript.
- Petitions submitted without the required signatures, course information, exact beginning and ending dates and credit hours cannot be processed and will be returned the student for proper completion. Students with questions about these policies or the interpretation of credit should consult the personnel in the Registrar's Office.

## Adding and Dropping Courses

### Dropping Courses

An undergraduate student may drop one or more courses after registration and until the Friday of the eighth week of classes by completing the add/drop form available in the Office of the Registrar and having the form signed by their advisor. The Friday of the eighth week of classes is the final date for withdrawing from a course for the fall and spring semesters. Reference the academic calendar for add and drop dates. In the event that a student drops a course after the fourth week of classes, they must also have the form signed by their instructor. A "W" will appear on the student's transcript for all courses dropped after the fourth week. All add/drop forms must be returned to the Office of the Registrar to make the change official. Any student wishing to withdraw from a course after the eighth week of classes must petition the Administrative Board. Only petitions that contain medical verification validated through the Simmons University Health Center or those that outline unusual circumstances beyond the student's control will be approved. Students who wish to drop a course should review the refund policy carefully and meet with their financial aid counselor before dropping a course.

Dropping a course may affect a student's financial aid (loans) and merit funds (scholarships and assistantships) status. U.S. students must be enrolled at least half time to receive federal loans and usually full time for scholarships and assistantships. International students (non U.S. citizens) must maintain full-time enrollment to remain in status for immigration purposes. Before dropping any course, international students must consult with the international student advisor in the Center for Global Education.

Once enrolled in a course, a student is considered to be in that course until such time as they change their registration in the Office of the Registrar. A student who fails to attend a course from which they have not officially withdrawn receives a grade of "F."

### Adding Courses

An undergraduate student may add courses after registration until the end of the fourth week of classes with the instructor's permission. No student will be permitted to add a course after the fourth week of classes except under exceptional circumstances as granted by the Administrative Board. During the first two weeks, a student may add a course, provided they complete an add/drop form and obtain the approval of their academic advisor. If a student wishes to add a course during the third and fourth weeks of classes, they must complete the proper form and obtain the approval signatures of both the instructor and their academic advisor.

### Heavy Academic Programs

Heavy academic programs are considered to be those in which the student carries more than 20 semester hours of credit per semester. In order to carry 20 semester hours of credits, students must be in "good standing". Undergraduate students wishing to take more than 20 semester hours of credit are required to have the Administrative Board's approval before registering. Students must submit a petition with the recommendation or comments of their advisor or chairperson of their major department to make this request. Completed petitions must be submitted to the Office of the Registrar.

First-semester students with one or more failing evaluations during the previous semester, and students on probation or removed from degree candidacy may not carry more than 16 hours per semester. See the Registration and Financial Information and Financial Aid sections of this Catalog for policies related to tuition and financial aid.

## Undergraduate Course Attendance Policy

- Undergraduate Course Attendance Policy
- Undergraduate Course Attendance Policy FAQ

Because there is a strong positive relationship between class attendance and success in the classroom, Simmons undergraduate students are expected to attend all classes and are responsible for the work associated with all class meetings. Students should consult with their instructor as early as possible upon learning they may miss class time.\*

At the beginning of each semester, instructors are encouraged to provide students with written guidelines on their attendance policy and possible grading penalties for failure to attend class or for late arrival to class. Simmons University policies adhere to federal and state regulations on absences due to religious observance, jury duty, military service, and other governmental obligations.

Eligible students with a documented disability are granted reasonable accommodations in Simmons courses and should consult the Policy for Occasional Absences Accommodation and other policies of the Disability Services Office, in addition to the policy below.

### **Students are responsible for informing their instructors in advance of absence or tardiness.**

- The Office of Student Affairs, Counseling Center, and Health Center do not provide students with notes excusing them from class or other academic obligations. (Students' healthcare providers may provide them with documentation of illness.)
- Students who expect to be absent from class should notify their instructors in advance.
- Students missing more than the maximum allotted classes may not be able to complete the course and may be encouraged or required to withdraw.\*

- Students absent from class for two or more days due to illness should seek medical care. If a medical provider recommends an alteration to a student's schedule or a change in activities as part of a treatment plan, the student should inform their instructors and advisor immediately. Students may be asked to provide the Office of Student Affairs written documentation (in adherence with federal and state privacy and public health regulations) from the appropriate health care provider.
- Athletes and students involved in other official Simmons games/meets or co-curricular activities should inform their instructors of potential conflicts between scheduled classes and scheduled programs or athletic contests at the start of each semester. The faculty member has sole discretion to allow an absence due to an event in conflict with class or lab time, including Simmons-sanctioned and outside events or commitments.
- Scheduled classes have priority when in conflict with the out-of-class exam or other activity scheduled for another course.

\*Students should consult program-specific handbooks for additional policies, including those on placement and practicum attendance.

### ***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.

### ***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.

## **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 CITI (Collaborative Institutional Training Initiative) 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.

## **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 appropriate College's 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 University's non-discrimination policy as stated in the University 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 University 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 appropriate College's 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 appropriate College's 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 appropriate College's 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 CAS 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.

## **Final Examinations**

Department and program faculty members indicate to the Registrar's Office which of their courses will have scheduled final examinations during the final examination period. Such scheduled final examinations will be no longer than three hours each, and no student will be scheduled to take more than two examinations in one day.

Examinations scheduled by the Office of the Registrar during the regular examination period cannot be taken at any other time. Students should therefore plan their vacation schedules to begin after the semester's last scheduled examination. Any student with two exams scheduled at the same time or with more than two exams on one day should consult the Office of the Registrar. Scheduling exceptions resulting from extreme personal hardship or religious observances should be referred to the Office of Student Affairs. No comprehensive final examinations of any kind are given during the last week of classes, and no final examinations are given before the scheduled final examination period begins. Exams may be given during the last week of classes if they have been scheduled on the syllabus from the beginning of the semester.

Absence from a final exam will be treated as any other "incomplete," and an instructor's (evaluation) grades must be submitted by the final date for submitting grades, unless an incomplete request has been approved by the Administrative Board.

Exams will be held regardless of inclement weather. In the case that an examination is cancelled because of severe weather, the examination will be held the day after the final date of scheduled testing.

## Satisfactory Academic Progress

The purpose of the Simmons Administrative Board is twofold; to consider petitions from students requesting exception to University policy and to review the records of students in academic difficulty. The board also votes to choose the winners of three all-University awards; the Palmer Award, the Alumnae Honor Award, and the Alumnae Achievement Award.

### Review of Students in Academic Difficulty

The records of students who are experiencing academic difficulty are reviewed at the end of each term by the Administrative Board. The records of any students in the following categories will be reviewed.

A student:

- with a semester or cumulative GPA of less than 2.00.
- who is granted a leave of absence or withdraws from the University after the eighth week of the semester.
- an overall record that is considered marginal.

The faculty has given the Administrative Board the authority to take whatever action it deems appropriate in each student's situation. Such actions may include no action, a letter of warning, probation, continued probation, removal from degree candidacy, or exclusion. As a result of this review, special conditions may be imposed on the student by the Administrative Board, in which case both the student and their parents or guardian (if the student is a dependent) may be notified.

#### **No Action**

The student remains in good standing

#### **Letter of Warning**

The student remains a degree candidate in good standing, and their record may be reviewed by the Administrative Board at the end of the semester if their grades do not improve.

#### **Probation**

The student may remain in degree candidacy, under warning, for one semester, with review and further action by the Administrative Board at the end of that semester.

#### **Immediate Removal from Degree Candidacy and Exclusion from the University**

Students who are removed from degree candidacy may enroll in classes as a non-degree student. At the end of a semester as a non-degree candidate, the student may apply for readmission to the University (contact the Registrar's Office). When degree candidacy is restored, courses successfully completed while a student had non-degree status will be applied toward a degree.

An excluded student is required to withdraw from the University for an entire semester. After a semester-long absence and with proof of academic work completed at another institution, a student may apply for readmission to the University. Excluded students who plan to take coursework elsewhere must have preapproval of their advisor and the registrar.

### Academic Difficulty and Financial Aid

Students are advised that all institutional, federal, and state-administered financial aid, including federal and state loan programs, will be discontinued to a student who is excluded from the University, who is removed from degree candidacy, who is on probation for more than two semesters in a row, or who fail to accumulate the prescribed number of credits toward the completion of their degrees. Financial aid recipients who are experiencing academic difficulty are urged to consult with a financial aid office staff member and to read carefully the Office of Student Financial Services statement on policy and procedure relative to academic progress.

## Participation in Commencement

Undergraduate students who are within eight semester hours of completing their baccalaureate degree may petition to participate in the May Commencement ceremony. The following rules apply:

- Students must be within two courses of degree completion.
- Students who wish to participate in Commencement must complete a Petition to Participate in Commencement, available from the Office of the Registrar.
- Students who complete their work at institutions other than Simmons must complete the official transfer of credit petition, obtain the necessary signatures, and make certain that their official transcript reaches the Simmons University registrar before their official conferral date. Degree conferral dates are the third Friday of August, third Friday of October, third Friday of January and the third Friday in May.

- Degrees completed over the summer will be awarded in August or October.
- Students who do not complete their work over the summer months must apply for a leave of absence no later than September 15.

## Leave of Absence

From time to time, students may take a voluntary leave of absence from their studies as a result of medical, mental health, or other personal matters that compromise their ability to continue in an academic program. A student may apply for a Leave of Absence (LOA) at any time after enrolling at the University. To request a Leave of Absence, students should follow the process listed on the Registrar's web page.

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 may be asked to complete the Process for Returning from an Involuntary Leave of Absence as a requirement of returning to the University. (See below.)

### Voluntary Leave of Absence

An undergraduate degree candidate may apply (the form is online at the Registrar's web site) for a leave of absence at any time after they enroll at the University. The leave of absence may extend for a period of up to two calendar years from the start of the leave. The student may return to the University at the beginning of any term within that period by notifying the Office of the Registrar at least one month prior to the first day of class if they were in good standing at the start of the leave.

Registered students who apply for a leave after the eighth week of a semester must have their records reviewed by the Administrative Board. If the Board determines that the student was progressing unsatisfactorily in their courses at the time their leave began, the Board may impose an appropriate academic sanction (e.g., letter of warning, probation, removal from degree candidacy, or exclusion from the University). In such cases the student may apply for re-admission to the University when they wish to return. Non-degree candidates are not eligible to apply for a leave of absence.

If, during the leave, the student wishes to take courses at another institution and transfer the credit to Simmons, they must obtain prior approval from the Office of the Registrar.

Students must meet with their academic advisor and the Dean for Student Affairs or their designee to confirm leave plans and must obtain their signatures on the application. Students who are financial aid recipients must meet with a financial aid counselor before taking a leave.

The transcript of a student who begins a leave after the fourth week of classes will show a "W" for each of their courses. The statement "Leave of Absence" and the effective date will be recorded on the transcript. Refund policies for leave of absence students are the same as those for students who withdraw from the University.

### 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 a student 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 Office of Student Affairs, 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 them 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 Office of Student Affairs may, based on 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 their 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 they will be required to take an involuntary leave of absence and if applicable, an immediate removal from the residence halls.

If, following the evaluation a leave is deemed unnecessary, the Office of Student Affairs 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 Office of Student Affairs will provide written notice to the student, including the specific requirements that must be met as a condition of eligibility for re-enrollment, the time line 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 Associate Dean or designee on a case-by-case basis. When a student takes a leave before the end of a semester, whether voluntary or involuntary, Simmons' usual tuition and residence hall refund schedule applies.

### **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 Office of Student Affairs. Following the interview with an individual of the clinical staff, a recommendation that is based off the student's report, their treatment history, information gathered from the external treatment facility, and/or a student's personal health care provider, will be shared with the Office of Student Affairs regarding the student's readiness to return. Then, on a case by case basis the Office of Student Affairs will make a determination if the student is permitted to return to the Simmons community. If it is determined that the student can return, the student will meet with the Office of Student Affairs 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 follow the recommended and established treatment plan.

If, after reviewing all pertinent information, the Office of Student Affairs 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 Office of the Provost.

## **Withdrawal from the University**

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 the student before their withdrawal must be paid in full prior to the release of their official records.

If an undergraduate student withdraws from the University after the eighth week of a semester, the Administrative Board will review the student's record. If the Board determines that the student was progressing unsatisfactorily in their course work at the time of their withdrawal, the Board may impose an appropriate academic sanction (e.g., letter of warning, probation, removal from degree candidacy, or exclusion from the University). An undergraduate wishing to leave the University should notify the Registrar's Office in writing in advance of their departure. They should also have an exit interview with Office of Student Affairs, and if they are a financial aid recipient, with a financial aid counselor. Students are urged to consult their parents or guardians and review the University's refund policy before deciding to withdraw from the University.

# ADMISSION

---

## FIRST-YEAR STUDENTS

Simmons students come from most of the 50 states and more than 40 countries. They represent varied geographic, religious, racial, ethnic, and economic backgrounds and have a variety of interests—in their studies as well as their extracurricular activities.

Retaining this diversity and maintaining a high standard of academic achievement is the responsibility of the Admission Committee. The faculty and administration that make up the Admission Committee meet regularly to review each applicant's credentials and discuss applications individually, selecting for admission those students who appear to be best qualified for Simmons. The most important credential for each applicant is the high school record. A careful study of the number and level of academic courses that a student has taken, their grades, and their recommendations gives the committee an indication of the kind of work the student will do in college. In addition to evidence of academic ability, the Committee looks for students who have shown the motivation to succeed and an interest in serving their communities, as well as those with special talents and leadership qualities. What the student says about themselves, particularly in the application essay and during the interview, provides the committee with a sense of what kinds of interests and activities the student has devoted their time and energy to. The additional requirement of the standardized test scores help to complete the picture.

### Application Procedure for First-Year Students

Simmons offers two admission plans for first-year student applicants:

1. **Early Action:** Students who are interested in learning about their admission decision early in the cycle may apply early action, which is a nonbinding plan. There are two Early Action deadline options:
  - **Early Action I:** complete an application by November 1 to receive a decision in mid-December
  - **Early Action II:** complete an application by December 1 to receive a decision in mid-January

2. **Regular Decision:** The application deadline for regular decision is February 1. Typically, students are notified of a decision by mid-April or earlier. Simmons subscribes to the national candidate's reply date of May 1.

## Required Credentials

Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

1. **Application Form:** The Simmons application or The Common Application should be submitted online to the Office of Undergraduate Admission for regular-decision candidates by February 1. Early-action candidates should apply by November 1 or December 1. Students applying for the spring semester, which begins in January, should submit an application by November 1.
2. **Application for Financial Aid:** Refer to application details (p. 260).
3. **Tests:** Every applicant must take either the Scholastic Assessment Test (SAT) or the American College Testing Assessment (ACT). Applicants whose native language is not English should see the test requirements for international students (p. 256). All tests should be taken no later than the December testing date of the applicant's senior year. Scores should be reported to Simmons by the testing agency or the student's high school. (The CEEB code for Simmons is 3761; the ACT code for Simmons is 1892.) For information concerning these tests, visit the College Board website at [www.collegeboard.org](http://www.collegeboard.org) or the American College Testing Assessment website at [www.act.org](http://www.act.org).
4. **Secondary School Record:** An official transcript from the secondary school(s) or homeschool is required, along with a detailed curriculum for homeschooled students.
5. **Recommendations:** The applicant must submit two official recommendations: one from a college counselor and one from a teacher. A student may submit additional recommendations if they so choose.

6. **Personal Interview:** Each applicant should visit Simmons, if possible. An interview is strongly recommended. The admission office is open for interviews year-round, Monday through Friday, from 9:00 a.m. to 4:30 p.m., and during the academic year on most Saturdays from 9:00 a.m. to 1:00 p.m. Appointments are required. Students may also request a phone or Skype interview if they are unable to visit campus or meet with a Simmons admission counselor when we are traveling for college fairs and high school visits.
7. **Deferred Admission:** Students who are not able to attend Simmons the semester for which they were accepted may request to have their acceptance deferred to the next semester or the next academic year. The student must submit a tuition deposit and the request must be submitted in writing to the Office of Undergraduate Admission prior to the expected enrollment date. A student may only defer acceptance for one year. After one year, deferred students must reapply.

## Academic Credits and Advanced Placement

Academic credit and/or advanced placement in courses taught at Simmons may be granted to students who have completed Advanced Placement (AP) exams, International Baccalaureate (IB) courses, or A-Level exams in secondary school. Please see AP/IB Credit evaluation list to see how AP/IB exams might transfer for credit and course placement. These credits may not be used to replace the required first- year course sequence.

## Merit Scholarship Programs

Simmons offers several academic scholarships for incoming undergraduate students. These awards are determined by the Office of Undergraduate Admission and are awarded upon review of the admission application. Merit scholarships are renewable for four years (eight semesters) of full-time undergraduate coursework pending successful academic progress.

### *Simmons Alumnae Scholarships*

Simmons Alumnae scholarships are renewable scholarships provided for relatives (typically children, grandchildren, or siblings) of Simmons graduates. The relative must have already graduated from Simmons. A separate application is not required; however, applicants should identify alumnae/us in their admission application.

### *The Gilbert and Marcia Kotzen Scholars Program*

The Kotzen Scholarship, a full tuition scholarship is the most prestigious merit scholarship that Simmons offers, and is awarded to approximately 10-15 students who have an exceptional record of academic excellence and leadership. Kotzen Scholars are eligible to receive an additional award of \$3,000 to be used toward study abroad, short-term courses, summer internship tuition, or research support. A separate application is required. Application instructions may be found at [www.simmons.edu/kotzen](http://www.simmons.edu/kotzen) or through the Office of Undergraduate Admission.

### *The Trustee Scholarship*

The Trustee Scholarship, a \$24,000 award renewable with a 3.0 Simmons GPA, is awarded to admitted students who have demonstrated outstanding academic achievement. The Trustee Scholarship is awarded at the time of acceptance and is subject to availability of funds. A separate application is not required.

### *The Presidential Scholarship*

The Presidential Scholarship, a \$22,000 award renewable with a 3.00 Simmons GPA, is awarded to admitted students who have demonstrated outstanding academic achievement. The Presidential Scholarship is awarded at the time of acceptance and is subject to availability of funds. A separate application is not required.

### *The Provost Scholarship*

The Provost Scholarship, a \$20,000 award renewable with a 3.0 Simmons GPA, is awarded to admitted students who have demonstrated outstanding academic achievement. The Provost Scholarship is awarded at the time of acceptance and is subject to availability of funds. A separate application is not required.

### *The Dean's Scholarship*

The Dean's Scholarship, a \$17,000 award renewable with a 3.00 Simmons GPA, is awarded to admitted students whose academic achievement and personal qualities indicate that they will continue to perform at the highest level when they enroll at Simmons. The Dean's Scholarship is awarded at the time of acceptance and is subject to availability of funds. A separate application is not required.

### *The Achievement Scholarship*

The Admission Committee grants the Achievement Scholarship to a select group of students to acknowledge their extraordinary contributions to their high schools and communities. Leadership, service, and co-curricular achievements distinguish candidates for this annual scholarship of \$15,000. The Achievement Scholarship is renewable for four years with a 3.0 GPA. A separate application is not required.

### ***The Boston Scholarship***

Select graduates of Boston public high schools are chosen annually as Boston Scholars and receive full tuition scholarships. The scholarship is renewable as long as the student is enrolled full-time (12 credits per semester) and maintains a 3.0 cumulative GPA. A separate application is required.

### **Honors Program**

The Honors Program is an interdisciplinary curriculum designed for highly motivated students with strong analytical and writing skills, high levels of creativity, and an eagerness for intellectual challenge. For more information on this selective program, please see page 26. Students may apply for the program on the Common Application or on the Simmons website. For more information, please write to [honors@simmons.edu](mailto:honors@simmons.edu).

## **TRANSFER STUDENTS**

Students with advanced standing are admitted as transfers. A transfer student is anyone enrolling in Simmons for the first time who has attempted at least 17 college-level credits as a degree-seeking student at another accredited institution, is seeking their first Bachelor's degree, and is 23 years old or younger. Transfers are accepted for both the spring and fall terms.

Transfer credit is generally granted for courses comparable to those offered by Simmons that were successfully completed with a grade of C or higher at another accredited institution. Credit for a course taken elsewhere with a grade of P can transfer if the Registrar's office can determine that the P is not equivalent to a grade below a C. To be eligible for the Simmons degree, transfer students must spend at least three semesters at Simmons and earn a minimum of 48 semester hours of credit. Students 24 years of age or older or students seeking a second bachelor's degree should apply to Simmons using the Dorothea Lynde Dix Scholars admission application. Please see page 12 for details. Students who have completed fewer than 17 college credits must apply as first-year students.

## **Application Procedure for Transfers**

Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

1. **Application Form:** The Simmons Transfer application or The Common Application should be submitted to the Office of Undergraduate Admission by the preferred April 1 deadline for students interested in transferring for the fall semester and November 1 for students interested in transferring for the spring semester. Admission decisions are made on a rolling basis. Accepted students who apply by the deadline and decide to enroll are required to submit a nonrefundable deposit no later than three weeks after their acceptance to Simmons. Students who apply after the deadline will be given a deposit deadline based on the date of decision. Students applying as transfer candidates to begin the nursing program in the fall semester are strongly encouraged to apply by December 15.
2. **Application for Financial Aid:** Refer to application details (p. 260).
3. **Secondary School Record:** An official transcript from the secondary school showing final grades earned, as well as proof of graduation is required. The applicant should contact their high school directly for this information. This requirement is waived for applicants with an Associate's degree.



4. **Tests:** Standardized tests are required of each applicant. This requirement may be met by taking either the Scholastic Assessment Test (SAT) or the American College Testing (ACT) Assessment. Students who have completed 32 semester hours of under-graduate work are generally exempt from this requirement. However, all applicants for nursing and physical therapy must submit standardized test scores. For information concerning these tests, visit the College Board website at [www.collegeboard.org](http://www.collegeboard.org) or the American College Testing Assessment website at [www.act.org](http://www.act.org). International students whose primary language is not English must take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT or ACT. Scores for tests taken before college entrance may be submitted. In all cases, the applicant is responsible for having the test results forwarded to the Office of Undergraduate Admission.
5. **College Record:** An official transcript from each college attended is required. If a student is enrolled in classes at the time of application, the applicant must file a supplementary transcript with final grades before enrolling at Simmons.
6. **Midterm Grade Report:** The Admission Committee may request that applicants have their current instructors send midterm reports with expected grades to the Office of Undergraduate Admission. A form for this purpose is provided in the transfer application.
7. **College Recommendations:** A recommendation from an academic advisor or dean and a recommendation from a faculty member are required. Both should be from the most recent institution attended. Forms for this purpose are included with the application materials. The Simmons Office of Undergraduate Admission keeps all credentials for one year. Therefore, applicants should notify the office if they have previously applied to Simmons, as some of the required credentials may already be on file. High school recommendations are not typically accepted from transfer students.
8. **Advanced Placement for Transfer Students**

To receive advanced placement credit, a transfer student must have taken the College Board Advanced Placement (AP) Examination, a Higher-Level International Baccalaureate (IB) course test, or the A-Level test before matriculating at the college they attended as a first-year student, and they must apply for credit no later than the end of their first semester at Simmons. They must also submit the official Educational Testing Service's verification of their scores to the Office of the Registrar. Please see additional information about advanced placement credit (p. 253).

Transfer students may also receive credit through the College Level Examination Program (CLEP). Students may transfer in a maximum of 80 credits via AP exams, CLEP exams, IB courses, A-level exams and coursework taken at another regionally accredited institution.

## Second Bachelor's Degree

Qualified students holding a baccalaureate degree may be admitted to Simmons as candidates for another Bachelor's degree. They are allowed to apply, up to 80 credits from the first degree toward the second degree. Second baccalaureate degree applicants must apply through the Dorothea Lynde Dix Scholars admission option and, once admitted, are subject to the policies that apply to Dix Scholars.

## Merit Scholarship Programs for Transfer Students

Simmons offers academic scholarships up to \$15,000 for incoming undergraduate transfer students. These awards are determined by the Office of Admission and are awarded upon review of the admission application. Merit scholarships are renewable for a maximum of four years (eight semesters) of full-time undergraduate coursework. They may not be used for summer sessions, graduate coursework, and may not be combined with other waivers or merit scholarships.

### *The Simmons Alumnae Scholarship*

Simmons Alumnae scholarships are renewable scholarships provided for relatives (typically children, grandchildren, or siblings) of Simmons graduates. The relative must have already graduated from Simmons. A separate application is not required; however, applicants should identify alumnae/us in their admission application.

### *The Achievement Scholarship*

The Admission Committee grants the Achievement Scholarship to a select group of transfer students to acknowledge their academic achievement in both high school and college, as well as their contributions to these communities. Academic achievement, leadership, service, and co-curricular achievements distinguished candidates for this annual scholarship of \$15,000. The Achievement Scholarship is renewable for a maximum of four years with satisfactory academic progress. A separate application is not required.

## Honors Program

The Honors Program is an interdisciplinary program designed for highly motivated students with strong analytical and writing skills, high levels of creativity, and an eagerness for intellectual challenge. Transfer students entering Simmons as degree candidates have the opportunity to apply for admittance to the honors program. While this program is highly selective, students with excellent combined experience in work and academics are encouraged to apply. Fall transfers must apply for the Honors program by April 1st. Spring transfers should apply during their first semester at Simmons. For more information about how to apply, please write to [honors@simmons.edu](mailto:honors@simmons.edu) or contact the Office of Undergraduate Admission.

## INTERNATIONAL STUDENTS

Simmons actively seeks out the most qualified students from every part of the world. Students who have completed or will complete the level of secondary education appropriate to beginning bachelor-level studies in the U.S. will be considered. Many students are eligible for advanced standing and college credit for certain secondary school examinations and certificates (such as A-level exams and the International Baccalaureate). Transfer students from junior colleges, institutes, and private and public colleges and universities recognized by their local governments will also be considered candidates for admission and transfer credit.

1. **Merit and Financial Aid:** Students who are not U.S. citizens or permanent residents are not eligible for need-based financial aid at Simmons. However, international students are still considered for all merit scholarships under the same criteria as U.S. students. In addition, F-1 international students are allowed the opportunity to work up to 20 hours per week through on-campus employment.

2. **Declaration of Finances:** Students who are not U.S. citizens or permanent residents are required to submit evidence of financial support in order to meet U.S. Immigration and Naturalization Service regulations for obtaining an F-1 student visa.
3. **Tests:** Students must demonstrate proficiency in English. If a student's native language is not English, they are required to take the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). A minimum score of 83 on the TOEFL is required or a 6.5 on the IELTS is required. If English is a student's primary language, they are required to take the Scholastic Assessment Test (SAT), or the American College Testing Assessment (ACT). Any questions or concerns may be directed to the Office of Undergraduate Admission. Information on both tests may be obtained from educational advisors at USIS offices, Fulbright commissions, U.S. embassies and consulates, and international high schools overseas.
4. **Application Deadline:** The preferred application deadline for international students wanting to start in the Fall is February 1. Applicants will be notified of an admission decision as soon as it is made. An F-1 student visa eligibility document (I-20) will be sent following the admission decision letter and receipt of the student's enrollment deposit. Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

## ADMISSION OPTIONS FOR ADULT UNDERGRADUATE STUDENTS—DOROTHEA

## LYNDE DIX SCHOLARS

Simmons offers students 24 years of age and older, and second Bachelor's candidates of any age, a supportive environment in which to pursue an undergraduate education that combines a degree in the liberal arts or sciences with professional preparation. The Dorothea Lynde Dix Scholars admission option for adult students has garnered national attention as one of New England's oldest, most successful programs of its kind. Dix Scholars enter Simmons for many reasons: to complete an undergraduate degree, to expand their knowledge and competence as professionals, or to gain enrichment. The Office of Undergraduate Admission provides a highly individualized admission process designed to help students transition from work or family life into college. Students are able to complete or supplement their educations on a flexible basis, either full- or part-time. Readiness and ability to handle course-work at Simmons are important factors in the admission process. Applications are accepted year-round, and the process may be initiated at any time for fall, spring, or summer semester. During an initial interview, a counselor in the Office of Undergraduate Admission will guide applicants through the application process.

**Degree Candidacy:** Students who wish to earn their undergraduate degree may apply for any of Simmons's degree programs by filling out the Dix Scholars application. Degree candidates are eligible to receive financial aid and may attend either part- or full-time. Dix Scholars may transfer up to 80 semester hours toward a Simmons Bachelor's degree through prior coursework, the College-Level Examination Program (CLEP), and Simmons's Credit for Prior Learning (CPL) process. A minimum of 48 credits must be completed at Simmons in order to earn a degree.

**The Credit for Prior Learning (CPL)** program offers Dix Scholars an opportunity to receive college credit for knowledge gained through life experience. Dix Scholars, once enrolled as degree candidates, can apply for credit for learning attained through employment, volunteer work, hobbies, travel, or other activity. The CPL program includes a required 2-credit seminar, IDS 227, facilitated by the faculty CPL advisor, Terry Müller. Please contact the Office of Undergraduate Admission for more information. Dix Scholars must complete all undergraduate requirements (p. 230), with the exception of the language requirement and the Leadership Course. Dix Scholars transferring credits can often apply those credits to complete graduation requirements. The Registrar provides an audit of the applicant's previous coursework that matches all academic experience to the Simmons curriculum.

**Non-Degree (Special) Candidacy:** Students who wish to take classes but do not necessarily want to earn a degree may apply as non-degree candidates. Non-degree candidates are allowed to take classes but are not eligible for graduation status unless they become degree candidates after applying. Non-degree candidates are not eligible to receive financial aid.

### Application Procedure for Dix Scholars

Please note that all admission materials and supporting documentation become the property of Simmons and may not be returned to the applicant at any time.

1. **Application Form:** The Simmons Dix Scholar application or the Common Application should be submitted on-line to the Office of Undergraduate Admission by the appropriate deadline.
2. **High School Transcript:** An official transcript from the secondary school from which the student graduated or GED/HiSET scores must be sent directly to Simmons. Students who have already completed an associate's or bachelor's degree will have this requirement waived upon receipt of their college transcript(s).

3. **College/University Records:** Official transcripts from all colleges or universities attended should be sent directly to Simmons. If the student is currently enrolled in college, they will need to file a supplementary transcript with final grades before enrolling at Simmons. College or university transcripts from institutions outside the U.S. must be officially evaluated by the Center for Educational Documentation, P.O. Box 170116, Boston, MA 02117. Phone: 617-338-7171; Fax: 617-338-7101; Email: info@cedevaluations.com
4. **Two Recommendations:** Students must submit two recommendation letters. Academic recommendations are strongly preferred for applicants who have recent coursework.
5. **Standardized Test Scores:** Students applying to the nursing and physical therapy programs for their first bachelor's degree must report scores from the SAT, ACT, or TEAS. Scores will be accepted from official high school transcripts. For scores being sent directly by the College Board/SAT Score Report, the Simmons code is 3761. Simmons does not require SAT Subject Tests. If English is not the native language, TOEFL, IELTS, or a comparable test is required. Applicants with significant college coursework taught in English should contact their admission counselor to determine if the English proficiency test requirement can be waived.
6. **Résumé:** Recommended for all applicants.
7. **Statement of Purpose:** Dix Scholars must prepare an essay that is a reflection upon their personal and professional experiences, and how these experiences have influenced them to attend college as an adult student. Statements should be double-spaced and between two to four pages in length.
8. **Nursing License:** Registered nurses applying for the RN-BSN degree completion program are required to submit a copy of their registered nurse license.

Because Dix Scholars often have life commitments involving family and work that preclude many from attending college full-time, Simmons offers these students tuition based on credits taken rather than flat tuition. This policy enables the adult student to have greater flexibility in completing their desired program. See page 43 for current tuition rates. Dix Scholars are welcome to apply for financial aid. See below for further information about financial aid.

#### **Dix Scholarships**

The Dix Scholarship is awarded to all adult students who are admitted as degree candidates and who have not been previously enrolled in a Simmons degree-seeking program. A separate application is not required. The scholarship is a one-time scholarship up to \$5,000.

#### **Tuition and Financial Aid for Dix Scholars**

# FINANCIAL AID

---

Simmons University administers a comprehensive financial aid program, which includes institutional, federal, and state grants; loans; and work opportunities. Simmons makes its educational opportunities available to as many capable, promising students as possible and welcomes applications from students who could not meet their college expenses without assistance.

The primary responsibility for educational financing belongs with the family. Financial aid eligibility is determined through the evaluation of a family's ability to contribute toward educational expenses. Simmons University and/or the federal government may award funds to supplement the family's ability to pay. At Simmons, both academic excellence and financial need are used to determine a student's financial aid package. The cost of attendance is re-established each year, and family resources are re-evaluated annually.

## SCHOLARSHIPS AND GRANTS

**Merit Scholarships:** Simmons University offers scholarships based on academic excellence, achievement in leadership, community service, and co-curricular activities. Non-need-based funding is awarded upon entrance to Simmons and has varying grade point average requirements for renewal in subsequent years. Students must also meet Satisfactory Academic Progress requirements in subsequent years in order to receive this funding. Please see Merit Scholarship Programs (p. 253) for a description of these opportunities.

**Simmons Need-Based Grants:** Simmons University offers grants based on financial need as determined each year by the FAFSA and a student's ability to meet the requirements of Satisfactory Academic Progress. If a student receives a Simmons need-based grant as part of her aid package, it may be adjusted during the academic year to include support from one of Simmons's special, endowed funds; however, the total grant amount will not change. Endowed scholarships/grants are part of the pool of need-based funds made possible by the generosity of alumnae and friends of Simmons who believe in providing opportunities for needy students at Simmons.

**Federal Pell Grant:** This grant is offered by the federal government, based on high financial need. Pell grant ineligibility is not an indicator of ineligibility for other federal aid programs.

**Federal Supplemental Educational Opportunity Grant (SEOG):** This grant is provided to Simmons University by the federal government and is awarded to the neediest undergraduate students.

**State Scholarship/Grant:** This award is offered by a student's state of residence. Massachusetts, Vermont, and Pennsylvania currently offer funding to students attending schools in Massachusetts. Each state has its own application procedure and deadline.

## LOANS: FEDERAL AND INSTITUTIONAL

Unlike scholarships and grants, loans must be repaid. Students are required to sign a promissory note for all loans. Repayment begins after graduation or when a student drops below a half-time registration status.

If a student is borrowing a federal loan at Simmons University for the first time, federal regulations require that she complete loan entrance counseling before any loan funds can be credited to the student's account.

**Federal Perkins Loan:** Federal Perkins Loan funds are provided to Simmons University by the federal government and are reserved for the neediest students. Repayment of the principal (at 5 percent interest) begins nine months after the student is no longer enrolled at least half-time. There are no interest charges on a Perkins Loan while a student is enrolled at least half-time. Depending on the amount a student borrows, the repayment term can extend up to 10 years. This loan program has been discontinued by the Federal Government and new borrowers are no longer being accepted.

**Subsidized Federal Direct Loan:** This federally subsidized loan is made available by the federal government. Students who demonstrate financial need are eligible for this loan. The maximum annual loan for first-year students is \$3,500; for sophomores, \$4,500; and for juniors and seniors, \$5,500. The cumulative maximum for undergraduate study is \$23,000. The rate of interest is set annually. The interest is paid by the federal government while the student is enrolled at least half time in a degree seeking program. Repayment begins six months after a student ceases to be enrolled at least half-time. The standard repayment term is 10 years and may be extended through various repayment options.

**Unsubsidized Federal Direct Loan:** This loan is available to students in addition to the subsidized loan and to students who do not qualify on the basis of need for subsidized loan funds. Eligibility is the difference between the annual maximum and the amount received in subsidized loan. Total loan limits for both subsidized and unsubsidized programs, either singularly or combined, are \$5500 for first-year students; \$6500 for sophomores; and \$7500 for juniors and seniors. Independent undergraduates, and dependent students whose parent is unable to borrow through the Federal Plus Loan Program, may borrow an additional \$4,000 (first-year students/ sophomores) or \$5,000 (juniors/ seniors) annually. The amount received each year in combination with other awards cannot exceed the students cost of attendance. The rate of interest is set annually. Accrual of interest begins immediately and is capitalized when the student graduates or ceases to be enrolled at least half-time. Similarly, repayment begins six months after a student ceases to be enrolled at least half-time.

**Federal Parent PLUS Loan:** The Federal PLUS Loan for parents is one of the loan options families can choose to finance their remaining educational expenses. The interest rate and processing fee are set annually. Payment can begin after the loan is fully disbursed for the year or can be deferred until after the student ceases to be enrolled at least half-time. The standard repayment term is 10 years.

**Institutional Loans:** These institutional loans are awarded by Simmons University based upon financial need. Repayment begins after a student ceases to be enrolled at least half-time. The funds for these loans come from a variety of sources including endowed funds established by donors to provide low-interest loans to students.

## PAYMENT PLANS

Simmons University is committed to assisting families in pursuing additional financing options. Monthly payment plans are a means of budgeting education costs over the academic year without borrowing, thereby allowing families to pay for current academic-year expenses out of current monthly income and savings. See Payment Methods and Policies (p. 263) for more information about monthly payment plans.

## PART-TIME EMPLOYMENT

**Federal Work Study:** A student's financial aid may contain a federal work-study award, which is funded primarily by the federal government and administered by Simmons. These awards are made based upon need and a student responding 'yes' to having interest in work study on the FAFSA. A work-study award does not guarantee a job, but it offers the student an opportunity to apply and interview for a desired position.

**Part-time General Employment:** Simmons University also funds general employment to provide employment both on and off campus. General employment is available to students regardless of financial need. Through either source of funding, a student may work up to 20 hours per week in either on- or off-campus positions. Students receive a bi-weekly paycheck for hours worked. Students interested in all types of work opportunities should visit <http://www.simmons.edu/about-simmons/work-at-simmons/student-employment/students> for additional information.

## APPLYING FOR FINANCIAL AID

### First-year Students

Prospective, first-year students interested in applying for financial aid should do so at the time of their application for admission or as soon as possible after October 1st. The admission process is separate, and the application for financial aid will not influence the decision for admission. All first-year students are required to submit the Free Application for Federal Student Aid (FAFSA) and the Simmons Student Information Form (SIF). The FAFSA becomes available on October 1st of the prior year at [FAFSA.ed.gov](http://FAFSA.ed.gov) and the SIF can be completed online at [simmons.edu/sfs/forms](http://simmons.edu/sfs/forms). Simmons will contact the student via mail and/or email if additional documentation is needed. Detailed application instructions and deadline dates are available at [simmons.edu/applyforaid](http://simmons.edu/applyforaid). Award notifications for families who have submitted their FAFSA by December 1st are sent by the end of January for the fall semester and on a rolling basis for the spring semester.

### Continuing Undergraduates

Current undergraduate students should submit the FAFSA by March 1st to assume timely notification of awards. Awards for students who submit an application on time, will be issued in mid-April if they plan to attend during the summer or in mid-June if they plan to return in the fall. To maintain financial aid eligibility, a student must demonstrate financial need, submit all necessary application materials by the requested dates, be enrolled at least half-time, and maintain satisfactory academic progress.

### **Transfer Students**

Students transferring to Simmons University are also eligible for financial aid as described above. The admission process is separate, and the application for financial aid will not influence the decision for admission. All transfer students are required to submit the Free Application for Federal Student Aid (FAFSA) and the Simmons Student Information Form (SIF). The FAFSA becomes available on October 1st of the prior year at [FAFSA.ed.gov](http://FAFSA.ed.gov) and the SIF can be completed online at [simmons.edu/sfs/forms](http://simmons.edu/sfs/forms). Simmons will contact the student via mail and/or email if additional documentation is needed. Detailed application instructions and deadline dates are available at [simmons.edu/applyforaid](http://simmons.edu/applyforaid). Notification begins in March for the fall semester and December for the spring semester.

### **Financial Aid for Dix Scholars**

Newly enrolling Dix Scholars receive a Dix Scholarship of up to \$5000. Dix Scholars working toward their first undergraduate degree are eligible to apply for federal, state, and Simmons grant funding. Students seeking a second degree are also eligible for aid on a limited basis. Any Dix Scholar is welcome to apply for financial aid by submitting the Simmons Student Information Form (SIF), the Free Application for Federal Student Aid (FAFSA), and all other requested documents. Students over the age of 24 are not required to submit their parents' financial information as part of their application. Detailed application instructions and deadline dates are available at [simmons.edu/applyforaid](http://simmons.edu/applyforaid). Students should submit their financial aid applications concurrently with their applications for admission or as soon as possible after October 1st. Notice of awards will begin in March for the fall and summer semesters and in December for the spring semester.

# REGISTRATION AND FINANCIAL INFORMATION

*Note: All tuition and fees are subject to revision by the Board of Trustees.*

## EXPENSES: 2018-2019

Tuition for full-time Simmons University undergraduates admitted prior to Fall 2017 (registered for 12 credits or more) is charged on a flat-rate basis. Tuition for the 2018–2019 academic year is \$19,830 (\$21,720 for nursing students) per semester.

Tuition for full-time undergraduates admitted after Fall 2017 (registered for 12-18 credits) is charged on a flat-rate basis. A traditional full-time undergraduate admitted after Fall 2017 who takes greater than 18 credits will be charged per credit for any credit over the 18 credit maximum. Tuition for full-time undergraduates formally admitted to an accelerated degree program (3+1, 3+3, 4+1) after Fall 2017 (registered for 12-22 credits) is charged on a flat-rate basis. A full-time undergraduate formally admitted to an accelerated degree program after Fall 2017 who takes greater than 22 credits will be charged per credit for any credit over the 22 credit maximum.

Tuition for part-time undergraduates (registered for fewer than 12 credits), flat-rate undergraduates registered over the credit maximum and Dorothea Lynde Dix Scholars is based on a \$1,240 (non-nursing) and \$1,360 (nursing) charge per credit hour of instruction.

In addition, all full-time undergraduates (12 or more semester hours per semester) and all part-time resident students must pay the Health Center Fee (\$440 per semester). The Health Center Fee entitles a student to the services of the Simmons Health Center and is unrelated to the Student Health Insurance Plan. The cost for room and board for undergraduates is \$7,600 per semester (\$8,445 for Dix Scholars). All full-time undergraduates and full-time Dix Scholars pay a \$130 per semester student Activity Fee, which supports a number of student-run activities and events. A \$1,250 fee is charged each semester for students in study abroad programs.

For a full-time undergraduate student, the following college budget is suggested:

## Full-Year Budget (2018-2019)

Tuition	Resident	Commuter
Non-Nursing	\$39,660	\$39,660
Nursing	\$43,440	\$43,440
Residence	\$15,200	N/A
Resident (Dix Scholars)	\$16,400	N/A
Health Center Fee	\$880	\$880
Student Activity Fee	\$260	\$260
Student Health Insurance	\$3,551	\$3,551
<b>Non-Nursing Total</b>	<b>\$59,551</b>	<b>\$44,351</b>
<b>Nursing Total</b>	<b>\$63,331</b>	<b>\$48,131</b>

Approximately \$1200 should be budgeted for books and supplies.

## 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.



## 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. Students are urged to complete payment in full by the due dates of August 1st for the fall semester, December 15th for the spring semester, and May 5th for the summer semester. Simmons cannot assure that payments received after the due date will be processed in time to clear the student's official registration. Students who do not settle their accounts prior to the first day of classes may have to select courses on a space-available basis. Students whose payments are received after the due dates will be charged a \$200 late payment fee (\$100 is assessed at the due date; an additional \$100 is assessed on the first day of the term). A fee of \$20, in addition to the above late payment fees, will be charged for any dishonored check.

Simmons University provides the convenience of making quick and easy online payments toward your student account balance. MasterCard, Visa, American Express and Discover are accepted. Please note that a service fee of 2.85% of the total payment amount will also be charged to the credit card. Simmons neither charges nor collects the service fee. You may also make a check payment online using the Electronic Check option. There is no fee for an Electronic Check payment. Students can gain access to both the Electronic Check and Credit Card payment options using the online Student Account Center accessible through AARC.

Authorized Users -- individuals such as parents, an employer, a spouse, etc. -- can make payments on behalf of a Simmons student after the student grants access. When access has been granted, the Authorized User will receive an email with instructions to create a login and make payments. Authorized Users only have access to the financial information the student has made available to them through the online Student Account Center. They will not have access to other information in AARC such as grades or registration information.

Payment by paper check should be mailed to either of the two addresses stated below:

*Payment with Billing Stub:*  
 Simmons University  
 PO Box 414104  
 Boston, MA 02241-4101

*Payment without Billing Stub:*  
 Simmons University  
 Cashier Window, W-207  
 300 The Fenway  
 Boston, MA 02115-5898

or presented at the Cashier Window in the Main College Building, W-207.

Simmons has partnered with Tuition Management Systems (TMS) to offer the Monthly Payment Plan. Payment plans are the sensible approach to paying education expenses. They allow for smaller, affordable payments instead of paying your balance in one large lump sum. Both annual and semester plans are available. Please visit [simmons.afford.com](http://simmons.afford.com) for detailed enrollment information.

### FINANCIAL AGREEMENT EXCERPT

All students are required to e-sign a financial agreement in order to register each semester. Important sections of that financial agreement are included below:

The student account constitutes a financial obligation between the student and Simmons and reflects a balance owed for Educational Benefits. All students are required to e-sign the Financial Agreement to expressly authorize Simmons to charge to their account all tuition, fees, costs, interest, expenses and other charges incurred by the student as a result of attending Simmons.

All student account balances are payable in full according to the policy stated in the current Simmons Student Handbook. A late fee will be assessed for non-compliance with payment deadlines. Balances may be paid in full at any time prior to the deadline(s), and financial aid funds may be applied to current and new charges on the student account.

Educational Benefits that students receive from Simmons without advance payment are being provided on credit and such extension of credit by Simmons constitutes a qualified educational loan that may not be dischargeable in bankruptcy proceedings pursuant to 11 U.S.C. § 523 (a) (8). This may be the case even if no actual funds are being advanced to the student or change hands, but are rather being applied as a pass-through, transfer or otherwise.

If it becomes necessary for Simmons to enforce payment of a student account, the student agrees to reimburse Simmons the fees of any collection agency, which may be based on a percentage at a maximum of 33.33% of the debt, and all lawful costs and expenses, including reasonable attorney's fees, which Simmons may incur in such collection efforts.

Simmons retains a security interest in and/or hold on all unofficial and official transcripts, diplomas, certificates and letters of recommendation, or grade reports, which may not be released until all debts and the student account are fully paid. Withdrawal from Simmons may not relieve a student of the financial obligation for payment of tuition and fees in accordance with this Financial Agreement and the policy statement in the current catalog. Simmons, at its sole discretion, may prevent future registration until all financial obligations have been satisfied.

By signing the Financial Agreement, students authorize Simmons and its agents, representatives, attorneys and contractors (including collection agencies) to contact them regarding their student account and educational loan through my mobile phone, home phone and email, including current and future numbers and including by way of text, automated message calls or automated telephone dialing equipment or artificial or pre-recorded voice and text messages.

All notices required to be given by Simmons in connection with the student account or educational loan shall be deemed to have been delivered on the day deposited into the United States mail, properly addressed and postage prepaid. It is the student's responsibility to ensure that their contact information with Simmons College is up to date and accurate.

### **Tuition and Residence Deposits**

A non-refundable \$250 tuition deposit is required of all candidates upon acceptance. The deposit is credited to the student account and appears as a credit on the first bill. The tuition deposited is forfeited if the student does not register for courses during the year for which they are accepted. A \$250 residence deposit is required before a room can be reserved on campus. The residence deposit will remain on deposit as long as the student remains in on-campus housing. New students will receive information on how to accept their admission offer and pay their enrollment deposit in their acceptance materials.

## **REFUND POLICIES**

### **Undergraduate Tuition General Refund Policy**

Courses dropped after the start of the semester are subject to partial tuition charges. The official tuition refund schedule can be found on the Student Financial Services website. All requests to add or drop a course must be made in writing to the Registrar's Office through an add/drop form or via email at registrar@simmons.edu. The refund amount is determined by the date the registration change request is received. Non-attendance in a course does not constitute withdrawal from that course. The refund policy applies to any course dropped after the start of the term.

### **Special Rules Affecting Financial Aid Recipients Refund Policy and Return of Title IV Funds**

If a student should completely withdraw from all coursework once classes begin in the fall or spring semesters, they may still be accountable for a portion of tuition, fees and room & board. Simmons University is responsible for adhering to rules established by the federal government that determine the amounts of federal financial aid (Stafford, Pell, Perkins, SEOG, TEACH) a student is allowed to keep toward University charges.

## General Tuition Refund Policy

Courses dropped on or before		Tuition charges cancelled
<b>Fall semester 2018</b>	September 12	100 percent
	September 19	80 percent
	September 26	60 percent
	October 3	40 percent
	October 10	20 percent
	October 11	0 percent
<b>Spring semester 2019</b>	January 30	100 percent
	February 6	80 percent
	February 13	60 percent
	February 20	40 percent
	February 27	20 percent
	February 28	0 percent
<b>Summer 2019</b>	1st day of class	100 percent
	2nd day of class	80 percent
	After the 2nd day of class	0 percent

The federal rules assume that a student earns their aid based on the period of time they remained enrolled. State and institutional funds are also subject to change due to withdrawal. If a student is considering withdrawal, they should meet with a financial aid counselor to discuss the financial implications prior to changing their enrollment. All non-financial aid students who withdraw from some or all classes are subject to the Simmons general tuition refund policy, which provides partial refunds of tuition only for the first four weeks of classes. When a student withdraws, any adjusted Simmons charges that have not yet been paid are still owed to Simmons University. If the account is referred to collection, any associated expenses will be added to the balance due. Many privileges are suspended for students who are not in good standing with the University, including the release of academic transcripts and diplomas. Questions regarding refunds should be directed to Student Financial Services.

## DROPPING A COURSE

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 (using the add/drop form, or via email at registrar@simmons.edu) 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.

## REGISTRATION AND BILLING

### Registration: New and Returning Students

New and returning students should finalize their registrations before September 4th for the fall semester and before January 22nd for the spring semester. An officially registered student is one who has completed registration per instructions, has obtained any necessary approvals, and has settled all charges with Student Financial Services. Students may make registration changes without financial penalty before the second Friday of the fall or spring semester. Students may, with the permission of the instructor and their advisor, make changes to their course registrations during the third and fourth week of classes. No student may register for any course after the fourth Friday of either semester.

### Billing: New and Returning Students

Initial tuition bills are mailed and emailed in mid-June for the fall semester and mid-November for the spring semester. Subsequent billing statements are sent monthly throughout the duration of the semester for any account with a balance due. Billing correspondence is mailed to the current home address on file and emailed to the Simmons email address as well as the email address of any Authorize User the student has added. Students are responsible for maintaining accurate demographic information. Tuition e-bills are also uploaded monthly to the online Student Account Center which can be accessed via AARC. Any student who is registered but does not receive a bill by these dates should contact Student Financial Services immediately. For new students who are accepted to the College after the respective billing dates noted above, all charges are payable upon receipt.

## 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 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.

# 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.

**The President** is appointed by the Board of Trustees and is the chief executive officer of the University, responsible for academic and financial administration in accordance with policies established by the Board. Senior vice presidents and vice presidents report to the president. The president acts as a liaison between the Board of Trustees and the faculty, works with members of the Board and the Simmons community to plan and budget for future needs, and fosters an open, collegial environment for faculty, staff, and students. In addition, the president works closely with alumnae/i, business, government, foundations, educational associations, and other external constituencies and ensures that Simmons University plays an active role in Boston-area community relations and higher education on a national level. Helen G. Drinan is the current president.

**The Provost and Senior Vice President**, reporting to the President, is the Chief Academic Officer and the second-highest ranking officer at Simmons. All Deans, the Office of Sponsored Research, the Library, the Registrar, the Career Education Center, the Study Abroad Office, and the Office of Academic Advising and Support report to the Provost. In the president's absence, the provost serves as the chief executive officer for the University. The Provost provides leadership and advocacy for Simmons's academic programs. The Provost coordinates and manages the promotion and tenure process, advises the President and Board of Trustees on academic matters, and plays a major role in developing the annual budget and in recommending allocation of resources, particularly within academic units. Katie Conboy, Ph.D., is the current Provost.

**The Senior Vice Presidents and Vice Presidents** leads Simmons's administrative units. They are responsible for the day-to-day operation of the College as well as long-term planning, staffing decisions, and resource allocation for their respective divisions and, with the President, for Simmons as a whole.

**The General Counsel** is responsible for providing a variety of legal services to members of the Simmons community, including its Board of Trustees, administrators, faculty, and staff. The general counsel advises on regulatory compliance, internal governance, risk management, and commercial transactions, and she engages the services of outside law firms for matters requiring specialized expertise. The current general counsel also serves as Clerk of the College and Secretary to the Board of Trustees. Kathleen B. Rogers is the current General Counsel.

**The Deans** are the academic leaders of Simmons four Colleges: the Gwen Ifill College of Media, Arts, and Humanities; the College of Organizational, Computational, and Information Sciences; the College of Natural, Behavioral, and Health Sciences; and the College of Social Sciences, Policy, and Practice. The Deans are responsible for long-term planning, staffing decisions, curriculum support, and resource allocation.

## FACULTY

---

Abate, Maria. Assistant Professor of Biology, College of Natural, Behavioral, and Health Sciences. BA, University of California, Davis; PhD, Northeastern University. 2011.

Abraham, Paul. Professor of Education, College of Social Sciences, Policy, and Practice. BA, Boston College; MEd, Boston University; EdD, Harvard University. 1993.

Adjepong, Anima. Assistant Professor of Sociology, College of Social Sciences, Policy, and Practice. A.B. Princeton University; PhD, University of Texas, Austin. 2017.

Agarwal, Naresh. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BAS, Nanyang Technological University; PhD, National University of Singapore. 2009.

Agudelo, Felipe. Assistant Professor of Public Health, College of Social Sciences, Policy, and Practice. MPH, Universidad de Antioquia; EdD, DePaul University. 2017.

Aguilera, Anna. Assistant Professor of Biology, College of Natural, Behavioral, and Health Sciences. AB, Brown University; MS, University of Massachusetts, Amherst; PhD, Tufts University. 2012.

Allen, Ronald. Associate Professor of Practice of Behavior Analysis and Doctoral Program Director, College of Natural, Behavioral, and Health Sciences. BA, MS, PhD, University of Florida. 2007.

Almeida, Joanna. Assistant Professor of Social Work, College of Social Sciences, Policy, and Practice. ScD, Harvard University. 2012.

Amado, Abel. Assistant Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. PhD, Boston University. 2015.

Aoki, Masato. Associate Professor of Economics, College of Social Sciences, Policy, and Practice. BA, Bucknell University; MA, PhD, University of Massachusetts, Amherst. 1993.

Aronson, Judith. Associate Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, University of Michigan; MFA, MCP, Yale University. 1998.

Atinaja-Faller, Josephine. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Rutgers, The State University of New Jersey, Newark; MSN, Northeastern University. 2003.

Axe, Judah. Associate Professor of Education and Behavior Analysis and Director of Special Education, College of Social Sciences, Policy, and Practice. BS, University of Wisconsin; MA, PhD candidate, The Ohio State University. 2008.

Bailey, Gary. Professor of Practice of Social Work and Director of Urban Leadership Program, College of Social Sciences, Policy, and Practice. MSW, Boston University. 1999.

Bailly, Sandra. Associate Professor of Practice of Social Work and Assistant Director of Field Education, College of Social Sciences, Policy, and Practice. BA, Tufts University; MSW, Simmons College. 2014.

Ballin, Amy. Assistant Professor of Education, College of Social Sciences, Policy, and Practice. B.S. Cornell University; M.S.T. Antioch New England Graduate School; M.S.W., Boston University; C.A.G.S, Lesley University; Ph.D. Lesley University. 2015.

Barosky, Christina. Associate Professor of Practice of Behavior Analysis and Acting Director of Intensive Practicum, College of Natural, Behavioral, and Health Sciences. BA, Northeastern University; MA, Columbia University; PhD, Simmons College. 2015.

Bastian, Jeannette. Professor of Library & Information Science and Director of the Archives Management Concentration, College of Organizational, Computational, and Information Sciences. BA, New York University; MLS, Shippensburg University; MPhil, University of West Indies; PhD, University of Pittsburgh. 1999.

Baughman-Dalton, Lindsey. Associate Professor of Practice of Social Work and Assistant Director of Field Education Evaluation and Planning, College of Social Sciences, Policy, and Practice. BS, Penn State University; MSW, Boston College. 2014.

Beebe, Justin. Associate Professor of Physical Therapy, College of Natural, Behavioral, and Health Sciences. B.S., M.S. University of Indianapolis; Ph.D. Washington University in St. Louis. 2013.

Beers, Donna. Professor of Mathematics, College of Organizational, Computational, and Information Sciences. BA, MS, PhD, University of Connecticut. 1986.

- Belio Apaolaza, Helena. Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. PhD, Universidad de Salamanca. 2015.
- Bellamy, William. Warburg Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. B.A. Occidental College; M.A. Fletcher School of Law and Diplomacy, Tufts University. 2012.
- Bellenoit, Helen. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. MS, Salem State University. 2010.
- Berger, Michael. Associate Professor of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BA, Cornell University; MBA, Boston University; MA, PhD, Harvard University. 2005.
- Bergland, Renee. Professor of English and Chair of the Department of English, Gwen Ifill College of Media, Arts, and Humanities. BA, St. John's College; PhD, Columbia University. 1999.
- Berry, Stephen. Associate Professor of History, Gwen Ifill College of Media, Arts, and Humanities. BA, MEd, Vanderbilt University; MLIS, University of Southern Mississippi; PhD, Duke University. 2007.
- Berube, Charlene. Associate Professor of Practice of Nursing and Chair of Undergraduate Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Saint Anselm College; MSN, Boston University. 1992.
- Bhattacharyya, Shreya. Lecturer in Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BS, University of Calcutta; MS, Indian Institute of Technology, Madras; PhD, Arizona State University. 2017.
- Biewener, Carole. Professor of Economics, College of Social Sciences, Policy, and Practice. BA, Douglass College; PhD, University of Massachusetts. 1987.
- Birchander, Ellen. Lecturer in Psychology, College of Natural, Behavioral, and Health Sciences. BA, Simmons College; MSW, Boston College; MS, Tufts University; ABD, University of Massachusetts, Boston. 2016.
- Birnbaum, Shira. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. B.A. Barnard College, Columbia University; PhD, Florida State University. 2018.
- Blake-Beard, Stacy. Professor of Business, College of Organizational, Computational, and Information Sciences. BS, University of Maryland; MA, PhD, University of Michigan. 2001.
- Blumberg, Nancy. Associate Professor of Practice of Social Work and Assistant Director of Field Education, College of Social Sciences, Policy, and Practice. B.S., Vassar College; S.S.W., Simmons College. 2012.
- Bonacic, Danisa. Associate Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, MA, Pontificia Universidad Católica de Chile; PhD, Brown University. 2007.
- Boothby-Downing, Kimberly. Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. 1995.
- Botticelli, Peter. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, Loyola University; AM, University of Illinois; PhD, University of Illinois; MSI, University of Michigan. 2013.
- Bottomley, Jennifer. Associate Professor of Practice of Physical Therapy, College of Natural, Behavioral, and Health Sciences. 2014.
- Brenner, Elise. Lecturer in Sociology, College of Social Sciences, Policy, and Practice. B.A., Boston University; PhD University of Massachusetts, Amherst. 2015.
- Bresler, Edith. Professor of Practice of Art & Music, Gwen Ifill College of Media, Arts, and Humanities, BFA, School of Visual Arts. 2000.
- Bromberg, Pamela. Professor of English and Women's & Gender Studies, Gwen Ifill College of Media, Arts, and Humanities. BA, Wellesley College; PhD, Yale University. 1972.
- Brown, Michael. Professor of Mathematics, College of Organizational, Computational, and Information Sciences. BA, Columbia University; MA, PhD, Harvard University. 1986.
- Brown, Lisa. Associate Professor of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, Clark University; MS, Simmons College; PhD, Boston University. 2008.
- Burney, Nickie. Associate Professor of Practice of Nursing and Director of the FNP Program, College of Natural, Behavioral, and Health Sciences. 2017.

Burton, Carly. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. BA, Wesleyan University; MSW, Boston University. 2015.

Cadet, Tamara. Assistant Professor of Social Work, College of Social Sciences, Policy, and Practice. BA, Tufts University; MPH, School of Public Health; MSW, Boston University; PhD, Simmons College. 2007.

Carey, Amanda. Assistant Professor of Psychology, College of Natural, Behavioral, and Health Sciences. PhD, Northeastern University. 2012.

Castaneda, Silvana. Associate Professor of Practice of Social Work and Director of Social Work@Simmons Field Education, College of Social Sciences, Policy, and Practice. MSW, Simmons College. 2010.

Cater, Gloria. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. AS, Northeastern University; BSN, Boston University; MSN, University of Massachusetts, Lowell; PhD, University of Massachusetts, Boston. 2009.

Ceja, Janet. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of California, Santa Barbara; MA University of Rochester; PhD, University of Pittsburg. 2015.

Chang, Chiu-Chi. Associate Professor of Business, College of Organizational, Computational, and Information Sciences. BA, MBA, National Taiwan University; PhD, Indiana University. 2014.

Chase, Philip. Professor of Practice of Behavior Analysis, College of Natural, Behavioral, and Health Sciences. BA, MS, PhD, University of Massachusetts, Amherst. 2016.

Christian, Ladonna. Associate Professor of Practice of Nursing and Director of the Dotson Bridge Program, College of Natural, Behavioral, and Health Sciences. BSN, University of Michigan, Ann Arbor; MSN, University of Massachusetts, Dartmouth. 2009.

Christoffersen, Jean. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, State University of New York, Brooklyn; MSN, Boston College. 1999.

Chumley, Janet. Associate Professor of Practice of Education, College of Social Sciences, Policy, and Practice. BA, Antioch College; MEd, Boston University. 1995.

Cloonan, Michele. Professor of Library & Information Science and Dean Emerita, College of Organizational, Computational, and Information Sciences. AB, Bennington College; AM, University of Chicago; MS, University of Illinois; PhD, University of Illinois. 2002.

Cloutier-Blizzard, Kimberlee. Lecturer in Art & Music, Gwen Ifill College of Media, Arts, and Humanities. BA, University of New Hampshire; MA, PhD, University of Virginia. 2015.

Coggeshall, George. Professor of Practice of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BS, University of Rhode Island, Kingston; MSPT, Boston University. 2007.

Cohn, Tanya. Associate Professor of Practice of Nursing and Coordinator of Foundation Courses, College of Natural, Behavioral, and Health Sciences. 2013.

Colavito Siu, Elizabeth. Lecturer in Nutrition, College of Natural, Behavioral, and Health Sciences. 2010.

Cole, Benjamin. Assistant Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. BA, MA, University of New Hampshire; PhD, George Mason University. 2012.

Cole, Donna. Senior Lecturer in Sociology, College of Social Sciences, Policy, and Practice. 2014.

Corcoran, James. Associate Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, University of North Dakota; MPA, Harvard University. 1986.

Costello, Margaret. Assistant Professor of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Salve Regina College; MS, Simmons College; MSN, Massachusetts College of Pharmacy; PhD, Simmons College. 2001.

Coulam, Robert. Professor of Practice of Business, College of Organizational, Computational, and Information Sciences. BA, Harvard University; JD, Harvard Law School; PhD, Kennedy School of Government, Harvard University. 2004.

Couvertier, Shalise. Lecturer in Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BS, College of the Holy Cross; PhD, Boston College. 2017.

Cullinane, Judith. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences, , ESL/ELT, Peru's Asociacion Cultural Peruano- Britanico; JD, Universidad San Martin de Porres. 2007.



Cuneo-Ruiz, Pia. Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. 2008.

Dashottar, Amitabh. Assistant Professor of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BPT, Barkatullah Vishwavidyalaya; MPT, Devi Ahilya Vishwavidyalaya; PhD, The Ohio State University. 2013.

Davidson, Ellen. Associate Professor of Practice of Education, College of Social Sciences, Policy, and Practice. BA, Antioch College; MA Statue University of New York at New Paltz. 1989.

Davis, Rebecca. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of North Carolina, Chapel Hill; MS, University of Kentucky; PhD, University of Tennessee. 2017.

DeCurtis, Erin. Lecturer in Business, College of Organizational, Computational, and Information Sciences. BA, University of New Hampshire; MBA, Simmons College. 2012.

Del Vecchio-Gilbert, Linda. Professor of Practice of Nursing and Coordinator of MSN Core Clinical Education Program, College of Natural, Behavioral, and Health Sciences. BS, University of Rhode Island; MS, Emory University; DNP, Simmons College. 2012.

Desmond, Sarah. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Northeastern University; MSN, Simmons College; SM, Harvard School of Public Health. 2006.

Dewsbury, Shelly-Ann. Lecturer in Social Work and Director of BSW Field Education, College of Social Sciences, Policy, and Practice. BSW, University of the West Indies; MSW, Boston College. 2015.

Deyton, Patricia. Professor of Practice in Business, College of Organizational, Computational, and Information Sciences. BS, Empire State College, SUNY; M Div., Yale; MSW, Columbia University. .

Dieujuste, Colette. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Columbia Union College; MSN, Boston College. 2000.

Dittrich, Gretchen. Associate Professor of Practice of Behavior Analysis and Director of Mentoring and Supervision, College of Natural, Behavioral, and Health Sciences. BS, University of Nevada; MS, Northeastern University; PhD, Simmons College. 2006.

Doherty, Leanne. Associate Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. BA, Clark University; MA, PhD, Northeastern University. .

Donovan, Elizabeth. Assistant Professor of Psychology, College of Natural, Behavioral, and Health Sciences. BS, University of Colorado at Boulder; PhD, Boston University. 2015.

Duty, Susan. Professor of Nursing and Director of the Health Professions Education Program, College of Natural, Behavioral, and Health Sciences. BSN, University of Massachusetts, Boston; MSN, Simmons College; ScD, Harvard University. 2002.

Edge-Savage, Jennifer. Associate Professor of Practice of Education, College of Social Sciences, Policy, and Practice. BA, University of Massachusetts; MS, Boston University; EdS, Simmons College. 2005.

Ehrsam, Max. Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, Universidad Iberoamericana; MA, University of Rhode Island. 2015.

Erickson, Kris. Senior Lecturer in Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, Smith College; MFA, Columbia College; MA, University of Chicago; PhD, George Mason University. 2016.

Evans, Christine. Associate Professor of Practice of Education and Director of the NECC Program, College of Social Sciences, Policy, and Practice. BA, Hartwick College; MEd, Lesley University. 1993.

Fagnani, Daniela. Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. . 2016.

Fash, Lydia. Lecturer in English, Gwen Ifill College of Media, Arts, and Humanities. 2016.

Febles, Eduardo. Associate Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, Tulane University; MA, PhD, Brown University. 2003.

Feldman, Gregory. Professor of Psychology and Chair of the Department of Psychology, College of Natural, Behavioral, and Health Sciences. BA, University of Connecticut at Storrs; MS, PhD, University of Miami. 2006.

Fortin, Heather. Lecturer in Education and Coordinator of NECC Practicum, College of Social Sciences, Policy, and Practice. . 2007.

Frost, Abbie. Associate Professor of Social Work, College of Social Sciences, Policy, and Practice. PhD. 1983.

Fulambarker, Anjali. Assistant Professor of Social Work, College of Social Sciences, Policy, and Practice. MSW, Washington University in St. Louis; PhD, University of Illinois, Chicago. 2016.

Fung, Teresa. Professor of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, MS, Cornell University; ScD, Harvard University. 2000.

Gallagher, Sharon. Associate Professor of Practice of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, Cornell University; MS, Framingham State University. 2015.

Galli, Rachel. Associate Professor of Psychology, College of Natural, Behavioral, and Health Sciences. BA, Hofstra University; MA, PhD, Boston University. 1998.

Gans-Boriskin, Rachel. Assistant Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. MA, University of Pennsylvania; MA, New York University. 2015.

Gaumer, Gary. Associate Professor of Business, College of Organizational, Computational, and Information Sciences. BS, Bradley University; PhD, Northern Illinois University. 2002.

George, Sheldon. Associate Professor of English, Gwen Ifill College of Media, Arts, and Humanities. BA, The City College of New York; PhD, Boston College. 2005.

Goldman, Robert. Professor of Mathematics, College of Organizational, Computational, and Information Sciences. BS, London School of Economics; AM, PhD, Harvard University. 1972.

Goss, Gay. Professor of Practice of Nursing and Coordinator of MSN Clinical Placement Program, College of Natural, Behavioral, and Health Sciences. . 2014.

Gould, Paul. Assistant Professor of Social Work and Director of the BSW Program, College of Social Sciences, Policy, and Practice. PhD,. 2015.

Grabiner, Ellen. Associate Professor of Communications and Chair of the Department of Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, SUNY Albany, MEd, Goddard College; PhD, Union Institution & University. 2000.

Graves, Daren. Associate Professor of Education and Coordinator of the Boston Teachers Union Program, College of Social Sciences, Policy, and Practice. BA, Yale University; Med, EdD, Harvard University. 2004.

Grigoryan, Viktor. Assistant Professor of Mathematics, College of Organizational, Computational, and Information Sciences. BS, Yerevan State University; MS, PhD University of Massachusetts, Amherst. 2014.

Grimes, Karlyn. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. 2017.

Grossman, Diane. Professor of Philosophy and Women's & Gender Studies and Chair of the Department of Philosophy, Gwen Ifill College of Media, Arts, and Humanities. BA, Vassar College; MA, PhD, New York University. 1985.

Guertler, Indra. Professor of Practice in Business, College of Organizational, Computational, and Information Sciences. BA, Albion College; MBA, MS, University of Maryland; DBA, University of Virginia. 2000.

Gurney, Rich. Professor of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BS, Benedictine University; PhD, Purdue University. 2003.

Gushwa, Melinda. Associate Professor of Social Work and Director of the MSW Program, College of Social Sciences, Policy, and Practice. BA, University of Redlands; MSW, California State University, San Bernadino; PhD, Washington University in St. Louis. 2016.

Gutlove, Paula. Professor of Practice of Business, College of Organizational, Computational, and Information Sciences. BS, Cornell University; DMD, Boston University. 2005.

Guttentag, Helen. Professor of Practice of Education and Director of Clinical Programs and Undergraduate Education, College of Social Sciences, Policy, and Practice. BA Wellesley College; M.Ed, Harvard University. 1978.

Hager, Kelly. Associate Professor of English and Women's & Gender Studies and Chair of the Department of Women's & Gender Studies, Gwen Ifill College of Media, Arts, and Humanities. BA, Rice University; PhD, University of California, Irvine. 2001.

Hamilton-Mason, Johnnie. Professor of Social Work, College of Social Sciences, Policy, and Practice. PhD,. 1991.

Hanni, Margaret. Associate Professor of Art & Music and Chair of the Department of Art & Music, Gwen Ifill College of Media, Arts, and Humanities. BA, Simmons College; MA, PhD, Boston University. 1989.

Harriman, Kim. Associate Professor of Practice of Social Work and Director of MSW Field Education, College of Social Sciences, Policy, and Practice. BA, Wesleyan University; MSW, Boston College. 2006.

Hart-Tennen, Leah. Associate Professor of Social Work and Interim Associate Program Director, Social Work@Simmons, College of Social Sciences, Policy, and Practice. BA, University of Wisconsin, Madison; MSW, MPH, Boston University. 2013.

Heath, Amy. Associate Professor of Practice of Physical Therapy and Chair of the Physical Therapy Department, College of Natural, Behavioral, and Health Sciences. BS, DPT, Simmons College; PhD, Temple University. 2014.

Hecker, Suzanne. Associate Professor of Practice of Social Work and Assistant Director of Field Education, College of Social Sciences, Policy, and Practice. MSW, Simmons College. 2013.

Herrmann, Todd. Lecturer in Business, College of Organizational, Computational, and Information Sciences. AB, Dartmouth College; MBA, University of Pennsylvania. 2017.

Hole, Heather. Assistant Professor of Art & Music, Gwen Ifill College of Media, Arts, and Humanities. BA, Smith College; MA, PhD, Princeton University. 2011.

Horn, Denise. Associate Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. BA, University of North Carolina, Greensboro; MA, University of Connecticut, Storrs; PhD, Rutgers University. 2015.

Howard, Jennifer. Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. 2005.

Hughes, Jane. Professor of Practice in Business, College of Organizational, Computational, and Information Sciences. BA, Princeton University; MA, The John Hopkins University; MBA, New York University. 2013.

Humm-Delgado, Denise. Professor of Social Work, College of Social Sciences, Policy, and Practice. PhD, 1983.

Hussey, Lisa. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of Miami; MA, University of Arizona; PhD, University of Missouri. 2008.

Inglis, Alister. Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, University of Canberra; PhD, University of Melbourne. 2003.

Ingols, Cynthia. Professor of Practice in Business, College of Organizational, Computational, and Information Sciences. BA, University of Georgia; MA, University of Wisconsin; EdD, Harvard University. 1996.

Ismail, Mariam. Assistant Professor of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BS, University of Massachusetts Dartmouth; PhD, Northeastern University. 2013.

Johnson, Shari. Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. BSSW, University of Alabama, Birmingham; MSW, Wayne State University. 2016.

Jones, Justin. Associate Professor of Practice of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BS, University of Massachusetts, Amherst; MSPT, Simmons College; DPT, Simmons College. 2007.

Jordan, Michael. Associate Professor of Practice of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BA, D. Phil., Oxford University. 2007.

Joudrey, Daniel. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, George Washington University; MLIS, University of Pittsburgh; PhD, University of Pittsburgh. 2005.

Jungreis, Katherine. Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. MSW, PhD, Smith College. 1987.

Kamya, Hugo. Professor of Social Work, College of Social Sciences, Policy, and Practice. MPH, University of Michigan School of Public Health. 2003.

Kane, Kimberly. Assistant Professor of Practice and Course Lead for NURP 500/A, College of Natural, Behavioral, and Health Sciences. . 2017.

Kaplan, Michael. Professor of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. MS, Kishinev State University; PhD, Leningrad State University; DrSci, Moscow State University, Moscow. 1993.

Kaplan, Louis. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. 2015.

Kiely, Colleen. Associate Professor of Art & Music, Gwen Ifill College of Media, Arts, and Humanities. BFA, Rhode Island School of Design; MFA, School of the Museum of Fine Arts. 2005.

Kim, Hyun Uk. Associate Professor of Education, College of Social Sciences, Policy, and Practice. 2017.

Kimball, Melanie. Associate Professor of Library & Information Science and Director of the School Library Teacher Concentration, College of Organizational, Computational, and Information Sciences. BMus, Alma College; MMus, University of Michigan; MS, University of Illinois; PhD, University of Illinois. 2009.

Koeniger-Donohue, Rebecca. Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Saint Anselm College; MSN, Boston University; PhD, University of Rhode Island. 1988.

Lambert, Megan. Senior Lecturer in Children's Literature, Gwen Ifill College of Media, Arts, and Humanities. BA, Smith College; MA, Simmons College. 2003.

Lee, Nancy. Associate Professor of Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BA, University of Pennsylvania; PhD, Brown University. 1994.

Leiter, Valerie. Professor of Sociology, College of Social Sciences, Policy, and Practice. BA, State University of New York at Albany; AM, Harvard University; PhD, Brandeis University. 2003.

Leonard, Sarah. Associate Professor of History and Chair of the Department of History, Gwen Ifill College of Media, Arts, and Humanities. BA, University of California, Santa Cruz; MA, PhD, Brown University. 2004.

Leonard, Suzanne. Associate Professor of English, Gwen Ifill College of Media, Arts, and Humanities. AB, Dartmouth College; MA, PhD, University of Wisconsin-Milwaukee. 2006.

Levesque, Caitlin. Assistant Professor of Practice and Coordinator of MSN Core Curriculum, College of Natural, Behavioral, and Health Sciences. 2013.

Li, Yulong. Associate Professor of Business, College of Organizational, Computational, and Information Sciences. PhD. The University of Toledo. 2013.

Lite, Randi. Professor of Practice of Biology and Director of the Exercise Science Program, College of Natural, Behavioral, and Health Sciences. AB, Brown University; MA, Columbia University. 1990.

Liu, Zhigang. Associate Professor of History, Gwen Ifill College of Media, Arts, and Humanities. University Diploma, Beijing Normal University; MA, PhD, Boston University. 1991.

Liuzzo, Derek. Assistant Professor of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BA, DPT, PhD, University of South Carolina, Columbia. 2017.

Lombard, Joel. Senior Lecturer in Biology, College of Natural, Behavioral, and Health Sciences. . 2017.

Lopilato, Jane. Associate Professor of Biology and Chair of the Department of Biology, College of Natural, Behavioral, and Health Sciences. BA, Emmanuel College; PhD, Harvard University. 1989.

Lowe, John. Associate Professor of Business and Director for Undergraduate Business, College of Organizational, Computational, and Information Sciences. BS, Duke University; MS, Ohio State University; PhD, University of Illinois, Chicago. 1993.

Luo, Shirong. Associate Professor of Philosophy, Gwen Ifill College of Media, Arts, and Humanities. MS, Peking Union Medical College; MA, Texas A&M University; PhD, University of Miami. 2006.

Lynch, Marla. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BS, Boston University; MSN, Boston College. 1993.

Lynch, Bridget. Associate Professor of Practice of Art & Music, Gwen Ifill College of Media, Arts, and Humanities. BA, University of Kansas. 2001.

Maguire, Russell. Associate Professor and Chair, Department of Behavior Analysis and Director of the Graduate Program, College of Natural, Behavioral, and Health Sciences, , BA, New York State University at Buffalo; MA, PhD, Northeastern University. 2006.

Mann, Norma. Associate Professor of Practice of Nursing and Coordinator of Pharmacology, College of Natural, Behavioral, and Health Sciences. 2014.

Maramaldi, Peter. Professor of Social Work and Director of the Doctoral Program, College of Social Sciences, Policy, and Practice. MSSW, MPH, PhD Columbia University. 2004.

Marchant, Kelly. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BS, Salem State University; MS, Georgetown University. 2014.

Martin, Sarah. Associate Professor of Psychology, College of Natural, Behavioral, and Health Sciences. BS, Duke University; MS, PhD, Pennsylvania State University. 2008.

Martino, Briana. Assistant Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, Tufts University. BA Certificate, Simmons College, MA, PhD Stonybrook University. 2000.

McGee, Eileen. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, MSN, University of Massachusetts, Boston; PhD, Boston College. 2003.

Menzin, Margaret. Professor of Computational and Mathematical Sciences, College of Organizational, Computational, and Information Sciences. BA, Swarthmore College; MA, PhD, Brandeis University. 1969.

Mercier, Cathryn. Professor of Children's Literature and Director of the Children's Literature Program and the Center for the Study of Children's Literature, Gwen Ifill College of Media, Arts, and Humanities. BA, Mount Holyoke; MA, Boston University; PhD, Boston University. 1985.

Messay, Marda. Assistant Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, University of Dayton; MA, Bowling Green State University; PhD, Florida State University. 2016.

Metallinos-Katsaras, Elizabeth. Professor of Nutrition and Chair of the Department of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, MS, PhD, University of California, Davis. 1999.

Moniz, Linda. Assistant Professor of Nursing, College of Natural, Behavioral, and Health Sciences. BS, Boston State College; BSN, MSN, Salem State. 2004.

Morgan, David. Lecturer in Mathematical, College of Organizational, Computational, and Information Sciences. 2012.

Moura, Erica. Lecturer in Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, Simmons College; MA, Emerson College. 2017.

Mukherjee, Zinnia. Assistant Professor of Economics, College of Social Sciences, Policy, and Practice. BS, MS, University of Calcutta; PhD, University of Connecticut. 2013.

Murphy, Elizabeth. Associate Professor of Practice of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BS, University of Rhode Island; DPT, Simmons College. 2012.

Mustata, Gina. Lecturer in Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. 2013.

Myers, Paul. Senior Lecturer in Business, College of Organizational, Computational, and Information Sciences. BA, Yale University; AM, Harvard University; PhD, Harvard University. 2015.

Neault, Noelle. Associate Professor of Practice of Behavior Analysis and Director of the Behavior Analysis@Simmons Program, College of Natural, Behavioral, and Health Sciences. BS, MS, Northeastern University; PhD, Simmons College. 2016.

Nelson, Teresa. Professor of Business, College of Organizational, Computational, and Information Sciences. BA, University of Massachusetts at Boston; MBA, Western Michigan University; PhD, University of Illinois at Urbana-Champaign. 2006.

Nelson, Kristin. Associate Professor of Practice of Education, College of Social Sciences, Policy, and Practice. BA, University of Wisconsin; MA, University of Michigan; PhD, University of Utah. 2015.

Nitkin, Mindell. Associate Professor of Business, College of Organizational, Computational, and Information Sciences. BA, University of Missouri; MS, Hebrew University; MBA, Simmons College; PhD, Boston University. 1993.

Nolan, Katherine. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. MSW. 2015.

O'Connor, Jo. Senior Lecturer in Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, The Ohio State University; MS, Ed.M., Boston University. 2014.

Ogden, Lydia. Assistant Professor of Social Work, College of Social Sciences, Policy, and Practice. BA, Colorado College; MSW, PhD, Columbia University. 2017.

Oh, Kyong Eun. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, Yonsei University; MA, Yonsei University; PhD, Rutgers University. 2013.

Ortega, Stephen. Associate Professor of History, Gwen Ifill College of Media, Arts, and Humanities. BA, New York University; MA, Harvard University; PhD, University of Manchester. 2006.

Ovalle-Child, Arlene. Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. BA, Drew University; MA, Boston College; PhD, Boston University. 2016.

Owen, Mary. Professor of Biology and Director of the Health Professions Program, College of Natural, Behavioral, and Health Sciences. BA, Regis College; MA, PhD, Clark University. 1992.

Parr, Jessica. Lecturer in History, Gwen Ifill College of Media, Arts, and Humanities. BA, MA, MS, Simmons College; MA, PhD, University of New Hampshire. 2017.

Pattee, Amy. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of North Carolina, Greensboro; MLS, Rutgers University; PhD, University of North Carolina, Chapel Hill. 2004.

Pechulis, Kristina. Senior Lecturer in Political Science & International Relations and Director of the Lee Family Foundation Fellowship Program, College of Social Sciences, Policy, and Practice. BA, Kenyon College; MS, Simmons College; JD, Northeastern University. 2014.

Pei, Lowry. Professor of English, Gwen Ifill College of Media, Arts, and Humanities. AB, Harvard College; MA, PhD, Stanford University. 1985.

Pelaez Benitez, Maria Dolores. Professor of Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. Licenciatura, PhD, Universidad Complutense de Madrid. 1992.

Perry, Theresa. Professor of Education and Africana Studies, College of Social Sciences, Policy, and Practice. BA, Loyola University; MA, Marquette University; PhD, Yale University; EdD, Harvard University Graduate School of Education. 2005.

Pojednic, Rachele. Assistant Professor of Nutrition, College of Natural, Behavioral, and Health Sciences. PhD, Tufts University. 2015.

Pomerantz, Jeffrey. Associate Professor of Practice of Library & Information Science and Coordinator of the Online Program, College of Organizational, Computational, and Information Sciences. PhD, Syracuse University. 2018.

Porter, Andrew. Associate Professor of Practice of Communications, Gwen Ifill College of Media, Arts, and Humanities. BA, Boston College. 2005.

Poulin, Eric. Lecturer in Library & Information Science and Coordinator of SLIS West, College of Organizational, Computational, and Information Sciences. BS, University of Massachusetts, Amherst; MLIS, University of Rhode Island. 2013.

Pratt, Kelly. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. MSW, Boston University. 2012.

Prelack, Kathrina. Assistant Professor of Nutrition, College of Natural, Behavioral, and Health Sciences. BS, Syracuse University; PhD, Tufts University. 2014.

Prevost, Cathy. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. 2015.

Prieto, Laura. Professor of History, Gwen Ifill College of Media, Arts, and Humanities. BA, Wellesley College; MA, PhD, Brown University. 1997.

Puri, Jyoti. Professor of Sociology, College of Social Sciences, Policy, and Practice. BA, Bombay University; PhD, Northeastern University. 1996.

Putnam, Michelle. Professor of Social Work, College of Social Sciences, Policy, and Practice. BA, University of Michigan, Ann Arbor; MS, Miami University in Ohio; PhD, University of California, Los Angeles. 2008.

Putney, Jennifer. Assistant Professor of Social Work, College of Social Sciences, Policy, and Practice. PhD, 2007.

Quattrochi, John. Assistant Professor of Public Health, College of Social Sciences, Policy, and Practice. PhD, Harvard University. 2016.

Ragusa, Jill. Associate Professor of Practice of Social Work and Coordinator of Academic Services, College of Social Sciences, Policy, and Practice. MSW, Simmons College. 2016.

Ramirez, Cherie. Lecturer in Chemistry & Physics, College of Natural, Behavioral, and Health Sciences. BS, Rollins College; PhD, Harvard University. 2016.

Reeder, John. Associate Professor of Psychology, College of Natural, Behavioral, and Health Sciences. BA, McMaster University; PhD, Princeton University. 2004.

Reid Ponte, Patricia. Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. . 2011.

Rhinesmith, Colin. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, MA, Emerson College; PhD, University of Illinois, Urbana-Champaign. 2016.

Riley, Julia. Associate Professor of Practice of Social Work and Interim Associate Program Director Social Work@Simmons, College of Social Sciences, Policy, and Practice. BS, Suffolk University; MA, St. Joseph's College; MSW, PhD, Boston College. 2015.

Rissmiller, Patricia. Associate Professor of Nursing and Chair of Graduate Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Catholic University; MSN, DNSc, Boston University. 1990.

Rivard (Malerba), Joanne. Associate Professor of Practice of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BS, Boston University; MSPT; MGH Institute of Health Professions; DPT, MGH Institute of Health Professions. 2003.

Rizzuto, Lauren. Senior Lecturer in Children's Literature, College of Organizational, Computational, and Information Sciences. BA, University of Southern Mississippi; MA, Clemson University; MA, Simmons College. 2011.

Robbins, Catherine. Professor of Practice of Business, College of Organizational, Computational, and Information Sciences. B A, Rutgers University; MBA, Wharton School, University of Pennsylvania. 2002.

Robbins, Katherine. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. . 2010.

Robinson, David. Professor of Practice of Social Work and Director of the Center for Applied and Community Research, College of Social Sciences, Policy, and Practice. BA, Bemidji State College; EdM, EdD, Harvard University. 1991.

Roecklein-Canfield, Jennifer. Professor of Chemistry & Physics and Chair of the Department of Chemistry and Physics, College of Natural, Behavioral, and Health Sciences. BS, University of Maryland, College Park; PhD, Stony Brook University. 1999.

Rossi, Laura. Assistant Professor of Nursing, College of Natural, Behavioral, and Health Sciences. . 2017.

Rushford, Nora. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. MSW, Boston College. 2002.

Russell, Charlotte. Senior Lecturer in Biology, College of Natural, Behavioral, and Health Sciences. B. Med. Sci., University of Birmingham; PhD, University of Manchester. 2006.

Saitow, Cassandra. Lecturer in Biology, College of Natural, Behavioral, and Health Sciences. BS, University of Rochester; PhD, Tufts University. 2013.

Sampson, Susan. Associate Professor of Business, College of Organizational, Computational, and Information Sciences. BS, Salem State College; MA, PhD, Kent State University. 1995.

Sandler, Elana. Associate Professor of Practice of Social Work and Assistant Director of Field: Community Partner Engagement, College of Social Sciences, Policy, and Practice. BA, University of Massachusetts, Amherst; MSW, MPH, Boston University. 2015.

Sankar, Suzanne. Professor of Practice of Social Work and Associate Dean, College of Social Sciences, Policy, and Practice. BA, University of Michigan; MSW, Simmons College. 1994.

Saunders, Laura. Associate Professor of Library & Information Science \, College of Organizational, Computational, and Information Sciences. BA, Boston University; MSLIS, Simmons College; PhD, Simmons College. 2010.

Saunders, Candace. Associate Professor of Practice of Social Work, College of Social Sciences, Policy, and Practice. MSW. 2007.

Schwartz, Matthew. Lecturer in Biology, College of Natural, Behavioral, and Health Sciences. BA, Northwestern University; PhD, Harvard University. 2018.

Scott, Elizabeth. Professor of Biology and Chair of the Department of Public Health, College of Natural, Behavioral, and Health Sciences. MI, Manchester Metropolitan University; MPhil, PhD, University of. 2001.

Sealey, Beverly. Associate Professor of Social Work, College of Social Sciences, Policy, and Practice. PhD. 1991.

Selod, Saher. Assistant Professor of Sociology, College of Social Sciences, Policy, and Practice. BA, University of Texas at Austin; MA, DePaul University; PhD, Loyola University. 2012.

Shahbari, Areen. Lecturer in Business, College of Organizational, Computational, and Information Sciences. BA, MBA, Simmons College. 2015.

Shapiro, Mary. Professor of Practice of Business, College of Organizational, Computational, and Information Sciences. BFA, MS, MBA, Wright State University. 1992.

Simmons, Anne. Associate Professor of Practice of Nursing and Coordinator of the RN-MSN Online Program, College of Natural, Behavioral, and Health Sciences. 2017.

Slowik, Gregory. Professor of Art & Music and Director of the Music Program, Gwen Ifill College of Media, Arts, and Humanities. BM, Mansfield University; MM, DMA, Boston University. 1989.

Sohrabji, Niloufer. Associate Professor of Economics and Chair of the Department of Economics, College of Social Sciences, Policy, and Practice. PhD, Boston College. 1999.

Spiceland, Charlene. Assistant Professor of Business, College of Organizational, Computational, and Information Sciences. BA, University of Mississippi; MEd, MS, PhD, University of Memphis. 2016.

Strowman, Shelley. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BA, Bates College; MA, University of New Hampshire; PhD, University of New Hampshire. 2004.

Stubbs, Amber. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BS, Simmons College; MA, Brandeis University; PhD, Brandeis University. 2005.

Sullivan, Alia. Associate Professor of Practice of Physical Therapy, College of Natural, Behavioral, and Health Sciences. BS, DPT, Simmons College. 2007.

Sullivan, Frances. Assistant Professor of History, Gwen Ifill College of Media, Arts, and Humanities. BA, Duke University; PhD, New York University. 2017.

Tang, Rong. Associate Professor of Library & Information Science and Director of the Ph.D. Program, College of Organizational, Computational, and Information Sciences. BA, Renmin University of China; MA, Renmin University of China; MA, Ohio State University, PhD, University of North Carolina. 2006.

Teeley, Karen. Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. BSN, Fairfield University; MSN, Boston University. 2002.

Thomas, Dawna. Associate Professor of Africana Studies and Women's and Gender Studies, College of Social Sciences, Policy, and Practice. BA, MS, University of Massachusetts, Boston; PhD, Northeastern University. 2003.

Thomas, Kristie. Associate Professor of Social Work, College of Social Sciences, Policy, and Practice, , BS, St. Joseph's University; MSW, PhD, University of Pennsylvania. 2011.

Thompson, Becky. Professor of Sociology, College of Social Sciences, Policy, and Practice. BA, University of California, Santa Cruz; PhD, Brandeis University. 1996.

Torres Gregory, Wanda. Professor of Philosophy, Gwen Ifill College of Media, Arts, and Humanities. BA (Pol. Sci.), BA (Phil.), MA, University of Puerto Rico; PhD, Boston. 1995.

Trefalt, Spela. Associate Professor of Business, College of Organizational, Computational, and Information Sciences. BA, University of Ljubljana, Slovenia; MBA, University of Kansas; DBA, Harvard University. 2008.

Trigilio, Jo. Senior Lecturer in Philosophy and Director of the Graduate Program in Gender & Cultural Studies, Gwen Ifill College of Media, Arts, and Humanities. BA, Marietta College; MA, PhD, University of Oregon. 2005.

Turner, Geoff. Associate Professor of Psychology, College of Natural, Behavioral, and Health Sciences. AB, Lafayette College; MS, PhD, Pennsylvania State University. 1997.

Turner, Kylan. Associate Professor of Practice of Behavior Analysis, College of Natural, Behavioral, and Health Sciences. Bphil, MEd, PhD, University of Pittsburgh. 2017.



Veilleux, Nanette. Professor of Computational Sciences and Chair of the Computational and Mathematical Sciences Department, College of Organizational, Computational, and Information Sciences. ScB, Brown University; MSEE, PhD, Boston University. 1999.

Vieira, Edward. Professor of Business, College of Organizational, Computational, and Information Sciences. BA, Rhode Island College; MBA, Bryant University; PhD, University of Connecticut. 2004.

Volkman, Sarah. Professor of Nursing, College of Natural, Behavioral, and Health Sciences. BA, University of California, San Diego; ScD, Harvard University. 1994.

Ward, Janie. Professor of Education and Chair, Departments of Education and Africana Studies, College of Social Sciences, Policy, and Practice. BFA, New York University; EdM, EdD, Harvard University. 1986.

Webber, Donna. Associate Professor of Practice of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, Concordia University; MA, University of Wisconsin, Madison. 2001.

White, Bob. Professor of Communications, Gwen Ifill College of Media, Arts, and Humanities. AB, College of the Holy Cross; MS, Boston University. 1971.

White, Shelley. Assistant Professor of Sociology, College of Social Sciences, Policy, and Practice. BS, Boston University; MPH, Boston University; PhD, Boston College. 2015.

Whitney, Elizabeth. Member of Social Work and Assistant Director of Field: Curriculum and Training, College of Social Sciences, Policy, and Practice. BA, Williams College; MSW, Simmons College. 2016.

Williams, Marianne. Associate Professor of Practice of Nursing, College of Natural, Behavioral, and Health Sciences. 2006.

Williams, Rachel. Assistant Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, University of Kentucky; MLIS, University of Pittsburgh; PhD, University of Wisconsin, Madison. 2017.

Wisser, Katherine. Associate Professor of Library & Information Science, College of Organizational, Computational, and Information Sciences. BA, Bates College; MA, University of New Hampshire; MLIS, University of North Carolina; PhD, University of North Carolina. 2009.

Wollman, Richard. Professor of English, Gwen Ifill College of Media, Arts, and Humanities. BA, Brandeis University; MA, MPhil, PhD, Columbia University. 1993.

Wright, Craig. Senior Lecturer in Business, College of Organizational, Computational, and Information Sciences. 2017.

Yost, Matthew. Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. MA, PhD, Boston University. 2017.

Zhang, Yiping. Senior Lecturer in Modern Languages & Literatures, Gwen Ifill College of Media, Arts, and Humanities. MA, Brandeis University. 2017.

Zipoli, Diane. Associate Professor of Practice of Social Work and Assistant Director of Field Education, College of Social Sciences, Policy, and Practice. MSW, Stony Brook University. 2017.

Zuccherro, Terri. Professor of Practice of Nursing and Director of Nursing@Simmons, College of Natural, Behavioral, and Health Sciences. BS, The Catholic University of America; MS, Emory University; PhD, University of Hawaii, Manoa. 2018.

Zuckerwise, Lena. Assistant Professor of Political Science & International Relations, College of Social Sciences, Policy, and Practice. PhD, University of Massachusetts, Amherst. 2013.





**INDEX**

2018-2019 Undergraduate Course Catalog.....	3	Biology (Minor) .....	15
3 + 1 Accelerated Degree Program		Biostatistics (BS).....	51
BA in Economics and MA in Public Policy .....	60	Biostatistics (Minor).....	53
3+1 Accelerated Degree Program		BOS - Boston Course .....	134
BA to MA in Public Policy .....	103	Business (Minor).....	24
AADM - Arts Administration .....	118	Business and Management (BSBA).....	19
About Simmons .....	262	CHEM - Chemistry .....	134
Academic Advising .....	223	Chemistry (BS).....	29
Academic Credits and Advanced Placement.....	249	Chemistry (Minor).....	33
Academic Honors and Recognition .....	234	Chemistry-Management (BS) .....	31
Academic Policies.....	238	CHIN - Chinese .....	138
Accelerated Degree Programs .....	93	CHL - Children's Lit.....	139
Accounting (BSBA) .....	19	Cinema and Media Studies (Minor) .....	40, 72
Accounting (Minor).....	24	COMM - Communications.....	139
ACCT - Accounting .....	118	Communications (BA) .....	36
Adding and Dropping Courses .....	239	Computer Science (BS).....	43
Administration .....	263	Computer Science (BS)/Library and Information Science (MS)	
Admission.....	248	3 + 1 Program .....	48
Admission Options for Adult Undergraduate Students– Dorothea Lynde Dix Scholars .....	253	Computer Science (Minor) .....	49
Africana Studies (BA) .....	4	CS - Computer Science.....	145
Africana Studies (Minor) .....	5	Data Science and Analytics (BS).....	22, 46
All-College Requirement of Competency in Basic Mathematics.....	53	Degree Requirements .....	225
Application Procedure for First-Year Students .....	248	Department of Africana Studies .....	4
Application Procedure for Transfers.....	250	Department of Art and Music .....	5
Applying for Financial Aid.....	256	Department of Biology .....	10
ART - Art.....	120	Department of Chemistry and Physics.....	26
Art (BA) .....	6	Department of Communications.....	35
Art (Minor).....	9	Department of Economics .....	56
Arts Administration (BA) .....	7	Department of Education.....	61
Arts Administration (Minor).....	10	Department of English.....	68
AST - Africana Studies.....	126	Department of History.....	73
Biochemistry (BS).....	30	Department of Mathematics .....	50
BIOL - Biology .....	129	Department of Modern Languages and Literatures .....	77
Biology (BS) .....	11	Department of Nutrition.....	86
Biology (BS)/Nutrition Program (MS) .....	14	Department of Philosophy.....	94

Department of Political Science and International Relations .....	99	Final Examinations .....	243
Department of Psychology .....	104	Finance (BSBA) .....	20
Department of Public Health .....	107	Finance (Minor) .....	24
Department of Sociology .....	113	Financial Aid .....	255
Department of Women's and Gender Studies .....	115	Financial Mathematics (BS) .....	51
Dix Scholars Program .....	86	First-Year Students .....	248
Doctor of Physical Therapy Program .....	95	FREN - French .....	159
Dropping a Course .....	261	French (BA) .....	79
Dual Licensure Program .....	67	French (Minor) .....	80
EAS - East Asian Studies .....	147	Gender History (Minor) .....	75
East Asian Studies (BA) .....	55	Grade Appeal .....	241
East Asian Studies (Minor) .....	56	Graduation Requirements .....	230
ECON - Economics .....	148	Graphic Design (Minor) .....	39
Economics (BA) .....	59	Health Care Management (Minor) .....	25
Economics (Minor) .....	61	Health Informatics (BS) .....	44
Economics and Mathematics (BS) .....	60	Heavy Academic Programs .....	239
EDUC - Education .....	151	HIST - History .....	161
Educational Record Privacy Policy .....	235	History (BA) .....	73
Elementary (Minor) .....	67	History (Minor) .....	75
Elementary Education (BA/BS and MAT) 4 + 1 Program .....	63	HON - Honors Courses .....	168
ENGL - English .....	153	Honors Program .....	76, 250, 252
English (BA) .....	69	HUM - Humanities .....	172
English (Minor) .....	72	Human Subjects .....	241
Entrepreneurship (Minor) .....	24	IDS - Interdisciplinary Studies .....	172
ENVI - Environmental Forum .....	158	Information for Students with Disabilities .....	237
Environmental Science (BS) .....	31	Information Technology (BS) .....	44
Equal Access Policy .....	235	Information Technology (Minor) .....	50
Exercise Science (BS) .....	13	INRL - Intl Relations .....	172
Exercise Science (BS) and Physical Therapy (DPT) .....	96	Integrated BS/MAT or MS Programs .....	33
Exercise Science (BS)/Nutrition and Health Promotion (MS) 4 + 1 Program .....	93	Integrated BS/MS Programs .....	48, 53
Exercise Science (BS)/Nutrition Program (MS) .....	14	Integrated Graduate Programs in History .....	75
Exercise Science (Minor) .....	15	Interdepartmental and Double Majors .....	75
Expenses 2018-2019 .....	258	Interdepartmental Major and Minor in Arts Administration .....	9
Faculty .....	264	Interdisciplinary Major in Arts Administration .....	22, 38
		Interdisciplinary Major in Neuroscience and Behavior .....	80, 107
		Interdisciplinary Major in Public Relations and Marketing Communications .....	23

International Relations (BA).....	100	NB - Neuroscience & Behavior.....	186
International Relations (Minor).....	103	Neuroscience and Behavior (BS).....	81
International Students.....	252	NURS - Nursing.....	186
IT - Information Technology.....	173	Nursing (BS).....	85
ITAL - Italian.....	173	Nursing (BS) and Nursing (MS)	
JAPN - Japanese.....	173	4 + 1 Program.....	86
Joint Major in Chemistry-Management.....	22	Nursing For RN Holders (BSN).....	86
Joint Major in Economics and Mathematics.....	51	NUTR - Nutrition.....	191
Joint Major in Financial Mathematics.....	23, 60	Nutrition (BS)/Nutrition and Health Promotion (MS)	
Joint Major in Web Design and Development (with Computer Science).....	38	4 + 1 Program.....	93
Joint Social Studies-Education Major.....	64	Nutrition (Minor).....	94
Joint Social Studies-Education Major.....	75	Nutrition and Dietetics (BS).....	89
Journalism (Minor).....	39	Nutrition and Food (BS).....	91
Jury Duty.....	241	Nutrition and Health Promotion (MS).....	94
Laurie Crumpacker Scholars.....	116	Organizational Studies (Minor).....	25
LCIS - Learn. Comm. Integ. Sem.....	174	Other.....	111
LDR - Leadership.....	174	Other Academic Programs.....	224
Leave of Absence.....	245	Other Programs.....	9
LIS - Library Science.....	174	Participation in Commencement.....	244
Loans		Part-Time Employment.....	256
Federal and Institutional.....	255	Payment Methods and Policies.....	259
Majors.....	223	Payment Plans.....	256
Marketing (BSBA).....	20	PB - Psychobiology.....	193
Marketing (Minor).....	25	Performing Arts (Minor).....	10
Marks and Evaluations.....	227	PH - Public Health.....	196
MATH - Mathematics.....	175	PHIL - Philosophy.....	193
Mathematics (BS).....	52	Philosophy (BA).....	95
Mathematics (Minor).....	54	Philosophy (Minor).....	95
Media Arts (Minor).....	40	Photography (Minor).....	10
Merit Scholarship Programs.....	249	PHYS - Physics.....	197
Merit Scholarship Programs for Transfer Students...	251	Physics (BS).....	98
MGMT - Management.....	177	Physics (Minor).....	34, 98
Minors.....	83, 224	Policy on Combinations of Double Majors or Minors...	16
ML - Modern Languages.....	185	Political Science (BA).....	103
MUS - Music.....	185	Political Science (BA)/Public Policy (MPP)	
Music (BA).....	8	3 + 1 Program.....	103
Music (Minor).....	10	Political Science (Minor).....	104
		POLS - Political Science.....	199

PR/MARCOM (Minor) .....	41	Simmons University Notice of Non-Discrimination and Grievance Procedure .....	236
Principled Leadership (Minor) .....	25	SJ - Social Justice.....	207
Principles and Policies.....	235	SNHS - School Nursing & Health Scienc.....	208
Program in Computer Science and Informatics.....	41	SOCI - Sociology.....	208
Program in East Asian Studies .....	54	Social Work (BSW).....	112
Program in Physics.....	97	Social Work (Minor).....	112
Program in Social Work (BSW).....	111	Sociology (BA).....	113
Program Planning.....	223	Sociology (BA)/Public Policy (MPP)	
Programs of Study .....	4	3 + 1 Program .....	115
PSYC - Psychology.....	204	Sociology (Minor).....	115
Psychology (BA).....	105	SONL - Simmons Online.....	213
Psychology (Minor).....	107	SPAN - Spanish.....	213
PT - Physical Therapy.....	207	Spanish (BA) .....	79
Public Health (BA) .....	108	Spanish (Minor).....	80
Public Health (BS).....	109	Special Education (BA/BS and MEd)	
Public Health (BS)/Nutrition (MS)		4 + 1 Program .....	64
4 + 1 Program.....	93, 110	Special Education (Minor) .....	67
Public Health (Minor).....	111	SPND - Special Needs Educ.....	216
Public History (Minor).....	75	Sports Nutrition (Certificate).....	94
Public Policy Studies (Minor).....	61, 104	Statistics (Minor) .....	54
Public Relations and Marketing Communications (BA)		Student Principles .....	235
.....	38	Sustainability (Minor) .....	34
Radio (Minor) .....	40	SW - Social Work.....	216
RDG - Reading		The BSBA/MBA Combined Degree Program.....	23
Lang.& Lit. Program.....	207	The Educational Program .....	222
Refund Policies.....	260	Retail Management .....	21
Registration and Billing.....	261	The Simmons Education in Context	
Registration and Financial Information.....	258	The Essential Capabilities .....	222
Religious Observance .....	240	The Simmons PLAN (Purpose Leadership ActioN) ....	228
Required Credentials.....	248	The Simmons PLAN Requirements.....	229
Retail Management (Minor) .....	26	Transfer of Credit .....	238
Satisfactory Academic Progress .....	244	Transfer Students .....	250
Scholarships and Grants .....	255	Undergraduate Course Attendance Policy .....	240
School of Business .....	16	Undergraduate Courses .....	118
School of Nursing.....	83	Web Design and Development (BS) .....	45
Scientific Computation (Minor) .....	50, 54	Web Design and Development (Minor) .....	40, 50
Second Bachelor's Degree .....	251	WGST - Women's & Gender Studies .....	218
SIM - Simmons Course .....	207		

Withdrawal from the University ..... 247

Women's and Gender Studies (Minor) ..... 117







Simmons University  
300 The Fenway  
Boston, MA 02115