

READING A 2006–2008 CATALOG COURSE DESCRIPTION

Each department uses one or more prefixes to identify its courses. "GCS" indicates that this is a Gender/Cultural Studies course, offered by the Graduate Program in Gender/Cultural Studies. Courses in the 400 and 500 series are graduate level.

TC: If a course number is followed by TC, that course is a short-term travel course (for example, MCM 488 on page 41). Short-term travel courses usually run for two to four weeks, beginning at the end of final exams in the spring term. They are counted as part of a student's spring semester course load. For more examples of short-term travel courses, see the *Undergraduate Course Catalog*.

Course Prefix and Number

GCS 430 Cultural Theory (S-1,2)

4 sem. hrs. Prereq.: GCS 403 or consent of the instructor.

An intensive reading seminar, intended to provide an introduction to the theoretical debates regarding the study of culture that have taken place in the last twenty years. Explores theories of nations, publics, and identities. Considers a number of theorists including Bourdieu, Haberman, Foucault, Hall, and Butler. Bergland, Puri.

Semester Hours

Like GCS 430, most courses count as four semester hours, although there are some for two or eight semester hours. Requirements vary by program, so check the individual graduate program for the number of semester hours or credits needed to satisfy the degree.

Prerequisites and Course Limitations

This course has a prerequisite of GCS 403, meaning that students must have completed that course before enrolling in GCS 430. Note that the prerequisite also says "or consent of the instructor," indicating that the instructor may grant permission to enroll without having taken the prerequisite course. In such cases, students should contact the instructor or department for more information.

Course Title

The course title indicates the major area(s) of focus for the course. Some titles are more descriptive and self-explanatory than others. Therefore, students should rely on the course description for information about the content and format of the course.

Semester Offered

This code indicates which semester(s) the course will be offered in 2006–2008:

F = Fall

S = Spring

U = Summer

1 = Academic Year 2006–2007

2 = Academic Year 2007–2008

Thus GCS 430, designated (S-1,2), will be offered in the spring of both academic years.

A course designated (F-1,2; S-1,2) will be offered in the fall and spring semesters of both years, etc.

Course Instructor

The instructor of the course is listed at the end of the course description. Information about the educational background of the faculty can be found on pages 105–118. Note that some courses list "Staff" as the instructor, meaning that the course is taught by an instructor who is not a member of the full-time faculty or has not yet been determined.

Course Description

The description provides a brief overview of the content and approach of the course. It might also offer an idea of the kinds of work that will be required, such as writing, research, creative work, or laboratory work.

USER'S GUIDE

COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAMS

Graduate Programs in Children's Literature

Cathryn M. Mercier, *Director, Associate Dean,
and Associate Professor*

Kelly Hager, *Associate Professor*

Susan P. Bloom, *Associate Professor Emerita*

Jacqueline Horne, *Assistant Professor*

DEGREES IN CHILDREN'S LITERATURE

Master of Arts (MA) in Children's Literature

Master of Fine Arts (MFA) in Writing for
Children

MA/MFA joint degree

MA/MAT dual degree (see 47)

Master of Arts in Children's Literature

The graduate degree programs in children's literature offer specialized study of books for children and young adults to students who are, or who intend to be, involved in teaching, library work, editing, publishing, writing, or affiliated fields.

Admission: Admission requires a baccalaureate degree preferably with a major in English, American, and/or comparative literature from an accredited institution. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. The application requires a statement of purpose in seeking the MA degree, official transcripts of degree work, two letters of recommendation and, for international students, the Test of English as a Foreign Language results. An interview, though not required, is strongly recommended.

Admissions are rolling; therefore, early application is recommended. Although students

usually begin in the fall semester, they may be accepted for spring or summer semester.

Students may elect to complete their degree on a full- or part-time basis. Part-time students must complete the degree requirements within five years of registration as degree candidates.

A maximum of four semester hours of transfer credit will be allowed toward the degree.

Transfer credit must be applied for at the time of admission and before matriculation. All inquiries should be addressed to the Office of Graduate Studies Admission, Simmons College, 300 The Fenway, Boston, MA, 02115-5898. 617.521.2915 or emailed to gsa@simmons.edu.

Degree Requirements for the Master of Arts in Children's Literature: Thirty-six credits (nine courses) are required for the degree. The following five courses are mandatory:

CHL 401	Criticism of Literature for Children
CHL 403	The Picturebook
CHL 413	Contemporary Realistic Fiction
CHL 414	Fantasy and Science Fiction
One literary history course	

A candidate for the degree may elect to write a thesis or an independent project as a part of a tutorial during the final semester. The thesis may be a monograph, an essay, or a bibliographic compilation and will have a scholarly orientation. The independent project may take a variety of shapes; it should have practical application to the candidate's professional work and should represent a model for use by others. Possible independent projects include children's literature and curriculum development, literature education, a creative writing project, a sponsored internship. Students interested in pursuing a thesis or an independent project should consult with the program director early in their program and obtain guidelines for proposal submission for thesis and independent study work.

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Year 2004-2005
2 = Academic
Year 2005-2006
M = Mode

The administrative committee assumes that students, upon completion of the degree program, will be able to demonstrate the confidence that comes with a general acquaintance with literature, as well as experience in children's literature. With this in mind, the graduate program director may advise students to complete additional coursework in literature. The specific courses will be determined following discussion between the student and the program director.

Master of Fine Arts in Writing for Children

Admission: Admission requires a baccalaureate degree, preferably with a major in English, American, and/or comparative literature and/or creative writing, from an accredited institution. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. The application requires a statement of purpose in seeking the degree, official transcripts of degree work, two letters of recommendation and, for international students, the Test of English as a Foreign Language results. Additionally, MFA degree candidates must submit a portfolio of creative writing not to exceed 20 pages, a statement that reflects on the writing process, addresses the applicant's goals as a writer, tracks his/her publishing history, and/or identifies any works-in-progress. An interview, though not required, is strongly recommended.

Admissions are rolling; therefore, early application is recommended. Although students usually begin in the fall semester, they may be accepted for spring or summer semester. Students should review carefully when courses are offered and the sequence of courses in the MFA program in order to progress through the program in a satisfactory manner. Students may elect to complete their degree on a full- or part-time basis. Part-time students must complete the degree requirements within five years of registration as degree candidates. A maximum

of four semester hours of transfer credit will be allowed toward the degree. Transfer credit must be applied for at the time of admission and before matriculation. All inquiries should be addressed to the Office of Graduate Studies Admission, Simmons College, 300 The Fenway, Boston, MA, 02115-5898. 617.521.2915. gsa@simmons.edu.

Degree Requirements for the Master of Fine Arts in Writing for Children: This eight-course (32 credits) program of study has a strong theoretical underpinning. Each student completes four academic course and four writing courses:

CHL 401	Criticism of Literature for Children
CHL 403	The Picturebook
	One genre-based course
	One literary history course
CHL 430	Writing for Children I
CHL 431	Writing for Children II
CHL 441	Mentorship I
CHL 442	Mentorship II

BA/MA in Children's Literature and BA/MFA in Writing for Children

Simmons offers an accelerated program that allows Simmons undergraduate students to acquire a Master of Arts in Children's Literature or a Master of Fine Arts in Writing for Children within one year of completing their undergraduate studies at the College. Applications should be filed before the beginning of the student's senior year. Undergraduate students applying for graduate study in children's literature are expected to have the following qualifications:

1. A grade of B or above in ENGL 313 Survey of Children's and Young Adult Literature.
2. Additional 300-level work that incorporates or addresses children's or young adult literature in some way. For example, an English major could choose to take ENGL 311 Victorian Children's Literature as part of her major or to begin working on a manuscript for children in a writing

course. Or, an education major could provide evidence that her student teaching required extensive work in children's literature. Similarly, a nursing major might find herself heavily involved in bibliotherapy (or other literature activities) in a hospital. A communications major could apply her internship in the children's trade division at a publishing company.

Any individual student may also complete an independent study on some aspect of children's literature, either in her major and/or under the supervision of the children's literature graduate faculty. The children's literature faculty will evaluate, at the time of application, the specific nature of this work. Students accepted into the accelerated BA/MA program must complete 32 credits beyond the Simmons baccalaureate degree for the MA; the BA/MFA student must complete 28 credits beyond the Simmons baccalaureate degree.

Degree Requirements for the MA/MFA Joint Degree Program

It would be possible to complete a joint degree program that earns the MA and MFA in Children's Literature. Applicants to the joint degree program follow the application requirements for the MFA in Children's Literature and indicate that they wish to be considered for the joint degree program. The joint degree is comprised of 14 courses (64 credits) that include the five MA core courses (criticism, picturebook, realism, fantasy, and one historical course), an additional four elective courses studying children's literature, the course in children's book publishing, two courses in writing and two courses of independent work with a mentor.

Course Requirements

Courses in children's literature are open to graduate students who have been admitted to the children's literature program administered by the Center for the Study of Children's Literature. Non-matriculating graduate students may also enroll on a single-course or institute basis with the permission of the program

director. Non-matriculating students must apply after completing their second course. Graduate students in other fields may enroll with the permission of their school or department and consent from the Children's Literature graduate program director. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours.

COURSES

CHL 401 Criticism of Literature for Children (F-1,2)

4 sem. hrs.

Develops the individual critical voices of students and acquaints them with the literary canon and a variety of literacy perspectives through exposure to many influential schools of literacy criticism. Applies critical skills in the examination of a range of novels (realism and fantasy), short stories, biographies, nonfiction, and translated works published for children. Mercier.

CHL 403 The Picturebook (S-1,2)

4 sem. hrs.

Explores picturebooks and their histories in detail. Considers medium, technique, and technology to investigate the development of the picturebook as a distinct artistic form. Develops a discerning eye and critical vocabulary essential for appraising text and illustration. Hearn, Bloom.

CHL 404 Poetry for Young Readers*

4 sem. hrs.

Analyzes contemporary poetry accessible to children and young adults, following a brief historical overview of children's poetry. Studies influential individual poets as well as respected anthologies as a means of developing a critical sense of poetry and identifying poetry that sings for young readers. Staff.

CHL 411 Victorian Children's Literature (F-1,2)

4 sem. hrs.

Examines the wide variety of Victorian literature written for children, from fairy tales and nonsense verse to didactic fiction and classic examples of

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the Victorian bildungsroman. Authors may include Lewis Carroll, Charles Kingsley, Frances Hodgson Burnett, Dinah Mulock Craik, Christina Rossetti, Robert Louis Stevenson, Charlotte Mary Yonge, and Rudyard Kipling. Hager.

CHL 413 Contemporary Realistic Fiction for Young Adults (S-1,2)

4 sem. hrs.

Studies the adolescent's quest for a sense of self as she or he must struggle to affirm identity in ever-expanding Joycian circles of influence. Focuses on fiction published for both young adults and adults, drawing from the work of Brock Cole, Robert Cormier, M.E. Kerr, Chris Lynch, Kyoko Mori, Walter Dean Myers, and Virginia Euwer Wolff, among others. Mercier.

CHL 414 Fantasy and Science Fiction (F-1,2)

4 sem. hrs.

Provides a historical study and critical analysis of the development of fantasy and science fiction for children. Traces the growth of themes and genres in works studied and examines underlying themes as serious expressions of human hopes and fears in the past and for the future. Horne.

CHL 416 Modern British Fiction for Young People*

4 sem. hrs.

Involves lectures, workshops on books and extracts, discussions, and student input in various form to survey contemporary British authors and illustrators and trends. Uses specific authors and genres to direct a critical discussion of how to talk about British children's and young adult books. Staff.

CHL 417 Canadian Children's Literature*

4 sem. hrs.

Examines Canadian children's books in English as they reflect the evolution from a colonial to a pluralistic society, including a study of domestic and historical fiction, fantasy and science fiction, the realistic animal story, picturebooks, and folklore. Uses examples of children's books from other Commonwealth nations, especially Australia and New Zealand, for comparison and contrast. Staff.

CHL 418 Australian Children's Literature*

4 sem. hrs.

Examines the growth of an indigenous literature for children and its contemporary flowering in both writing and illustrating. Emphasizes work published since 1970, except for some major writers such as Ivan Southall, Patricia Wrightson, Joan Phipson, and Eleanor Spense. Includes all genres. Staff.

CHL 420 Project-Thesis Tutorial (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Requires preparation of a monograph, essay, or bibliographic compilation with a scholarly orientation. Consult with the program director regarding guidelines and deadlines for submitting thesis proposal. Staff.

CHL 421 History of Children's Book Publishing (S-1,2)

4 sem. hrs.

Surveys the history of children's book publishing in the U.S. and then focuses on the various stages of the contemporary children's book publishing process – editing, art direction and design, and marketing. Practitioners from each of these areas will share their expertise and involvement in the evolution of a book's creation. The final assignment requires that each student develop a publishing project and show how such a book would be published. Silvey.

[CHL 423/ENGL 423 19th Century American Children's Literature

4 sem. hrs. Not offered in 2006-2008.]

Reading writers including Hawthorne, Alcott, Twain, Susan Warner, Thomas Bailey Aldrich, and Margaret Sidney, this class will consider the role of religion, the classed and gendered nature of writing for children, and the way the family is depicted and disciplined. We'll also take up the question of slavery, women's suffrage, and industrialization in the children's literature of the period. Hager.

CHL 425 Folk and Fairy Tales (U-1)

4 sem. hrs.

Examines fairy tales and folktales from classical origins to modern anthologies, orality to literacy, focusing on the Grimms and the phenomenon they canonized. Considers the cultural and psychological messages encoded in the tales, the various frames placed around them by their tellers (old women, male philologists, jongleurs, and modern anthologizers), and the various historical and social functions tales have filled at different times. Also surveys the major 19th- and 20th-century schools of tale interpretation. Develops skills in close reading and analysis of tales. Coates.

CHL 426 The Child in Fiction (S-1)

4 sem. hrs.

Examines art, literature, history, and critical theory as well as education, psychology, and media studies to consider the multiple ways literature about and for children constructs notions of childhood. Addresses portrayals of race, class, and gender in children's books that take childhood itself as subject. Includes readings crossing age (from picturebooks to young adult novels) and genre (folklore, poetry, fantasy, and realism). Mercier, Horne.

CHL 430 Writing for Children I (F-1,2)

4 sem. hrs.

Investigates the process of writing fiction for children through written assignments and class discussion of both assignments and published books. Examines different narrative forms and techniques and the elements and development of a story. Includes individual conference work on individual projects. Requires a willingness to participate and experiment, but previous creative writing experience is not necessary. Staff.

CHL 431 Writing for Children II (S-1,2)

4 sem. hrs. Prereq.: CHL 430.

Investigates the process of writing fiction for children through written assignments and class discussion of assignments, published books, and theoretical applications. Examines different narrative forms and techniques and the elements and development of a story. Includes individual conferences. Staff.

CHL 435 Contemporary Considerations: The Writer's Achievement (F-1)

4 sem hrs.

Provides a rare opportunity to examine the entire body of a writer's work. Develops critical skills through study of the completed works of three important writers of children's literature. Requires corollary readings of literary criticism pertaining to each author. A book-by-book exploration of the writer's evolution, style, themes, ideology, and ultimately achievement with an eye to the connections between books and to the author's work as a whole. Bloom.

CHL 436 Nonfiction: The New Frontier in Children's Books (F-2)

4 sem. hrs.

Studies the vital and diverse genre of children's nonfiction. Considers the history of the genre while focusing on contemporary nonfiction titles and authors. Discusses varied issues that the field generates, including its intersections with fiction. Substantially considers biographies from picturebooks through young adult fiction. Bloom.

CHL 441 MFA Mentorship I (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: CHL 430.

Provides MFA students individual mentoring from a children's book author, editor, or critic to develop a single project from its initial conception to submission in manuscript form to a publishing house. Consult with the program director regarding guidelines and deadlines for submitting mentorship proposal. Staff

CHL 442 MFA Mentorship II (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: CHL 441.

Provides MFA students individual mentoring from a children's book author, editor, or critic to develop a single project from its initial conception to submission in manuscript form to a publishing house. Consult with the program director regarding guidelines and deadlines for submitting mentorship proposal. Staff.

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CHL 450 Independent Study (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Provides students an opportunity to study a topic of their choosing in the area of curriculum development or literature education. Project should have practical application to the candidate's professional work and represent a model for use by others. Consult with the program director regarding guidelines and deadlines for submitting independent study proposal. Staff.

CHL 500 Summer Symposium in Children's Literature (U-2)

Examines all genres of children's literature, from picturebook through young adult novel, nonfiction, and poetry, through a thematic lens. Culminates in a long weekend in which authors, illustrators, editors, and critics of children's literature bring their unique vision to the theme. Past summer symposia have been "Let's Dance" (2005), "Midnight Gardens" (2003), "Brave New Worlds" (2001), "Halos and Hooligans" (1999), and "As Time Goes By" (1997). Staff.

**Schedule to be announced. British, Canadian, and Australian Children's Literature typically are offered only in even-numbered summers.*

The Master's in Communications Management

Joan Abrams, *Director and Assistant Professor*

Marlene Fine, *Professor*

Vonda Powell, *Assistant Professor*

Edward Vieira, *Assistant Professor*

William Earle, *Lecturer*

Gayle Gifford, *Lecturer*

Mark Kennedy, *Lecturer*

Kenneth Kerber, *Lecturer*

Peter Masucci, *Lecturer*

Naomi Wilsey, *Lecturer*

Alison Whitehead, *Administrative Assistant*

The Master's in Communications Management (MCM) is designed primarily for people who have had either a professional communications experience and want to assume increased responsibilities, duties, and functions; or a managerial experience and want to deepen their understanding of organizational and managerial communication. The curriculum has an applied focus that emphasizes organizational processes and the intersection of theory and professional practice.

Admission: Applicants must submit: an official transcript from the institution granting their baccalaureate degrees and any other schools attended since high school graduation; scores from the Graduate Record Exam (GRE), Graduate Management Admission Test (GMAT), or the Miller Analogies Test (MAT); and two letters of recommendation. GRE, GMAT, or MAT scores may be waived for applicants with five years of significant full-time work experience in communications management or a related field. Up to eight semester hours of transfer credit for graduate study elsewhere may be applied toward the degree when that work is judged to be appropriate to the candidate's program. Transfer credit must be presented upon application. Individuals may take up to two courses in this program before formally applying for degree candidacy. Non-degree student guidelines and the program brochure are available by contacting Graduate Studies

Admission, Simmons College, 300 The Fenway, Boston, MA, 02115-5898; telephone: 617.521.2915; fax: 617.521.3058; or e-mail: gsa@simmons.edu. The website for MCM includes more specific and detailed information: http://www.simmons.edu/gradstudies/communications_management/.

Degree Requirements: Candidates for the degree must satisfactorily complete a minimum of 36 semester hours within five calendar years. This requirement comprises four required core courses, four elective courses, and an applied learning project, which includes a written academic component and an oral presentation. All courses and the applied learning project are four credit hours.

Required courses include:

MCM 442	Emerging Communications Technologies
MCM 462	Financial Aspects of Business
MCM 481	Strategic Communication and Organizational Change
MCM 485	Communicating Across Cultures
MCM 500	Applied Learning Project

Electives are chosen from courses that address new applications of communications technology, marketing communications, public relations, the management of communications functions within organizations, and managerial communication.

COURSES

MCM 420 Effective Managerial Communication*

4 sem. hrs.

Provides a foundation in the strategic use of communication to inform, motivate, persuade, build consensus, and implement change in organizations. Helps improve written, oral, and interpersonal communication skills in managerial settings. Staff.

MCM 421 Speechwriting and Oral Presentation*

4 sem. hrs.

Focuses on creating and presenting speeches and other oral presentations in a variety of business and professional settings; uses an audience-centered approach to communication. Beltz, Fine.

MCM 422 Writing for Communications Professionals*

4 sem. hrs.

Focuses on using writing as a strategic managerial tool. Helps develop writing skills across a range of managerial writing tasks, including routine memoranda, reports, proposals, and performance reviews. Staff.

MCM 423 The Business Press*

4 sem. hrs.

Focuses on the knowledge and skills needed to understand, analyze, and write about business, economics, productivity, consumerism, investment, and other business-related topics. Powell.

MCM 424 Negotiations*

4 sem. hrs.

Emphasizes negotiation skills within organizations and with customers, clients, and stakeholders across organizations. Provides a structured means to analyze negotiation and a set of tools to improve negotiation skills. Vieira.

MCM 425 Leadership Through Communication*

4 sem. hrs.

Explores different theoretical approaches to understanding leadership and examining how leadership is constructed and enacted through communication in each approach. Fine.

MCM 426 The Art of Conversation for Managers*

4 sem. hrs.

Focuses on developing speaking, listening, and inquiring skills, essential for productive conversations, along with encouraging the development of key "metaskills" or attitudes that moderate the effectiveness of our speaking, listening, and inquiring. Examines differences between women

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and men in conversation, cross-cultural communication, and explores the importance of past, future, and present conversations for effective management and leadership. Kerber.

MCM 442 Emerging Communications Technologies (F-1,2)

4 sem. hrs.

Provides a foundation in understanding how new communications technologies transform organizations, including what constitutes technology in the workplace; the impact new technologies have on the organizational, cultural, and technical components of businesses; and strategies for the effective implementation of new technologies. Masucci.

MCM 451 Integrated Marketing Communications*

4 sem. hrs.

Focuses on the marketing concepts and methods needed to capture fragmented customer-centric markets. Emphasizes the need to integrate all marketing communications, including public relations and advertising. Masucci.

MCM 452 Consumer Communications*

4 sem. hrs.

Examines the role and function of direct and database marketing in the marketing mix. Topics include analysis and measurement of direct marketing, evaluation of direct marketing packages, the role of the Internet, and privacy and ethics. Staff.

MCM 453 Strategic Marketing Communications*

4 sem. hrs.

Focuses on strategic planning issues central to marketing communications, including identifying and selecting key strategic options and methods of evaluating results. Masucci.

MCM 454 Communicating Corporate Image*

4 sem. hrs.

Focuses on how organizations create and communicate a coherent organizational identity through visual and verbal images. Topics include culture

and corporate image, qualitative and quantitative measures of image and reputation, and strategic and ethical issues in managing corporate image. Abrams.

MCM 458 Online Communications*

4 sem. hrs.

Focuses on integrating an online marketing component into a broad-based marketing communications plan and extending marketing strategies to take advantage of the benefits of online and web-based marketing. Masucci.

MCM 460 Financial and Investor Relations*

4 sem. hrs.

Prepares students to communicate company business and financial information to investors, analysts, shareholders, and the financial media. Staff.

MCM 461 Public Relations for the 21st Century*

4 sem. hrs.

Provides a foundation in the strategic use of public relations. Focuses on the changing nature of public relations, the increasing use of new technologies, and the inclusion of public relations in the total marketing communications mix. Powell.

MCM 462 Financial Aspects of Business (S-1,2)

4 sem. hrs.

Provides an introduction to economics, accounting, and finance. Enables students to read, analyze, and interpret company financial statements, understanding how external factors affect the financial health of organizations, and making decisions based on financial information. Earle.

MCM 464 Corporate Community Relations*

4 sem. hrs.

Explores the theory and practice of corporate community relations, tracing its roots through key social movements of the 20th century to the post-9/11 corporate environment in the U.S. Provides practical techniques for community relations professionals from both the corporate and non-profit sectors. Gifford.

MCM 465 Issues Management*

4 sem. hrs.

Focuses on identifying the issues and environments that affect the communications functions of organizations. Topics include strategies for minimizing negative effects, creating opportunities, and managing crises. Staff.

MCM 481 Strategic Communication and Organizational Change (S-1,2)

4 sem. hrs.

Focuses on assessing the organizational environment, long-range planning, and implementing change. Emphasizes the role of communication in managing the process of change in organizations. Wilsey.

MCM 485 Communicating Across Cultures (F-1, 2)

4 sem. hrs.

Provides a cross-cultural perspective for managing both organizational and personal communication in international and multicultural contexts. Kennedy.

MCM 486 Cultural Diversity in the Workplace*

4 sem. hrs.

Explores the organizational challenges and opportunities created by the increasing cultural diversity of the U.S. workforce. Provides a theoretical perspective and practical strategies for creating organizational environments that encourage workers of diverse cultural backgrounds to work together productively. Fine.

MCM 487 Internal Corporate Communications*

4 sem. hrs.

Examines how organizations use internal communications (oral, written, and electronic) to convey company strategy, build employee motivation, and create readiness for organizational change. Vieira.

MCM 488 (TC) Organizational Communication and Culture (U-1,2)

4 sem. hrs.

Examines several types of organizational communication, including marketing communications, public relations, crisis communications, and managerial communication, as they are practiced in Italy and the U.S. Focuses specifically on how culture shapes the practice of organizational communication. Includes lecture, discussion, guest speakers, and field trips. Offered in Rome during a two-week period in summer session. Fine.

MCM 497 Special Topics in Communications Management*

4 sem. hrs.

Explores issues of current interest in communications management. Topics change with each offering. Staff.

MCM 498 Independent Study (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

For students who wish to pursue subjects not covered in existing courses—topics may be academic or applied. Abrams, Fine.

MCM 500 Applied Learning Project (F-1,2; S-1,2)

4 sem. hrs.

Prepares and supports students in completing an applied project that demonstrates an understanding of the strategic use of communication in organizations. Final project includes a written and an oral component. Abrams.

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Graduate Programs in Education

The Department of General Education and the Department of Special Education prepare teachers to become educational leaders able to address the challenges of 21st century classrooms. Students will gain the knowledge to communicate effectively, orally and in writing; to understand and appreciate the linguistic, ethnic, racial, and socioeconomic differences in schools today; and to facilitate the learning of all children and adults, no matter what diverse or special needs they might have.

Graduate Teacher Preparation Programs

Simmons College offers master's, non-degree, and advanced teacher preparation programs in the following areas:

- General Education
 - Master of Arts in Teaching (page 44)
 - Master of Science in Education/Certificate of Advanced Graduate Study for General Purposes (pages 46)
 - Educational Leadership (pages 46)
 - Urban Elementary Education (page 46-47)
 - English as a Second Language (page 55)
- Special Education (pages 58-73)

The following dual-degree programs are available:

- Master of Arts in Teaching/Master of Arts in Children's Literature, English, History, Gender/Cultural Studies, or Spanish (page 47)

In addition, the Department of Education offers the Kathleen Dunn Scholars Program, a five-year integrated bachelor's/master's degree program for Simmons students majoring in education. See the *Undergraduate Course Catalog* for more information.

The Practicum

Many graduate education programs at Simmons include a practicum component. All practica will take place within 50 miles of the College. Students are responsible for arranging and paying for transportation to and from schools.

In those courses required to meet state standards, the department expects a level of academic distinction, including a cumulative grade point average of 3.00, in order to be recommended for a teaching practicum. All students must document at least 75 hours of prepracticum fieldwork and have passing scores on the Communications and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL) prior to advancing to the practicum. In some cases, students may also be required to pass their MTEL subject matter tests before advancing to the practicum.

All students in a practicum must document a minimum of 135 hours of direct instruction of learners. See program directors for specific details. Practicum descriptions follow course listings in each program area.

Admission to MEd, MAT, MATESL, Dual-Degree Program, or Non-Degree Programs

The applicant must have a baccalaureate degree from an accredited college with a major, or its equivalent, in one of the liberal arts or sciences. The undergraduate record must show strong academic achievement.

Recommendations, an interview, and other documentation are required. Students must maintain a 3.00 grade point average and, pass appropriate sections of the MTEL, as well as receive departmental approval for admission to the practicum experience. Individual programs may have additional requirements. Inquiries should be addressed to Graduate Studies Admission, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, 617.521.2915, or gsa@simmons.edu.

GENERAL EDUCATION

Lynda Johnson, *Assistant Dean for Graduate Programs in General Education, Assistant Professor and Chair*

Kathleen Dunn, *Professor Emerita*

Theresa Perry, *Professor*

Paul Abraham, *Associate Professor, Director of MATESL Program*

Maryellen Cunnion, *Associate Professor,*

Alfred Rocci, *Associate Professor*

Jill Taylor, *Associate Professor*

James Walsh, *Associate Professor*

Janie Ward, *Associate Professor*

Joy Bettencourt, *Assistant Professor*

Ellen Davidson, *Assistant Professor*

Helen Guttentag, *Assistant Professor, Director of Clinical Programs and Undergraduate General Education*

Gary Oakes, *Assistant Professor*

Nina Senatore, *Assistant Professor*

Jay Sugarman, *Assistant Professor*

Janet Chumley, *Instructor*

Stephanie Hamel, *Instructor*

Roberta Kelly, *Senior Lecturer and Director of Urban Masters Program*

Renee Rubin, *Senior Lecturer and Director of Educational Leadership Program*

Robert Abbey, *Lecturer*

Mary Anton, *Lecturer*

Arthur Bettencourt, *Lecturer*

Janelle Bradshaw, *Lecturer*

JoAnn Campbell, *Lecturer*

Barbara Cauchon, *Lecturer*

Kim Cave, *Lecturer*

Mary Colvario, *Lecturer*

Charles Cormier, *Lecturer*

Eileen Cronin, *Lecturer*

Peony Fhagen-Smith, *Lecturer*

Suzanne Foley, *Lecturer*

Caitlin Gaffney, *Lecturer*

Carl Gersten, *Lecturer*

Diana Gondek, *Lecturer*

Kellie Jones, *Lecturer*

Beth Kennedy, *Lecturer*

Nancy Levy-Konesky, *Lecturer*

Douglas Lyons, *Lecturer*

Joan McKenna, *Lecturer*

Rena Mirkin, *Lecturer*

Sally Nelson, *Lecturer*

Katherine Norris, *Lecturer*

Susan Plati, *Lecturer*

Thomas Plati, *Lecturer*

William Ribas, *Lecturer*

Thomas Rooney, *Lecturer*

Peter Rowe, *Lecturer*

Barbara Scotto, *Lecturer*

Mary Sheffield, *Lecturer*

Michael Sherman, *Lecturer*

Allan Shwedel, *Lecturer*

Anne Steele, *Lecturer*

Jay Sugarman, *Lecturer*

Roseli Weiss, *Lecturer*

Anne Whittredge, *Lecturer*

Tatiana With, *Lecturer*

Rachel Finer, *Program Manager, Graduate General Education and Clinical Programs*

Denise Oberdan, *Academic Program Manager*

Suzanne Mullarkey, *Administrative Assistant, MATESL, Undergraduate General Education*

Master of Arts in Teaching (MAT) Program

Lynda Johnson, *Assistant Dean and Chair of the Department of General Education*

The MAT program is specifically designed for candidates with strong backgrounds in the liberal arts and sciences but no prior teaching experience. It is dedicated to the proposition that all children can learn and have a right to be taught in ways that enable them to learn. MAT candidates receive preparation for teaching by studying the cultural and historical foundations of the school in American society as well as developmental psychology as it applies to learning and teaching situations. Students also study the curriculum, materials, and methods of teaching necessary for the grade levels and subject(s) they will teach. Extensive fieldwork and supervised student teaching are an integral part of the program.

The MAT program prepares teachers for the following levels and subject areas:

- Elementary (grades 1–6)
- Middle/high school (grades 5–8 or 8–12)

Subjects: English, history, mathematics, political science/philosophy, biology, chemistry, physics

- French and Spanish (grades 5–12)

At the elementary level, candidates must present evidence of general familiarity with the subjects taught in the elementary schools, i.e., reading, writing, literature, science, mathematics, art, music, health, physical education, and social studies. They must also have a major in the liberal arts and sciences or equivalent coursework. In addition to the Massachusetts Tests for Educator Licensure Communications and Literacy tests, elementary candidates must pass the General Curriculum test and the Foundations of Reading test.

At the middle or high school levels, candidates must have an undergraduate major in the subject they plan to teach or provide documentation of sufficient courses, knowledge or other experiences. All candidates must pass the MTEL test in their subject area. Faculty will advise candidates regarding their compliance with the regulations at the time of their application to

In accordance with Section 207 of Title II of the Federal Higher Education Act, all programs of teacher education need to report the pass rates of their students on statewide testing for teacher certification. For further information for past cohorts please see our website, <http://www.simmons.edu>.

**Massachusetts Tests for Educator Licensure
Annual Institution Report**

2003–2004

Test category	Simmons pass rate	Statewide pass rate
Communication and Literacy	100%	99%
Academic Content Areas	97%	96%
Teaching to Special Populations	--*	99%
Summary pass rates	97%	95%

*"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

the program. In addition to the Communications and Literacy tests, all middle and high school candidates must pass a subject test in the field of licensure.

Degree Requirements: Students who wish to obtain initial licensure have two program options. The first is a 40 credit master's program that includes a year-long internship in a classroom. The second option is a 36-credit master's program that includes a 14-week practicum in the fall or spring semester. Practicum and internship sites include Brookline, Boston, Needham, Dover, Arlington, Norwood, Reading, and many other cities and towns in the greater Boston area. The following is a recommended program of study:

Elementary Initial License (36 credits):

- GEDUC 460 Teaching Strategies for the Inclusive Classroom
- GEDUC 445 Educational Psychology
- GEDUC 457 Cultural Foundations of Education
or GEDUC 422 Multiculturalism in the Classroom: Research, Resources, and Readings
- GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom
- GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom
- GEDUC 467 Math for the Early Childhood and Elementary Classroom
- GEDUC 401 Seminar in Teaching and Learning at the Elementary Level
- GEDUC 480 Practicum: Elementary Education (Grades 1–6)
- GEDUC elective

Elementary Initial License with Internship (40 credits): See Elementary Initial License and

add GEDUC 400 Prepracticum Seminar and GEDUC 488 Prepracticum and delete GEDUC 457 Cultural Foundations of Education

Secondary Initial License:

- GEDUC 460 Teaching Strategies for the Inclusive Classroom
- GEDUC 445 Educational Psychology
- GEDUC 420 Reading and Writing Across the Curriculum in the Secondary School
- GEDUC 457 Cultural Foundations of Education
- GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers
- GEDUC 4xx (Methods of Teaching in subject area)
- GEDUC 402 Seminar in Teaching and Learning at the Middle and High School Levels
- GEDUC 481 Practicum: Middle School (Grades 5–8)
or GEDUC 482 Practicum: High School (Grades 8–12)
- GEDUC elective

Secondary Initial License with Internship

See Secondary Initial License and add GEDUC 400 Prepracticum Seminar and GEDUC 488 Prepracticum and delete GEDUC 457 Cultural Foundations of Education

Candidates for licensure must also pass all sections of the Massachusetts Tests for Educator Licensure (MTEL) Test. Candidates must pass the communication and literacy section before beginning practicum placements.

The maximum length of time allowed for completion of the degree requirements is five years. Part-time candidates should work closely with the faculty to plan their programs.

Master of Science in Education/Certificate of Advanced Graduate Study (MSEd/CAGS) for General Purposes

These 32-credit programs are designed for experienced classroom teachers who wish to take additional advanced courses at the graduate level. Candidates select a core of four courses from one of three graduate education programs: special education, general education, or English language learners. Additionally, candidates may select four education courses or courses from the following Simmons graduate programs: children’s literature, English, gender/cultural studies, history/archives management, and Spanish. Candidates will work with a program director who will serve as an advisor. A study plan will be designed to meet students’ individual professional goals.

Master of Science in Education/Certificate of Advanced Graduate Study (MSEd/CAGS) in Educational Leadership

This 36-credit program enables the candidate to become licensed as a supervisor/director, principal, or assistant principal of an elementary, middle, or high school. Students take a core group of courses based on proficiencies specifically outlined for aspiring educational administrative leaders. Carefully designed clinical fieldwork is part of a well-supervised administrative experience. The program uses a cohort model, offering collegial support, reflection, and ongoing networking.

Admission: In addition to the requirements described on page 42, MSEd candidates seeking license must submit a copy of a Massachusetts teaching license and have a record of successful teaching experience at a public, independent, charter, or parochial school. CAGS candidates must have a master’s degree in addition to the above requirements. A passing score on the MTEL communication and literacy section is part of the licensing requirement.

Degree Requirements: The course sequence for this program is as follows:

- GEDUC 500 Leadership Development
- GEDUC 501 Models of Teaching
- GEDUC 502 The Law and Education Policy
- GEDUC 503 Principal as Manager: Fiscal, Facilities and Politics
- GEDUC 505 Curriculum Methods and Development
- GEDUC 506 Classroom Supervision in Theory and Practice
- GEDUC 507 Technology and the Administrator
- GEDUC 508 Organizational Management
- GEDUC 509 Foundations of Educational Leadership
- GEDUC 510 Leadership Seminar
- GEDUC 511 Leadership Field Experience Practicum

The above courses are open only to educational leadership participants or those receiving permission from the program director.

Urban Elementary Education Program

The Urban Elementary Education Program offers a Master of Science degree or certificate of advanced graduate study in education to elementary level teachers. The program is designed to provide 32 credit hours of coursework, a practicum and seminar, and mentoring and support. All coursework is designed so that the skills and understanding can be applied to work in urban schools. Students will be provided with a mentor/supervisor to confer with weekly minimum of 12 classroom visits.

Degree Requirements: The course sequence for this program is as follows:

- GEDUC 409 Achieving Mathematical Power
- GEDUC 415 Building Fair and Effective Classroom Communities
- GEDUC 497 Teaching Reading in the Urban Elementary Classroom
- GEDUC 418 Understanding Curriculum

- GEDUC 417 English Language Learners in the General Education Classroom
- GEDUC 493 Topics in Urban Education I
- GEDUC 494 Topics in Urban Education II
- GEDUC 495 Practicum for Development
- This program meets Department of Education course requirements for Professional License for elementary, early childhood and moderate special needs.*

Dual Degree: Master of Arts in Teaching/Master of Arts

The dual degree program is a full-time two-year, sixty (60) credit graduate program leading to an MAT degree and an MA degree in an academic discipline. At present, the MAT may be combined with an individual MA degree in children's literature, English, history, gender/cultural studies, or Spanish. The student works simultaneously toward both degrees. The dual degree is awarded only after the candidate has completed 28 credits in the MA program and 32 credits in the MAT program.

Successful completion of the MAT degree along with passing scores on the appropriate Massachusetts Tests for Educator Licensure (MTEL) allow the student to receive initial teaching licensure from Massachusetts at the elementary, middle or high school level. The MA degree will provide the necessary content area study for the student to apply for professional teaching licensure after three years of successful teaching in the state.

The student must apply and be admitted to both programs. Each student will have two advisors, one in the MAT program and one in the MA program.

In the MAT program, the student has the option of completing a one-semester teaching practicum or a full-year teaching internship in a public school. The internship option requires enrolling in an additional four credits. For further information, please contact the Graduate Admissions Department at 617-521-2915 or Maryellen Cunnion in the Education

Department at 617-521-2566.

Beginning Teacher Center (BTC)

In 1999, Simmons College, in collaboration with Teachers 21, formed the Beginning Teacher Center (BTC) to professionalize teacher education. The BTC's goals are to increase retention of new teachers; to improve the skills and confidence of beginning teachers with relevant pre-service curriculum and in-service support; to build dialogue among school systems, state agencies, and colleges to ensure responsive training techniques; and to serve as a model to other colleges and school systems seeking quality curricula.

COURSES IN GENERAL EDUCATION

GEDUC 400 Prepracticum Seminar (F-1,2)

4 sem. hrs.

Prereq.: All required education courses.

Accompanies GEDUC 488.

Addresses topics and issues that align with students' classroom experiences. Covers topics including the Massachusetts curriculum frameworks; development of lesson plans; development of curriculum and curriculum units, classroom organization, routines, and procedures; classroom management, behavior and discipline; formal and informal assessment; issues around grading, record-keeping, communication, and conferences with parents; developing professional portfolios, school culture, and teaching strategies; modifying and adapting curriculum; and techniques for children with special needs. Requires a pre-practicum placement. Staff.

GEDUC 401 Seminar in Teaching and Learning at the Elementary Level (F-1,2; S-1,2)

4 sem. hrs.

Develops integrated curriculum units and explores different models of curriculum design, lesson plans, and interdisciplinary teaching; teaches strategies to modify curriculum to accommodate different developmental levels and learning styles; and addresses issues of classroom management and parent communication. Develops appropriate

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assessment and evaluation procedures, measuring student progress. Requires a practicum placement. Cunnion, Davidson, Hamel, Guttentag, Johnson.

GEDUC 402 Seminar in Teaching and Learning at the Middle and High School Levels (F-1,2; S-1,2)

4 sem. hrs.

Analyzes the structure and organization of middle and high schools and considers models of effective classroom management. Discusses methods of individualizing pedagogy; planning and implementing curricula; assessing student performance; and making best use of parents, colleagues, community organizations, and administrators. Uses case studies and role-play exercises, many from internship experiences. Requires a practicum placement. Rocci, Rooney.

GEDUC 409 Achieving Mathematical Power (S-1)

4 sem. hrs.

Reviews, strengthens, and extends students' understanding of mathematics content and topics, focusing on the methods of instruction of mathematics to elementary school children. Utilizes manipulatives that will assist in the growth and development of students' understanding and confidence as mathematical problem-solvers. Aligned with the Principles and Standards for School Mathematics. Hamel.

GEDUC 415 Building Fair and Effective Classroom Communities (F-1,2)

4 sem. hrs.

Explores two major themes in education today: 1) the teacher's role as a builder of effective relationships—the cornerstone of professional growth and development with colleagues, students, principals, and parents—within the school community; and 2) the teacher as a creator of a gender-fair classroom. Examines group theory, the research on group dynamics, team building, and the work of Jean Baker Miller. Emphasizes the in-depth examination of instructional practices. Bradshaw, Kelly, Whittredge.

GEDUC 416 Dimensions of Learning*

4 sem. hrs.

Explores one model of student learning based on cognitive psychology as applied to classroom situations. Considers five dimensions of learning through this model: attitudes and perceptions, acquiring and integrating knowledge, extending and refining knowledge, engaging in complex tasks, and developing the habits of mind of an expert learner. Staff.

GEDUC 417 English Language Learners in the General Education Classroom*

4 sem. hrs.

Provides an overview of cognitive, linguistic, and cultural influences in language acquisition. Assists in the development of a repertoire of teaching strategies to reach the specific needs of English language learners, k–12. Jones.

GEDUC 418 Understanding Curriculum (S-1; U-1)

4 sem. hrs.

Develops a philosophy of curriculum that builds on personal beliefs and current research; explores teaching and learning theory; utilizes Gardner's multiple intelligences theory; reviews curriculum documents and materials as well as instructional strategies; utilizes authentic assessment practices; develops a multidisciplinary, thematic curriculum document for one's own classroom; and involves evaluation and implementation of what is studied and discussed in class. Cave, Dunn.

GEDUC 420 Reading and Writing Across the Curriculum in the Secondary School (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Graduate student status or consent of the department.

Focuses on understanding the issues in reading comprehension and on learning a wide range of strategies for understanding text in the content areas. Emphasizes readings used in social studies, science, and English. Examines instructional practices that demonstrate the value of writing as a tool for learning. Presents assessment techniques that contribute to planning effective instruction and monitoring progress. Johnson, Steele.

GEDUC 421 Integrating Multiple Intelligences (S-2)

4 sem. hrs.

Explores current research in multiple intelligences and practical applications for the classroom, using Gardner's theory in depth and focusing on creating a multiple-intelligences classroom.

Applies the insight that educators must recognize and nurture all the varied human intelligences in their students in order to foster the development of a more competent, cooperative world community. Staff.

GEDUC 422 Multiculturalism in the Classroom: Research, Resources, and Readings*

4 sem. hrs.

Involves a range of experiences designed to help develop a greater understanding of our own ethnic/racial/cultural and greater understanding of our similarities differences with those whose culture is different from our own. Explores issues related to gender, achievement and success, multicultural education, and parent-student involvement. Davidson.

GEDUC 423 Facing History and Ourselves (U-1,2)

4 sem. hrs.

Through a rigorous examination of the events that led to the Holocaust, promotes the understanding that few events in history are inevitable but rather result from choices made by countless individuals and groups. Uses inquiry, analysis, and interpretation in an interdisciplinary approach to provide the skills and information today's teachers need to confront the moral questions raised by students and embedded in history and literature. Bettencourt, Facing History Staff.

GEDUC 424 Integrating Educational Technology in the Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Emphasizes understanding the role of technology as a teaching tool within the broader concept of curriculum development. Explores how computer technology can provide new avenues of learning in heterogeneous classrooms. Provides tools to evaluate software, develop lessons using the Internet,

use digital cameras and scanners, and explore programs such as Hyperstudio and Inspiration. Involves a major curriculum project integrating a range of technologies. Kennedy, Plati.

GEDUC 426 Integrating the Arts in Middle and Secondary School Classes (U-1,2)

4 sem. hrs.

Helps teachers integrate the arts and the creative process in the teaching of their own disciplines and develop interdisciplinary curricula and methods. Examines various roles of the arts in society and in the learning process, focusing on the integration of the arts and artistic ways of thinking and teaching rather than just exposing students to the arts. Rooney.

GEDUC 429 Literacy, Schools, and Communities*

4 sem. hrs.

Open to MS/CAGS candidates only. Investigates literacy changes over time and place and in relation to community. Explores the roots of students' literacy and that of other people and other times as a foundation for teaching literacy. Includes an autobiography, travel on the Black Heritage Trail, and guest speakers. Staff.

GEDUC 430 Cultural Theory and Multicultural Practice (S-1,2)

4 sem. hrs.

An intensive reading seminar, intended to provide an introduction to the theoretical debates regarding the study of culture that have taken place in the last twenty years. Explores theories of nations, publics, and identities. Considers a number of theorists including Bourdieu, Haberman, Foucault, Hall, and Butler. Bergland, Puri. (Also listed as GCS 430 and SPAN 430.)

GEDUC 434 Institutional Evaluation and Accountability*

4 sem. hrs.

Explores the fundamental issues and complexities confronting the range of accountability systems that public schools use to assess effectiveness and to plan school improvement efforts. Includes case studies, debates, a mock accreditation hearing, and field-based study. Staff.

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GEDUC 444 Research and Evaluation in Schools (F-1,2; S-1,2)

4 sem. hrs.

Introduces students to basic quantitative research for their own use and for the interpretation of published research. Includes both diagnostic assessment and formal and informal classroom evaluation. Studies qualitative/ethnographic research and the skills necessary for accurate classroom observation. Involves framing a research question and proposing a classroom-based investigation. Abraham.

GEDUC 445 Educational Psychology (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Examines the implications of psychology for teaching children and adolescents, emphasizing cognitive, social, and emotional development. Also covers learning styles, motivation, assessment, and evaluation. Requires individual presentations and papers that emphasize integration of students' educational experiences, theory, and practice. Cunnion, Shwedel.

GEDUC 446 Differentiated Writing Instruction to Close the Achievement Gap (F-1; S-1; U-2)

4 sem. hrs.

Examines the achievement gap in writing between white students and their Latino and African American classmates. The Writers Express methodology, shown to be effective in many urban and suburban classrooms, will be studied and practiced. Participants are expected to spend a significant amount of time in a classroom setting experimenting with and implementing the methods they have learned. This course is highly practical in nature and is relevant to a wide range of teachers of writing. Meyers, Reck.

GEDUC 449 Directed Study (F-1,2; S-1,2; U-1,2)

2–4 sem. hrs.

For graduate students only. Staff.

GEDUC 450 Independent Study (F-1,2; S-1,2; U-1,2)

2–4 sem. hrs.

For graduate students only. Johnson.

GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers (F-1,2; S-1,2; U-1,2)

4 sem. hrs. Prereq.: Graduate student status or consent of the department.

Considers professional issues for middle and high school teachers and students, including current school reform efforts; the multicultural debate; and other issues of race, gender, and sexual orientation. Examines the effect of school culture and the influence of television. Requires fieldwork if not taken concurrently with subject area methods course. Campbell, Davidson, Rocci.

GEDUC 457 Cultural Foundations of Education (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Studies the purposes and effects of education in U.S. public schools by means of analyzing historical and contemporary sources. Reviews contributions to the Western educational tradition of Plato, Locke, Wollstonecraft, Dewey, DuBois, and Hutchins. Questions what is to be taught, who is to teach, and to whom is the material to be taught as they developed in our tradition. Campbell, Rooney, Walsh.

GEDUC 460 Teaching Strategies for the Inclusive Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Examines a variety of teaching strategies applicable to students in heterogeneous classrooms: techniques to individualize instruction and promote mastery learning, development of cooperative learning strategies, and consideration of specific classroom and behavior management procedures. Requires fieldwork. Bettencourt, Jones, Johnson, Senatore.

GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom (F-1; S-1; U-1,2)

4 sem. hrs.

Considers methods and materials for elementary

curriculum in social studies, science, music, and art, emphasizing the unit approach to curriculum organization. Incorporates audiovisual materials. Examines experimental models and techniques of observation. Requires field experience in an inclusive classroom or a museum setting. Cormier, Sugarman.

GEDUC 462 Curriculum for the Early Childhood Classroom (S-1,2)

4 sem. hrs.

Explores early childhood programming (birth through age eight), focusing on the importance of physical, emotional, and cognitive development. Emphasizes adapting materials and methods to the needs of each child, including those with special needs. Discusses room arrangement and adaptations, equipment uses, sensory and creative experiences, dramatic play, and curriculum. Requires participation in workshops and field placement. Staff.

GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U1,2)

4 sem. hrs.

Considers methods of assessment and instruction in creating balanced literacy programs with reference to the ELA Frameworks throughout: decoding strategies including phonemic awareness and phonics skills; comprehension strategies; guided reading; literature circles; the writing process; the integration of children's literature and poetry. Requires two mornings a week of fieldwork if taken concurrently with GEDUC 467. Guttentag, Scotto.

GEDUC 467 Math for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Considers basic topics of elementary mathematics from contemporary viewpoints to reinforce mathematics learning. Examines varying pupil responses and techniques of instruction and construction of curriculum units. Requires field experience in an inclusive classroom. Includes two mornings a week of fieldwork if taken concurrently with GEDUC 464. Davidson, Hamel.

GEDUC 471 English Curriculum at the Middle or High School Level (F-1,2)

4 sem. hrs.

Considers issues in the teaching of high school and middle school English, including selection and justification of content, models of curriculum design, lesson and unit planning, history and structure of English language, and language acquisition theories. Includes observation and aiding experiences in inclusive English classrooms. Colvario, Rooney.

GEDUC 472 World Language Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs.

Considers major pedagogical issues in modern language instruction with specific attention to theories of language acquisition; the development of listening, speaking, reading, and writing skills; selection and justification of content; models of curricular design; and construction of lesson plans and units. Includes observation and aiding experiences in inclusive language classrooms. Staff.

GEDUC 474 History and Political Science Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs.

Considers major pedagogical issues in teaching history and the social sciences, emphasizing selection and justification of content, models of curriculum design, modes of inquiry, and construction of lesson plans and units. Includes observation and aiding experiences in inclusive social studies classrooms. Bettencourt.

GEDUC 476 Science Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs.

Introduces middle and high school science teaching: specific problems, instructional materials, and teaching techniques. Emphasizes observing and aiding inclusive science classes. Cauchon, Plati.

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GEDUC 478 Mathematics Curriculum at the High School or Middle School Level (F-1,2)

4 sem. hrs.

Explores contemporary issues and problems in middle- and high school-level mathematics teaching, including curriculum projects and materials and their origins, rationales, and uses. Emphasizes the teacher's role as a generator of knowledge and curriculum and the formulator of instruction. Includes appropriate field experience. Norris, Sherman.

GEDUC 490 Advanced Seminar in Teaching and Learning at the Middle School and High School Level

4 sem. hrs. Open to MS/CAGS candidates only.

Explores selected topics as they apply to curriculum development and classroom practice, including assessment, the needs of limited-English-proficient students, brain-based learning, and multiple intelligences. Provides tools to develop a curriculum unit to pilot in the classroom. Staff.

GEDUC 491 Cultures and Expectations in the Classroom*

4 sem. hrs.

Focuses on building an awareness of the ways that cultural and economic diversity within a school community impact expectations in classroom interactions and instruction. Explores one's own culture, the cultures of one's students, and educational research to better understand the dynamics that affect classroom practice and strategies to communicate positive expectations to students. Anton.

GEDUC 493 Topics in Urban Education I*

GEDUC 494 Topics in Urban Education II*

4 sem. hrs. each. Open to MS/CAGS candidates only.

Supports practicum development for all urban education candidates. Develops a repertoire of strategies to integrate science and social studies into the curriculum, addresses issues of multiculturalism in daily classroom life, and revisits special education and the changing regulations. Kelly.

GEDUC 497 Teaching Reading in the Urban Elementary Classroom*

4 sem. hrs.

Develops the student's understanding of the progression of reading skills and models of instructions that are recommended for an urban elementary school. Presents an overview of the basic skills young children must have to begin to read. The latest theories and methodologies of teaching reading will be researched and explored. Staff.

GEDUC 500 Leadership Development (U-1,2)

4 sem. hrs.

As a first course in the educational leadership program, builds the cohort group and widens the lens on school leadership. Prepares aspiring principals to lead in changing and challenging school environments where they have to deal with diverse cultures and multiple demands and needs. Provides opportunities to examine a wide variety of perspectives on leadership and to develop a personal leadership philosophy and identify the skills to be successful. Kelly.

GEDUC 501 Models of Teaching (U-1,2)

2 sem. hrs.

Examines alternative models of teaching and the identification and evaluation of teaching tactics and strategies. Helps prospective administrators view teaching from a reflective stance. Uses teaching videotapes to study and apply skills. A prerequisite for the classroom supervision course. Dunn.

GEDUC 502 The Law and Education Policy (F-1,2)

4 sem. hrs.

Studies topics including administrative authority, censorship, academic freedom and the curriculum, students' rights, discipline, sexual harassment, freedom of expression, religious freedom, special education, equity negotiations dismissal for cause, unions, and recent legislation. Examines and discusses social, legal, and ethical aspects of these topics in light of how they impact personnel and all-level students in public and private schools. Gondek.

GEDUC 503 Principal as Manager: Fiscal, Facilities, and Politics—Fiscal Management (S-1,2)

4 sem. hrs.

Examines how public education is funded at the federal, state, and local levels. Analyzes contemporary issues relating to such funding, including fiscal equity and the operation of state and federal financial aid programs. Evaluates school district and school site budgeting processes and relates them to education planning. Considers the design and equipping of a new facility; the planning, analysis of resources, and development of a budget; and the legal issues involved from the planning through the completion of the construction phase. Examines the dynamics of local, state and national political decision-making. Walsh, Staff.

GEDUC 505 Curriculum Methods and Development (U-1)

4 sem. hrs.

Examines theories of the curriculum change process and develops specific competencies for designing curriculum in basic elementary, middle, and/or secondary level subject matter that reflects the diversity of the classroom, community, nation, and world. Evaluates computers and other technologies as they pertain to curriculum design. Enables students to plan curriculum change incorporating the requirements of the Massachusetts Curriculum Frameworks. Staff.

GEDUC 506 Classroom Supervision in Theory and Practice*

4 sem. hrs.

Provides a theoretical framework for clinical supervision, including an exploration of strategies for observation, analysis, and evaluation. Applies knowledge of human resource management to plan initiatives, address personnel problems, and meet individual needs. Examines practices of supervising teachers and support personnel in light of fiscal constraints, unions and collective bargaining issues, legal rights, and other factors significant in the supervisory process. Uses lectures, discussions, in-class exercises including role-play in supervisory situations, and videotape critiques. Johnson, Ribas.

GEDUC 507 Technology and the Administrator (U-1,2)

2 sem. hrs.

Covers topics of current concern, including use of technology for handicapped, gifted, and bilingual children; the impact of technology on the teaching/learning process; establishing/maintaining and/or updating a school technology program; interfacing with experimental equipment; telecommunications; networking; and office needs. Develops strategies to utilize various computer applications to access information, organize data, present information, reach decisions, and solve problems. Abbey.

GEDUC 508 Organizational Management (F-1,2)

2 sem. hrs.

Teaches what is involved in implementing a school's mission, goals, and objectives: recruiting, selecting, and assigning staff; recruiting, training, and using volunteers; providing a safe, orderly climate for learning; facilitating coordination of community service agencies to accommodate at risk children; developing and implementing equitable and effective schedules; using the latest technologies; and managing the operation and maintenance of the physical plant. Mirkin, Lyons.

GEDUC 509 Foundations of Educational Administration (F-1,2)

2 sem. hrs.

Provides an overview of school leadership focusing on the philosophical foundations of education; the psychological traditions of learning processes; legal parameters of the school as a social institution; cultural environments of urban, suburban, and rural educational settings; and educational trends indicated by current research and pertinent literature. Walsh.

GEDUC 510 Leadership Seminar (F-1,2; S-1,2)

4 sem. hrs.

Applies theoretical knowledge of educational leadership skills and competencies, focusing on developing a leadership portfolio, creating a learning environment, and building a management toolbox. Revisits self-assessment of one's leadership skills and style. Discusses the distinc-

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tions between leadership and management. Shares learning from internships and leadership portfolios. Kelly.

Practical in General Education and CAGS

GEDUC 479 Practicum: Modern Foreign Languages (Grades 5-12) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in a world language classroom. Involves planning and implementing daily class lessons for at least 150 hours of direct teaching, as well as development of curriculum materials and demonstrated service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars, and documentation of a minimum of 135 hours of direct instruction. Chumley, Guttentag, Rocci.

GEDUC 480 Practicum: Elementary Education (Grades 1-6) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an inclusive classroom at the first-grade to sixth-grade level. Involves demonstrating effective classroom management procedures, implementing daily class lessons, developing long-range curriculum materials, and demonstrating effectiveness in serving students who are below the expected classroom instructional level. Requires documentation of a minimum of 135 hours of direct instructional time. Guttentag.

GEDUC 481 Practicum: Middle School (Grades 5-8) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an inclusive classroom at the fifth-grade to eighth-grade level. Involves demonstrating effective classroom management procedures, implementing daily class lessons, developing long-range curriculum materials, and demonstrating effectiveness in serving students who are below the expected classroom instructional level. Requires documentation of a minimum of 135 hours of direct instructional time. Rocci.

GEDUC 482 Practicum: High School (Grades 8-12) (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an inclusive classroom at the eighth-grade to twelfth-grade level. Involves demonstrating effective classroom management procedures, implementing daily class lessons, developing long-range curriculum materials, and demonstrating effectiveness in serving students who are below the expected classroom instructional level. Requires documentation of a minimum of 135 hours of direct instructional time. Rocci.

GEDUC 488 Prepracticum (F-1,2)

4 sem. hrs. Prereq.: All required education courses. Accompanies GEDUC 400. Requires students to observe, assist, and teach in a 1–12 classroom under the supervision of a professionally licensed supervising practitioner at the field and level of the license sought. Offers an opportunity to develop and teach lesson plans and a mini-curriculum unit, provide service to one student requiring modification in his/her educational program, and demonstrate effective classroom management skills. Staff.

GEDUC 492 Seminar and Practicum for Development (F-1,2; S-1,2)

8 sem. hrs. Open to MS/CAGS candidates only. Involves design and implementation of a project for change in students' schools. Investigates ideas about leadership, presents three day-long workshops related to leadership skills, and offers support and guidance in developing long-term projects. Requires presentation of work to an audience of educators and completion of a portfolio by the end of the year. Kelly.

GEDUC 495 Practicum for Development*

4 sem. hrs. Open to MS/CAGS candidates only. Provides a 300-hour practicum experience (the final segment of study) for candidates for the Master's in Urban Education program. Requires meeting with the program director to develop a proposal for the student's growth based on self-assessment. Specific outcomes will be developed as well as a rubric for assessment. A. Bettencourt, Kelly.

GEDUC 511 Leadership Field Experience – Practicum (F-1,2; S-1,2)

4 sem. hrs.

Leads to initial license as assistant principal or principal at the elementary, middle, or secondary level. Provides a 150-hour supervised clinical experience in a school under the guidance of both the school administrator and a college faculty member. Gives responsibility for a range of activities of the school principal through shadowing and taking responsibility for individual projects. Facilitates professional reflection, the application of theory to practice, and the real-life challenge of policy implementation through writing assignments. Rubin.

Program in Teaching English as a Second Language

Paul Abraham, *Director*

Master of Arts in Teaching English as a Second Language (MATESL)

Degree Requirements: The MATESL program is designed for candidates who wish to teach English as a Second Language (ESL) to school-aged children in public schools or to adults in community or college-level ESL programs. For those wishing to teach ESL in grades 5–12, the program requires 40 semester hours of course work; for PreK–6, the program consists of 48 semester hours. Both of these programs include all the coursework necessary for initial teaching licensure in Massachusetts. Those who already have state certification in another field should contact the MATESL program director.

Admission: Beyond the requirements described on page 42, MATESL candidates must hold a BA in a liberal arts field or have a major of at least 24 semester hours beyond the introductory level in a liberal arts area and also provide evidence of competence in a second language at or above the intermediate level. Admitted students must also have completed or take concurrently a course in educational, developmental, or adolescent psychology. Additionally, candidates must have general knowledge of the culture of the United States

and, if not native speakers of English, a minimum TOEFL (Test of English as a Foreign Language) score of 600 Paper Based Test (PBT); 250 Computer Based Test (CBT); or 100 Internet Based Test (iBT). Part-time candidates may plan a program of study individually with the program director. All students must complete the degree program within five years.

Non-Licensure Program

For those seeking to teach adults or to teach in independent language or secondary schools in the United States or abroad, there is a 36-semester-hour, non-licensure program.

Certificate of Advanced Graduate Study (CAGS) for General Purposes

See description on page 46.

COURSES IN TEACHING ENGLISH AS A SECOND LANGUAGE

ML 408 Second Language Acquisition (U-1,2)

4 sem. hrs.

Presents research underlying major theories of second language acquisition, considering such factors as age, role of first language, language environment, learning style, and motivation. Also includes acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Involves tutoring a non-native English speaker to reflect on the process of language acquisition. Fieldwork required. Reed.

ML 410 Introduction to Linguistics and English Grammar (S-1,2)

4 sem. hrs.

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. Fieldwork required. Chumley.

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GEDUC 444 Research and Evaluation in Schools (F-1,2)

4 sem. hrs.

Introduces students to basic quantitative research for their own use and for the interpretation of published research. Includes both diagnostic assessment and formal and informal classroom evaluation. Studies qualitative/ethnographic research and the skills necessary for accurate classroom observation. Involves framing a research question and proposing a classroom-based investigation. Abraham.

TESL 445 Fundamentals of Reading and Writing in a Second Language (F-1,2)

4 sem. hrs.

Provides an introduction to reading and writing in a second language. Examines theories of reading both first and second language; relevant differences in first and second reading processes and instruction, particularly with beginning readers; and formal and informal reading assessment. Involves tutoring. Writing theory and practice will be examined and instructional approaches to writing, the writing process, and writing assessment will also be considered. Fieldwork required. Abraham.

TESL 449 Directed Study (F-1,2; S-1,2; U-1,2)

2–4 sem. hrs.

For graduate students only.

Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not count toward the independent learning requirement. Staff.

TESL 450 Independent Study (F-1,2; S-1,2; U-1,2)

2–4 sem. hrs.

For graduate students only. Staff.

TESL 451 Bilingualism and Language Variation in Multicultural Settings (F-1,2)

4 sem. hrs.

Examines language policy, minority language rights, and linguistic and political issues affecting

multilingual populations. Investigates the effects of gender, race, and culture on language use within our society and examines theoretical and practical guidelines for teaching in a multicultural context. Chumley.

TESL 452 Advanced Seminar in TESL Curriculum (S-1,2)

4 sem. hrs.

Considers teaching practice in light of students' beliefs about language and learning; the components of macro-level planning; the evaluation and development of teaching materials; formal and informal assessment; and the use of technology. Includes other class-generated topics in student led discussions. Requires that students create, teach, and evaluate a content-based unit. Abraham.

GEDUC 460 Teaching Strategies for the Inclusive Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

See page 50.

GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

See page 51.

GEDUC 467 Math for the Early Childhood and Elementary Classroom (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

See page 51.

TESL 479 Teaching English as a Second Language Methodology and Curriculum Development (S-1,2)

4 sem. hrs.

Introduces students to teaching English as a second language. Offers an overview of the history of second language teaching, methodologies, approaches, and techniques and their underlying theories and assumptions. Examines specific classroom techniques—reading and writing processes, instruction, assessment, and testing—and their application to curriculum development with special attention to sheltered content

methodology. Requires fieldwork. Abraham.

TESL 500 Special Topics in TESL*

4 sem. hrs. Prereq.: Advanced standing in MATESL or extensive teaching experience in the field.

Intended for MATESL students and non-degree teachers who need specialized TESL knowledge and applications. Topics vary from year to year and may be drawn from student interest, new state requirements for teacher preparation, and needs of various newcomer populations for special instruction. Abraham, Staff.

Practicum for Teaching English as a Second Language

TESL 471 ESL Adult Teaching Practicum (F-1,2; S-1,2)

4–8 sem. hrs. Prereq.: Consent of the department.

Assigns supervised teaching responsibilities in an ESL classroom at either a university-based or a community-based ESL program. Involves observing and assisting the classroom teacher and developing curricula. Requires 96 documented hours of direct instruction and attendance at a student teaching seminar. Chumley.

TESL 480 Practicum: English as a Second Language (Grades 5–12) (F-1,2; S-1,2)

4–12 sem. hrs. Prereq.: Consent of the department.

Assigns supervised teaching responsibilities in an ESL classroom. Involves planning and implementing daily class lessons for at least 150 hours of direct teaching, developing curriculum materials, and demonstrating service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars, and a minimum of 135 documented hours of direct instruction. Chumley.

TESL 487 Practicum: English as a Second Language (PreK-6) (F-1,2; S-1,2)

4–12 sem. hrs. Prereq.: Consent of the department.

Assigns supervised teaching responsibilities in an ESL classroom. Involves planning and implementing daily class lessons for at least 150 hours of direct teaching, developing curriculum mate-

rials, and demonstrating service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars, and a minimum of 135 documented hours of direct instruction. Chumley.

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Graduate Programs in Special Education

Allan Blume, *Chair of the Department
and Assistant Professor, Acting Director
of Language and Literacy Program*

Richard Lavoie, *Visiting Professor*

Theresa Perry, *Professor*

Michael Cameron, *Associate Professor and
Director of the Program in Behavioral
Education*

Michael Dorsey, *Assistant Professor*

Christine Evans, *Assistant Professor, Licensure
Coordinator and Program Director of
New England Center for Children
Program*

Elizabeth Fleming, *Assistant Professor*

Jane Hardin, *Assistant Professor, Licensure
Coordinator and Program Director of
South Coast and Accept - Metrowest
Collaborative Programs*

Susan Ainsleigh, *Assistant Professor and
Mentoring Coordinator*

Madalaine Pugliese, *Instructor and Director of
the Program in Assistive Special
Education Technology*

Bruce Rosow, *Instructor*

John Abramson, *Lecturer*

Marilyn Adams, *Lecturer*

William Arnold, *Lecturer*

Herb Baker, *Lecturer*

Anthony Bashir, *Lecturer*

Barbara Berberian, *Lecturer*

Raleigh Buchanan, *Lecturer*

Francis Connor, *Lecturer*

Theresa Craig, *Lecturer*

Jennifer Edge-Savage, *Lecturer*

Marilyn Engleman, *Lecturer*

Rebecca Felton, *Lecturer*

Stephen Flanagan, *Lecturer*

Stephen Furtado, *Lecturer*

Dale Gardner-Fox, *Lecturer*

Burt Goodrich, *Lecturer*

Jan Goodrich, *Lecturer*

Dan Gould, *Lecturer*

David Heimbecker, *Lecturer*

Robert James, *Lecturer*

Karen Janowski, *Lecturer*

Katherine Johnson, *Lecturer*

Lorna Kaufman, *Lecturer*

Pamela Kaufmann, *Lecturer*

Joseph Keefe, *Lecturer*

Susan Langer, *Lecturer*

Kevin Lenane, *Lecturer*

Abby Machamer, *Lecturer*

Louisa Moats, *Lecturer*

Michael Novick, *Lecturer*

Jill Pompei, *Lecturer*

Kimberly Quade, *Lecturer*

Nancy Raskind, *Lecturer*

Jennifer Sauriol, *Lecturer*

Robert Tucker, *Lecturer*

Patricia Walsh-Cassidy, *Lecturer*

Linda Waters, *Lecturer*

Elizabeth Williams, *Lecturer*

Barbara Wilson, *Lecturer*

Janice Blackland, *Supervisor*

Ruth Glazerman, *Supervisor*

Eileen Harvey, *Supervisor*

Daryl Rynning, *Supervisor*

Wahib Saliba, *Supervisor*

Dawn Waddell, *Supervisor*

Linda Zalk, *Supervisor*

Ruth Zaniboni, *Supervisor*

Michael Zifcak, *Supervisor*

Lorraine Zimmerman, *Supervisor*

Lucie Dufresne, *Mentor*

Elizabeth Hallsworth, *Mentor*

Jennifer Jones, *Mentor*

Barbara Kyle, *Mentor*

Susan O'Shea, *Mentor*
 Robert Shapiro, *Mentor*
 Robyn Stewart, *Mentor*
 John Stokes, *Mentor*
 Amy Tsiros-Domow, *Mentor*
 Roxanne Aurisma, *On Campus Program Manager*
 Denise Oberdan, *Academic Program Manager*
 Marie Brown, *Administrative Assistant*
 Jane Wilmot, *Administrative Assistant*

The Simmons graduate programs in the Department of Special Education are among the largest programs of their kind in the country. The philosophy of the programs is grounded in the principles of inclusion and meaningful access to curriculum by highly qualified teachers, and that all students can learn and have the right to do so in a classroom of students their own age in their own community. The graduate programs in special education offer a graduate degree with Massachusetts licensure options in moderate disabilities (PreK–8), moderate disabilities (5–12) and severe disabilities (Levels: All).

In addition, following in the Simmons tradition of innovation and professionally-based programs, the programs in special education offer four specialized areas of study: assistive special education technology, behavioral education; language and literacy in special education—language-based learning disabilities; and special education administration.

Simmons programs in special education offer a pedagogical approach supporting the participation of learners with special needs in general education classrooms, the community, and the workplace. To support a graduate student in implementing this philosophy, Simmons provides each student with coursework and practica that enable the development of effective strategies to teach learners with special needs in a variety of settings. The programs in special education train specialists to create and implement changes in school

systems so that communities are able and willing to teach learners with special needs in local public schools and 603 CMR 28.00 approved schools.

Students may pursue the Master of Science in Education (MSEd) degree, the Education Specialist (EdS) degree or a PhD in Special Education Administration or Behavioral Education. The MSEd degree meets the educational needs of those seeking a master's degree with licensure or for those wishing to gain more knowledge in an area of special needs but not interested in licensure. The EdS degree program offers an advanced graduate degree designed to provide an area of specialization to a student who currently holds a master's degree. The primary areas of study are in the field of special education with a concentration in a specific discipline such as: teaching in an area of special education, Language and Literacy, Assistive Special Education Technology, Behavioral Education, or Special Education Administration. Each student is individually advised in consultation with the department chair, program coordinator or faculty advisor, and the programs can be completed on a part-time or full-time basis. The PhD programs offer the opportunity for advanced study and research in the areas of Special Education Administration or Behavioral Education.

The specific programs are outlined below:

- Moderate Disabilities (PreK–8)
(see pages 60–61)
- Moderate Disabilities (5–12)
(see pages 60–61)
- Severe Disabilities (Levels: All)
(see pages 61–62)
- Assistive Special Education Technology
(see page 62)
- Behavioral Education (see pages 62–63)
- Language and Literacy in Education;
Language-Based Learning Disabilities –
Reading Specialist (see page 64)
- Administrator of Special Education
(see page 63)

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- Supervisor/Director (see page 63)
- Special Education Administration (see page 63)
- Non-Licensure Programs (see page 63)

Those seeking teacher licensure in Massachusetts must pass all appropriate sections of the Massachusetts Tests for Educator Licensure (MTEL) before beginning the practicum. (Please see MTEL chart on page 44.)

Note: All appropriate Massachusetts Tests for Education Licensure (MTEL) components must be passed and official documentation must be submitted to the Department of Special Education prior to registering for the practicum/seminar. The programs in Special Education often exceed the licensure requirements of the Massachusetts Department of Education.

One-Year Internship for Candidates in Special Education

All candidates for Massachusetts licensure must complete a full-time, one-year internship working in a public school, private school, or 603 CMR 28.00 approved school. Candidates must document and demonstrate accomplishment of all Massachusetts Department of Education licensure requirements. The requirements for the internship experiences in the Programs in Special Education at Simmons College exceed the standards set by the Massachusetts Department of Education.

Urban Teacher Initiative

The Department of Special Education offers a graduate degree with tuition support for teachers and specialists employed by the Boston or Cambridge public schools who are involved in issues that impact the field of special education. The purpose of the initiative is to provide exemplary training to individuals working with learners with disabilities while granting significant tuition assistance. It demonstrates Simmons's investment in urban education and pledges the College's continued

endorsement of the ideals of leadership and diversity. For more information, please contact Graduate Studies Admissions at 617.521.2915.

Admission to Programs in Special Education

Admission to the Master of Science in Education degree programs in special education requires a baccalaureate degree from an accredited college or university with a major, or its equivalent, in one of the liberal arts or sciences and a strong undergraduate record. Applicants for the education specialist degree programs must hold a master's degree from an accredited institution of higher learning and submit an official transcript of the graduate record. All applicants must submit an official transcript of their undergraduate record, a statement of purpose in seeking the degree, and two letters of recommendation. During the program, a minimum 3.00 grade average must be achieved in each course. Students may take courses in the Department of Special Education on a full- or a part-time basis. Students who wish to complete the program on a part-time basis develop an appropriate course sequence with the program director or department chair and must complete the program within a four-year period. Most courses are available in the late afternoon and/or on weekends. For further information and applications, contact the Department of Special Education, Simmons College, 300 The Fenway, Boston, MA 02115-5698, or call 617.521.2570.

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

The program in moderate disabilities (PreK–8 or 5–12) is designed to prepare specialists to provide direct service to learners in inclusive education classrooms. Students in the program may pursue licensure or many select the nonlicensure option. Traditionally, learners with moderate disabilities have received educational services within resource rooms or substantially separate classes in public or 603

CMR 28.00 private schools. Following the philosophy of inclusion, the program provides the opportunity and skills to develop effective strategies to work with learners with moderate disabilities in a variety of settings while incorporating the Massachusetts Curriculum Frameworks. The typical sequence of courses for full-time students is found in the special education graduate program advising packet available from the Department of Special Education.

Candidates for a degree may complete the program in one calendar year, two academic semesters including one summer session, or on a part-time basis. The typical sequence of courses may be found in the special education graduate program advising packet available from the Department of Special Education. Candidates must plan their program with the program director or department chair.

Changes in Massachusetts Department of Education regulations could result in program changes. The programs in the Department of Special Education often exceed the Massachusetts Department of Education requirements.

Program of Study

RDG 406	The Structure of Language for Teachers
RDG 410	Multisensory Structured Language Strategies for Reading
SPND 412	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPND 422	Differentiating Instruction of Strategies Using Technology Across the Curriculum
SPND 536	Formal and Informal Assessment
SPND 441	Classroom Management for Learners with Special Needs in Inclusive Settings
SPND 443	Special Education Laws, Regulations and Process for Teachers

SPND 446	Learners with Special Needs
SPND 438 or 439	Practicum in Special Education (Pre K–8 or 5–12)
SPND 488	Seminar and Fieldwork in Education

Two electives

Severe Disabilities (Levels: All)

The program in severe disabilities is designed to prepare teachers to work with learners with severe disabilities (Levels: All). Students in the program may pursue licensure or may select the non-licensure option. Graduates of the program teach in inclusive general education classes, in self-contained special education classes, or in 603 CMR 28.00 approved residential or day schools in order to support the inclusion of learners with severe disabilities into classrooms, the community, and the workplace. Students are prepared to teach learners in elementary, middle, and high school settings the Massachusetts Curriculum Frameworks as well as age-appropriate skills that range from communication, self-help skills, and social behavior to specific job skills.

Program of Study

RDG 410	Multisensory Structured Language Strategies for Reading
SPND 412	Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum
SPND 422	Differentiating Instruction of Strategies Using Technology Across the Curriculum
SPND 442	Analysis of Behavior: Principles and Classroom Applications
SPND 443	Special Education Laws, Regulations and Process for Teachers
SPND 446	Learners with Special Needs
SPND 447	Assessment and Curriculum Modification and Development for Learners with Severe Disabilities

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SPND 448 Analysis of Community Resources Adult Service Agencies, and the Transition Process

SPND 468 Practicum: Severe Disabilities (Levels: All)

SPND 488 Seminar and Fieldwork in Education

Two electives

Program in Assistive Special Education Technology

The program in assistive technology is designed to provide professional development for educators who wish to specialize in the field of assistive and adaptive special education technology; the graduate program in assistive special education technology prepares educators for leadership roles in the implementation, evaluation, and administration of assistive technology-oriented teaching methods for learners with special needs. This innovative program focuses on the pragmatic accommodation of learners with special needs in real-world, general education settings and on participation in mandated curriculum activities.

Program of Study

SPND 422 Differentiating Instruction of Strategies Using Technology Across the Curriculum

SPND 423 Using Multimedia to Create Curriculum Interventions for Learners with Special Needs

SPND 453 Language and Cognitive Development and Alternative Assessment Using Technology

SPND 456 Curriculum Support for Learners with Special Needs Using Technology

SPND 458 Curriculum Access Using Assistive Technology Devices

SPND 463 Universal Classroom Design: Creating an Accessible Curriculum in the Inclusive Classroom

SPND 470 Curriculum Modifications Using Augmentative and Alternative Communication Technologies

SPND 473 Providing Specialized Curriculum and Environmental Access Using Customized Technology Tools

SPND 475 Evaluation of Educational Software and Internet Resources for Curriculum Support

Program in Behavioral Education

The program in behavioral education is designed to provide advanced training to an educator who wishes to specialize in behavioral education; the graduate program in behavioral education prepares educators for leadership roles in the implementation, evaluation, and administration of behaviorally-based methods of teaching learners with special needs. The program emphasizes the application of behavioral principles for solving problems a teacher encounters in educational settings.

The program in behavioral education provides the necessary coursework and mentoring hours to apply to sit for the Board Certified Behavior Analyst™ (BCBA™) or Board Certified Associate Behavior Analyst™ (BCABA™) examination. (The specific test taken will depend on each student's unique circumstances.) In accepting admission to this program, however, students should understand that Simmons College does not guarantee that they will pass the examination, regardless of grade point average or overall performance within the program.

Program of Study

BEHV 424 Behavior Analysis in Behavioral Education

BEHV 426 Behavioral Assessment

BEHV 427 Methodologies for Changing Behavior

BEHV 430 Legal and Ethical Issues

BEHV 437 Data Collection, Display, and Interpretation

- BEHV 445 Advanced Applied Behavior Analysis
- BEHV 465 Mentoring in Behavioral Education

PhD in Behavioral Education

See page 92 for information.

Program for Special Education Administrator

The program for administrator of special education prepares students for positions that emphasize developing skills of leadership, school management, professional development, equity and specific issues in special education leading to Massachusetts initial licensure for an administrator of special education. With a strong focus on inclusion, individuals must bring to their professional development a belief that all learners can learn and that they have the right to do so in a classroom of learners their own age in their own community. The administrator of special education course sequence is designed to prepare graduate students who will provide leadership to educators and staff working with learners in inclusive classrooms.

Changes in Massachusetts Department of Education regulations could result in program changes. The programs in the Department of Special Education often exceed the Massachusetts Department of Education requirements.

Program for Supervisor/Director

The program for supervisor/director prepares students for positions that emphasize developing skills of leadership, school management, professional development, equity, and specific issues in special education leading to Massachusetts initial licensure for supervisor/director. With a strong focus on inclusion, individuals must bring to their professional development a belief that all learners can learn and that they have the right to do so in a classroom of learners their own age in their own community. The supervisor/director course sequence is designed to prepare graduate

students who will provide leadership to educators and staff working with learners in inclusive classrooms.

Changes in Massachusetts Department of Education regulations could result in program changes. The programs in the Department of Special Education often exceed the Massachusetts Department of Education requirements.

Non-Licensure Programs in Administration

Students may pursue non-licensure graduate programs and earn a Master of Science (MSEd) degree or an Educational Specialist (EdS) degree. The programs prepare graduate students who are not seeking a teaching or administration license, but wish to develop an expertise in the field of special education. Students develop a course of study in consultation with the department chair, faculty advisor or program coordinator of the respective programs that have been previously listed.

EdS in Special Education Administration

After successful completion of a minimum of three courses in the EdS program in special education administration, a student may seek admission to the PhD program. A separate application is required. See page 93 for more information.

Program of Study

- SPND 500 Special Education Organization, Leadership and Change
- SPND 501 Special Education Management: Personnel and Structure
- SPND 502 Staff Development, Performance and Evaluation
- SPND 503 Managing Schools in a Democratic and Diverse Society
- SPND 504 Special Education and School Law for Administrators
- SPND 506 Educational Finance for Special Education Administrators

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- SPND 580A Practicum Experience: Special Education Administrator
- or SPND 580B Practicum Experience: Supervisor/Director
- SPND 588 Practicum in Special Education Administration

Program in Language and Literacy in Special Education—Language-Based Learning Disabilities—Reading Specialist

The program in Language and Literacy in Special Education is designed to provide advanced training to educators who wish to specialize in meeting the needs of learners with language-based challenges in both specialized and inclusive settings; the program for language and literacy in special education is research-based, incorporating methodologies, strategies, and techniques developed using multisensory structured language principles. The strategies employed and the skills mastered are of equal relevance and benefit to all learners. The goal is a significant reduction in the percentage of learners currently being identified with reading and writing skills below a basic level of achievement in general education settings. The program focuses on the preparation of educators who will have a sophisticated understanding of the theory, research, and conceptual underpinnings necessary for the development of mature, fluent reading ability as well as the methodology for remediation of individuals who do not learn to read through methods commonly practiced in the general education classroom. In addition, the program offers qualified candidates the opportunity to pursue Massachusetts licensure for reading specialist. Please consult the program coordinator for specific prerequisites and details.

Candidates for a degree may complete the program in one calendar year, two academic semesters including one summer session, or on a part-time basis. The typical sequence of courses may be found in the special education

graduate program advising packet available from the Department of Special Education. Candidates must plan their program with the faculty advisor.

Changes in Massachusetts Department of Education regulations could result in program changes. The programs in the Department of Special Education often exceed the Massachusetts Department of Education requirements.

Program of Study

- RDG 406 The Structure of Language
- RDG 410 Multisensory Structured Language
- RDG 428 Teaching of Writing
- RDG 429 Language Development and Disorders
- RDG 432 Reading Assessment
- RDG 433 Language Essentials for Teachers
- RDG 457 Literacy Support for Learners with Special Needs Using Technology
- RDG 461 Reading Research
- RDG 469 Topics in Clinical Practice
- RDG 572 Internship Experience (Wilson Reading)
- RDG 573 Reading Practicum

Professional Development Courses

Courses for professional development are offered through the Department of Special Education. These courses cannot be used for degree programs, but are offered for teachers and administrators seeking further training or instruction in an area of interest. These courses are most often taken by individuals seeking to accrue professional development points (PDPs). Professional Development courses are listed at the end of the course offerings below and are identified by a numeral followed by the letter P. (SPND xxxP)

COURSES

Course Offerings for Moderate Disabilities (PreK–8 or 5–12) and Severe Disabilities (Levels: All) Licensure Programs

**Schedule for all courses to be announced. Please contact the Department of Special Education for further information.*

BEHV 424 Behavior Analysis in Behavioral Education

4 sem. hrs.

Reviews the definition and characteristics of applied behavior analysis. Teaches the fundamental principles of behavior that provide the framework for instructional programming. Dorsey.

BEHV 426 Behavioral Assessment

4 sem. hrs.

Focuses on the identification of functional relationships and the evaluation of interventions from information gained through behavioral assessment. Teaches how to conduct descriptive analyses and how to systematically manipulate variables to demonstrate functional relationships between the educational environment and behavior. Ainsleigh.

BEHV 427 Methodologies for Changing Behavior

4 sem. hrs.

Explores strategies to establish, strengthen, and weaken target behaviors. Emphasizes the generalization and maintenance of established behavioral repertoires. Johnson.

BEHV 430 Legal and Ethical Issues

4 sem. hrs.

Reviews legal and ethical responsibilities to learners with special needs and their families, focusing on ethical considerations such as the learner's dignity. Familiarizes students with the legal and regulatory requirements of the state or agency providing services. Dorsey.

BEHV 437 Data Collection, Display, and Interpretation

4 sem. hrs.

Reviews methods for obtaining data on operationally defined target behaviors. Teaches how to visually display quantitative data, interpret data, and make data-based decisions about program interventions. Ainsleigh.

BEHV 445 Advanced Applied Behavior Analysis

4 sem. hrs. Prereq: Consent of the department.

Reviews issues regarding the selection of behavior change procedures functional analysis, verbal behavior, establishing operations and classroom management. Dorsey.

BEHV 465 Mentoring in Behavioral Education

4–16 sem. hrs. Consent of the department.

Provides supervision and mentoring to students using the basic principles of behavior analysis in the classroom or work setting. Cameron.

RDG 306/406 The Structure of Language for Teachers

4 sem. hrs.

Provides an overview of the structure of the language and methods to teach reading and spelling through multisensory and associative teaching techniques. Progresses in a sequential, systematic, hierarchical order to cover phonemes, graphemes, and patterns of English. Includes morphological (rules for the addition of prefixes and suffixes) and syntactical structure. Moats, Rosow.

RDG 310/410 Multisensory Structured Language Strategies for Reading

4 sem. hrs.

Focuses on identifying and developing appropriate multisensory structured language strategies in phonological/phonics awareness, reading comprehension, and textbook and study skills for students with language and reading challenges. Emphasizes use of these techniques and strategies within the general education classroom. Requires fieldwork. Goodrich, Machamer.

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RDG 328/428 Teaching of Writing

4 sem. hrs. Prereq.: RDG 406 and 410.

Addresses the effect of weaknesses in receptive and expressive language, organization, memory, and visual coordination on written production. Includes concrete teaching techniques, graphic organizers, and teaching of text structures. Machamer.

RDG 329/429 Language Development and Disorders

4 sem. hrs. Prereq.: RDG 406 and 410.

Explores the components of typical and atypical language development across the linguistic domains: phonology, morphology, semantics, syntax, and pragmatics. Examines the behavioral manifestations associated with language disorders and their impact on academic functioning, particularly written language skills. Includes formal and informal evaluative procedures. Bashir, Cameron.

RDG 432 Reading Assessment

4 sem. hrs. Prereq.: RDG 406 and 410.

Provides experience in administering and interpreting data obtained from formal and informal reading assessments and integrating this information with data from other sources to develop specific recommendations for appropriate reading/written language curricula to enhance reading/spelling/writing. Incorporates appropriate software for diagnosis and remediation. Felton, Kaufman.

RDG 433 Language Essentials for Teachers

4 sem. hrs. Prereq.: RDG 406 and 410.

Studies language structure at the levels of semantics, syntax, and text structure as a vehicle for recognizing and interpreting learners' difficulties at higher levels of language processing and for understanding the rationale behind explicit teaching of comprehension skills and strategies. Reviews current research on vocabulary, reading fluency, comprehension, and composition instruction along with semantics, syntax, and text structure. Involves exercises in language analysis and manipulation and application of concepts for learner assessment and lesson planning. Moats, Rosow.

RDG 457 Literacy Support for Learners with Special Needs Using Technology

4 sem. hrs.

Prepares professionals in trying to meet the literacy, learning and assistive technology needs of students who struggle with reading and writing across the curriculum. Focuses on technology-based instructional strategies that help to differentiate learning. Topics include: making adjustments to the computer for learner success, light to high-tech tools for access to English Language Arts curriculum, software to support basic skills, making electronic books. Pugliese.

RDG 461 Reading Research

4 sem. hrs. Prereq.: RDG 406 and 410.

Focuses on past and current research in the areas of reading and language arts. Provides a framework to evaluate reading theories and research and determines appropriate instruction based upon the findings. Adams, Cameron.

RDG 469 Topics in Clinical Practice

2–8 sem. hrs. Prereq.: RDG 406 and 410.

Involves working with learners with moderate disabilities or severe disabilities under the mentorship of a faculty advisor. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. Raskind.

RDG 532 Reading Assessment for Administrators

4 sem. hrs.

Provides overview for staff development in administering and interpreting data obtained from formal and informal reading assessments. Integrating this information with data from other sources to develop specific recommendations for appropriate reading/written language curricula to enhance reading/spelling/writing. Felton.

RDG 572 Internship Experience

8 sem. hrs. Prereq.: RDG 406 and 410.

Assigns supervised teaching responsibilities for learners who have language, reading, and writing challenges. Requires implementing the methods and materials of the Wilson Reading System throughout the course. Develops skills in the instruction of literature and technical writing and

in consultation techniques. Provides an opportunity to pursue Wilson Level One training. Offered across two semesters. Wilson Language Trainer.

RDG 573 Reading Practicum

4–8 sem. hrs. Prereq.: consent of the department.

Provides supervision and mentoring in the area of reading. Presents program management and evaluation procedures. Machamer, Pompei.

SPND 301/401 Teaching Learners with Special Needs: English/Language Arts

4 sem. hrs.

Identifies and develops appropriate strategies to meet the needs of diverse learners with disabilities in English/language arts. Applies instructional strategies and curricular adaptations most effective within inclusion and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Hardin.

SPND 302/402 Teaching Learners with Special Needs: Math

4 sem. hrs.

Develops curricula and alternative instructional strategies for mathematical thinking, computation, and problem-solving processes to help meet the special needs of diverse learners with disabilities in inclusive and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Goodrich.

SPND 303/403 Teaching Learners with Special Needs: Social Studies and History

4 sem. hrs.

Identifies appropriate strategies to meet the needs of diverse learners with disabilities in social studies and history and applies instructional strategies and curricular adaptations in content area classrooms within inclusion and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Baker.

SPND 304/404 Teaching Learners with Special Needs: Science

4 sem. hrs.

Develops curricula and alternative instructional strategies for scientific thinking, computation, and

problem-solving processes to meet the special needs of diverse learners with disabilities. Emphasizes effective techniques in inclusive and general education settings. Includes the Massachusetts Curriculum Frameworks. Requires fieldwork. Staff.

SPND 312/412 Inclusion, Consultation and Collaboration for Meaningful Access to Curriculum

4 sem. hrs.

Explores building-based issues in the inclusion of learners with special needs and techniques, including cooperative learning, to include learners with special needs in general educational settings. Includes development of a collaborative plan describing implementation strategies for inclusion, team building, and school change. Requires site visit. Fleming.

SPND 314/414 Classroom Methods of Manual Communication

4 sem. hrs.

Introduces beginning level manual communication (signing and finger spelling) and other alternative and augmentative communication systems and strategies for learners with special needs. Emphasizes American Sign Language and includes other manually coded English systems, as well as augmentative communication systems and strategies, related literature, and related technology. Craig.

SPND 415 Applied Research I

4 sem. hrs.

Introduces research methods and strategies in education. Focuses on information necessary to be a skilled consumer of research conducted by others and on application of these results in planning, implementing, and evaluating comprehensive services for learners with special needs. Emphasizes methods of inquiry, the framing of research questions, research designs, strategies for data collection and analysis, and the components of a successful written report of the findings. Cameron, Fleming, Gould.

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SPND 416 Applied Research II

4 sem. hrs.

Requires students to plan, implement, and write in publishable format a research project demonstrating the delivery of effective service to learner/s with special needs. Cameron, Fleming, Gould.

SPND 322/422 Differentiating Instructional Strategies Using Technology Across the Curriculum

4 sem. hrs.

SPND 423 Using Multimedia to Create Curriculum Interventions for Learners with Special Needs

4 sem. hrs. Prereq.: SPND 422 or consent of the department.

Multimedia is a powerful tool for modifying or providing access to the curriculum. Participants will explore the features of a collection of multimedia authoring software tools, learn to integrate these features into the planning and design of customized curriculum that meets the diverse and exceptional needs of learners, and learn to develop and use authentic assessment rubrics to review project work. Tucker.

SPND 336/436 Formal and Informal Assessment

4 sem. hrs.

Involves observation, analysis, and interpretation of children's learning needs, utilizing formal and informal assessment devices in order to write, implement, and evaluate individualized educational programs. Reviews test instruments and current issues in assessment. Requires weekly fieldwork in an integrated setting. Brooks, Waters.

SPND 438 Practicum: Moderate Disabilities (PreK–8)

4–16 sem. hrs. Prereq: Consent of the department.

Involves full-time supervised teaching responsibilities in a public school classroom (PreK–8) or 603 CMR 28.00 approved school with learners with moderate disabilities. Blume, Hardin.

SPND 439 Practicum: Moderate Disabilities (5–12)

4–16 sem. hrs. Prereq.: Consent of the department.

Involves full-time supervised teaching responsibilities in a public school classroom (5–12) or 603 CMR 28.00 approved school with learners with moderate disabilities. Blume, Hardin.

SPND 341/441 Classroom Management for Learners with Special Needs in Inclusive Settings

4 sem. hrs.

Focuses on the basic principles and approaches for the effective management of behavior for learners with special needs. Emphasizes preventive discipline, classroom environments and techniques effective with learners with diverse needs and abilities, and strategies for behavior management in multicultural settings. Staff.

SPND 342/442 Analysis of Behavior: Principles and Classroom Applications

4 sem. hrs.

Introduces behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Provides overview of procedures and practices successful in schools, communities, and work settings. Requires fieldwork. Ainsleigh, Langer.

SPND 343/443 Special Education Laws, Regulations and Process for Teachers

4 sem. hrs.

Focuses on the historical, philosophical, legal, and ethical perspectives of educational services for learners with special needs. Reviews exemplary programs, relevant current literature, state and federal laws, development of an IEP, and case studies. Requires fieldwork. Blume, Esposito, Kaufmann, Abramson.

SPND 346/446 Learners with Special Needs

4 sem. hrs.

Explores major areas of special needs and examines issues unique to the delivery of service to learners with special needs, including assessment strategies, equipment adaptation, materials, and parent/professional relations. Focuses on

language development and communication problems. Requires fieldwork. Evans, Hardin.

SPND 347/447 Assessment and Curriculum Modification and Development for Learners with Severe Disabilities

4 sem. hrs.

Examines curriculum development, assessment techniques, and teaching/learning procedures to plan instructional programs in major life skills areas. Emphasizes analyzing functional tasks and developing individualized educational programs for implementation in general education classrooms and settings. Requires fieldwork. Ainsleigh, Lenane.

SPND 348/448 Analysis of Community Resources Adult Service Agencies, and the Transition Process

4 sem. hrs.

Examines employment opportunities and support services available to citizens with severe disabilities. Involves job inventories in local industry and analysis of the prerequisite skills in such areas as functional academics, language, hygiene, motor skills, interpersonal skills, transportation, and money management. Includes placement and supervision of learners in worksites. Requires fieldwork. Novick, Williams.

SPND 449 Directed Study

2-4 sem. hrs.

For graduate students only. Staff.

SPND 450 Independent Study

2-4 sem. hrs.

For graduate students only. Staff.

SPND 453 Language and Cognitive Development and Alternative Assessment Using Technology

4 sem. hrs. Prereq.: SPND 422 or consent of the department.

Learn software selection strategies and examine an extensive collection gathered to create a supportive curriculum-based learning environment for learners with intensive special needs. Create long-range plans to address computer-based needs for learners of developing skills. Use developmentally appropriate access devices and

authoring tools to design learning along a continuum of language and cognitive development. Design alternative assessment methods to show what individual learners achieve. Pugliese.

SPND 454 Multimedia in Special Education

4 sem. hrs. Prereq.: Previous computer experience required.

Covers digital and video cameras, color scanners, the Internet, digital sound, resource CDs, multimedia authoring software, and strategies to plan for multimedia, project-based, thematic learning as well as guidance in developing lessons for learners in specific skill areas. For special education school-based team members who want to create electronic learning environments for their learners and/or use multimedia technologies with learners in inclusive classrooms. Pugliese.

SPND 456 Curriculum Support for Learners with Special Needs Using Technology

4 sem. hrs. Prereq.: SPND 422 or consent of the department.

Learn numerous technology-based strategies and resources for helping students with high-incidence learning disabilities and other learning style differences to become more successful and independent learners. This course will combine current research with technology tools that support basic skills, written expression, literacy and reading skills, organization, study skills, note-taking and research projects. Janowski.

SPND 458 Curriculum Access Using Assistive Technology Devices

4 sem. hrs. Prereq.: SPND 422 or consent of the department.

Legislation addressing the needs of learners with special needs in public education mandates the use of assistive technology. A special education professional is required to design curriculum access using such methodologies. This course introduces the vast array of products on the market today that enable special needs student's to access the computer and function at their optimal level in the classroom. There are extensive hands-on opportunities to explore various assistive technology methods from low-tech solutions to high tech devices with a focus on functional application of these technologies for students with intensive learning special needs. Berberian.

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SPND 459 Electronic Portfolios: Alternate Assessment for Learners with Special Needs

2–4 sem. hrs. Prereq.: Previous computer experience required.

Provides an opportunity to create electronic portfolios that document learning. Uses performance assessment strategies and multimedia authoring technology to create portfolios, build alternate methods, and show individual learners' achievements. Includes planning for performance-based assessment, writing rubrics, and portfolio design elements. Helps participants to organize their own personal portfolios. Pugliese.

SPND 463 Universal Classroom Design: Creating an Accessible Curriculum in the Inclusive Classroom

2–4 sem. hrs. Prereq.: SPND 422 or consent of the department.

Universal classrooms use digital media to mold existing and emerging curriculum materials and approaches to teaching, making it more responsive to the needs of diverse learners. Develops K–12 curriculum and teaching strategies sensitive to all learners, especially students in regular classrooms with high incidence disabilities such as mild cognitive and fine motor difficulties or ADHD. Edge-Savage.

SPND 468 Practicum: Severe Disabilities (Levels: All)

4–16 sem. hrs. Prereq.: Consent of the department.

Involves full-time supervised teaching responsibilities in a public school or 603 CMR 28.00 approved school with learners with severe disabilities. Candidates demonstrate completion of Massachusetts licensure regulations. Evans, Hardin.

SPND 469 Topics in Clinical Practice

2–8 sem. hrs.

Involves working with learners with moderate disabilities or severe disabilities under the mentorship of a faculty advisor. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. Blume.

SPND 470 Curriculum Modifications Using Augmentative and Alternative Communication Technologies

4 sem. hrs. Prereq.: SPND 422 or consent of the department.

Examines technology for augmentative/alternative communication (AAC). Discusses candidacy, assessment and goals of intervention within the framework of alternative access options and functional outcomes. Considers different AAC systems and devices. Uses computer applications for authoring an integrated system for enhanced participation, functional communication, language development and issues related to inclusion in the classroom. Walsh-Cassidy.

SPND 473 Providing Specialized Curriculum and Environmental Access Using Customized Technology Tools

4 sem. hrs. Prereq.: SPND 422 or consent of the department.

Examines current alternative access technologies and related accommodations for supporting written and expressive communication, environmental control and learning in general for learners with physical and multiple disabilities. Learn access assessment guidelines as well as a variety of highly specialized strategies so that learners with intensive special needs can participate in the standard or modified educational curriculum. Gardner-Fox.

SPND 475 Evaluation of Educational Software and Internet Resources for Curriculum Support

4 sem. hrs. Prereq.: SPND 422 or consent of the department.

Examines educational software, including reference materials, simulations, tools, problem solving, early learning and drill and practice. Develops evaluation criteria for software and Web sites. Explores how technology can facilitate research, organization, and problem solving across the curriculum. Examines the roles of student and teacher. Shows how to evaluate and select appropriate educational software and Web sites that are integrated with curriculum. Quade.

SPND 480 Clinical Experience: Moderate Disabilities (PreK–8)

4–8 sem. hrs. Prereq: consent of the department. Assigns full-time supervised teaching responsibilities in a PreK–8 classroom setting with learners with moderate disabilities. Hardin, Blume.

SPND 488 Seminar and Fieldwork in Education

8–16 sem. hrs. Prereq.: Consent of the department.

Involves developing curriculum materials using the Massachusetts Curriculum Frameworks and demonstrating service to learners with special needs. Requires papers and attendance at seminars. Blume, Hardin, Evans, Villani, Arnold.

SPND 500 Special Education Organization, Leadership and Change

4 sem. hrs. Examines the principles of effective special education leadership, organizational structure, and techniques for facilitating and responding to institutional change. Explores the impact of demographics on general education and special education policy and practice and program evaluation. Analyzes contemporary operational and administrative problems and trends. Buchanan.

SPND 501 Special Education Management: Personnel and Structure

4 sem. hrs. Explores techniques used to maintain effective human relations and use of human resources specific to special education. Analyzes supervision, staff evaluation systems, team building, school security and safety, personnel management, and labor relations. Esposito.

SPND 502 Staff Development, Performance and Evaluation

4 sem. hrs. Analyzes theories of human development and adult learning for effective staff development and in-service education. Reviews methods of staff evaluation, performance review, and orientation specific to special education, including options for professional plan development for self- and external evaluation. Furtado.

SPND 503 Managing Schools in a Democratic and Diverse Society

4 sem. hrs. Considers the impact of changing demographics on special education and educational opportunities, including the role of individual and group differences, historical and political backgrounds, and identified educational resources and agencies that provide support of all within a diverse society. Reviews bias in teaching materials, assessment, practice, and organization. Connor.

SPND 504 Special Education and School Law for Administrators

4 sem. hrs. Evaluates basic principles of school laws and regulations with special attention to special education, implications of liability, and requirements of due process. Defines and reviews problems of developing effective communication strategies, union and labor organizations, civil rights issues, media relations, and student and staff advocacy and negotiation. Includes related topics such as teacher retention, dismissal, employment, and limitations with respect to federal and state laws and regulations. James.

SPND 506 Educational Finance for Special Education Administrators

4 sem. hrs. Explores school finance and school business administration at all levels. Applies economic theories, funding, resource allocation, sources of revenue, and current trends in school district structure and operation. Includes review of special education budgets. Flanagan.

SPND 580A Practicum Experience: Special Education Administrator

4 sem. hrs. Each student is assigned administrative responsibilities, under supervision, with a special education administrator. A minimum of 300 clock hours of direct administrative responsibilities must be documented. Heimbecker.

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**SPND 580B Practicum Experience:
Supervisor/Director**

8 sem. hrs.

Each student is assigned administrative responsibilities, under supervision, with a supervisor/director. Each student must document a minimum of 300 clock hours of direct administrative responsibilities. Heimbecker.

**SPND 400P Phonemic Awareness: A Key to
Developing Literacy for All Ages**

4 sem. hrs.

Provides training in advanced techniques for teaching reading, focusing on auditory discrimination, and multisensory learning. Uses the Lindamood Auditory Conceptualization (LAC) Test and the Auditory Discrimination in Depth (ADD) Program to identify individuals with poorly developed phonemic awareness. Staff.

**SPND 402P Diagnostic and Prescriptive
Teaching**

4 sem. hrs.

Offers practical strategies to help classroom teachers informally assess learner skills, plan and evaluate teaching activities, assess each learner's academic strengths and weaknesses, and tailor instruction that builds upon strengths and remedies weaknesses. Introduces students to informal assessments, teaching and learning strategies, and methods to monitor learner progress and evaluate the impact of the prescriptive strategies. Reviews current research in the field. Staff.

**SPND 403P Teaching Pragmatic Language
Skills Across Curricula**

4 sem. hrs.

Introduces students to a theoretical framework of pragmatic development. Demonstrates strategies and techniques for remediation, with an emphasis on utilizing a collaborative model. Uses case studies throughout to illustrate pragmatic language deficits and accompanying teaching methodologies. Staff.

**SPND 404P Strategies for Expository
Expression**

4 sem. hrs.

Examines ways to introduce and strengthen writing skills of learners with language-based

learning disabilities at the sentence and single paragraph level. Uses a theme-centered developmental curriculum to demonstrate basic sentence and paragraph development. Covers techniques to activate a learner's background knowledge and facilitate brainstorming of key vocabulary and concepts. Staff.

**SPND 405P Teaching Writing: Sentences to
Paragraphs**

1 sem. hr.

Focuses on strengthening writing skills at the sentence and single-paragraph level. Covers techniques to activate a student's background knowledge and facilitate brainstorming of key vocabulary and concepts. Uses structured linguistic activities at the phonologic, semantic, syntactic, and discourse level. Staff.

**SPND 406P Teaching Writing: Paragraphs to
Essays**

1 sem. hr.

Examines a five-step sequential model for teaching writing skills, including brainstorming, organizing (via mapping and outlining), rough drafting, proofreading, and final drafting. Demonstrates how these writing strategies can be applied to paragraph, multiparagraph, or essay-level writing for assignments across the curriculum. Includes techniques for oral rehearsal, paragraph framing, and report writing. Staff.

SPND 407P Teaching Reading and Spelling

1 sem. hr.

Presents the essential elements of an explicit, multisensory, structured-language approach to teaching reading. Reviews current research relating to developments in reading and spelling skills with an emphasis on the role of phonological awareness. Emphasizes prescriptive plans for teaching reading and strategies for integrating meaning-based approaches with reading instruction. Staff.

**SPND 408P Pragmatic Language Difficulties:
Helping Adolescents with Social-
Communication Disorders**

1 sem. hr.

Explores how many learners with learning disabilities struggle with the social use of language, or "pragmatics." Provides an overview of pragmatic

language development from the perspective of a speech-language pathologist. Presents specific ideas for classroom activities and lessons for learners with social language difficulties. Staff.

SPND 409P Teaching Algebra and Beyond

1 sem. hr.

As emphasized in NTCM Standards, explores application and exploration as a way of learning math concepts. Examines the learning styles displayed by learners with language-based learning disabilities and offers effective strategies for teaching pre-algebra, algebra, and geometry. Provides alternative techniques for teaching difficult math concepts. Staff.

SPND 410P Teaching Mathematics

1 sem. hr.

Explains math difficulties in terms of language-based learning disabilities. Explores various individual learning styles and addresses them with strategies that compensate for language syntax deficits, poor automatization skills, inaccurate estimation and sequencing overload. Demonstrates methods that ensure correct rehearsal and recall of basic facts by using nonverbal cues. Staff.

SPND 411P Current Issues for Administrators

1 sem. hr.

Explores current clinical perspectives and issues pertaining to autism and PDD; new developments pertaining to medication and mental health issues for children; the study, dissection, and discussion of strategies to resolve common, yet difficult, situations and problems that an administrator encounters in his/her job; and a review of new legal developments over the past year such as attorney fees, defining free and appropriate public education, and new legal trends. Staff.

SPND 412P Implementing a Language-Based Program in the Classroom

1 sem. hr.

Examines ways to integrate language-based instruction across the curriculum. Introduces applications of expressive language techniques in content classes including a theme-centered, developmental curriculum designed for learners with expressive language deficits. Covers instruction at

phonologic, semantic, syntactic, and discourse (paragraph) levels of language. Staff.

SPND 413P Assessment and Evaluations for Diagnostic, Prescriptive Teaching

1 sem. hr.

Focuses on using the results from formal diagnostic evaluations to determine effective, individualized teaching programs for learners with language-based learning disabilities. Examines test results in several areas of assessment including, cognitive (WISC-III), speech and language, perceptual and skills achievement. Addresses early literacy skill development in order to maximize effective reading and language instruction. Staff.

SPND 414P Study Skills: Overview and Applications at the Middle School Level

1 sem. hr.

Reviews methods for teaching organization and study skills and focuses on practical applications of these methods at the middle school level. Includes organization skills (notebooks, assignments), recognizing and formulating main ideas, note taking, and basic summarizing skills. Staff.

SPND 415P Study Skills: Overview and Applications at the Secondary Level

1 sem. hr.

Reviews methods for teaching organization and study skills and focuses on practical applications of these methods at the secondary level. Includes organization skills (notebooks, assignments), recognizing and formulating main ideas, note taking, and basic summarizing skills. Staff.

SPND 416P Study Skills: Overview and Applications at the Elementary Level

1 sem. hr.

Reviews methods for teaching organization and study skills and focuses on practical applications of these methods at the elementary level. Includes organization skills (notebooks, assignments), recognizing and formulating main ideas, note-taking, and basic summarizing skills. Staff.

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Graduate Program in English

Pamela Bromberg, *Director and Professor of English*

Lowry Pei, *Chair and Professor*

David Gullette, *Professor*

Afaa Michael Weaver, *Alumnae Professor*

*Renee Bergland, *Associate Professor*

Kelly Hager, *Associate Professor*

Cathryn Mercier, *Associate Professor*

J. Douglas Perry, Jr., *Associate Professor*

**Richard Wollman, *Associate Professor*

Sheldon George, *Assistant Professor*

Jacqueline Horne, *Assistant Professor*

Rachel Ruggles, *Administrative Assistant*

**On leave academic year 2006–2007*

** *On leave spring semester 2007*

The Master of Arts

The Master of Arts in English program provides a strong foundation in English and American literature and in literary theory and analysis. The curriculum is designed to provide study to supplement and consolidate the student's undergraduate work in literature and writing and to allow some further specialization.

Admission: Admission requires a baccalaureate degree from an accredited college or university and a superior undergraduate record. Students are admitted to the program on either a full- or part-time basis. The applicant for admission must submit an official transcript of the undergraduate record, a statement of purpose in seeking the degree, a critical writing sample, and recommendations from two former teachers. An interview is optional. Students are admitted to this program in fall, spring, and summer. Inquiries should be addressed to the program director, Department of English, Simmons College, 300 The Fenway, Boston, MA, 02115-5898.

Degree Requirements: The program of study is individually prescribed; the student is permitted to take certain courses in subjects closely adjacent to English provided these courses are directly relevant to a coherent plan of graduate work. The MA candidate is expected to demonstrate reading knowledge in a language other than English before receiving the degree. A master's thesis is optional.

The master's degree requires the satisfactory completion of 32 semester hours. No more than eight semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree. Each student entering the MA program is required to take ENGL 405 Contemporary Critical Theory unless he/she has had the equivalent.

The remainder of the program is elected from courses best adapted to the student's needs and interests as determined in consultation with the program director. The length of time allowed for completion of coursework and the language requirement is seven years.

Other Programs

The program offers a writing option. Appropriate courses include ENGL 402 Seminar in the Teaching of Writing, ENGL 505 Advanced Creative Writing: Non-Fiction, and ENGL 510 Advanced Poetry Workshop .

COURSES

ENGL 400 Directed Study: Graduate Level (F-1,2; S-1,2)

4 sem. hrs.

Offers an opportunity for students to study a topic of their choosing. Requires the consent of a supervising faculty member; approval of the program director; and a brief proposal outlining the focus, purpose, and projected outcome, to be submitted to the program director during the semester prior to registration. Staff.

ENGL 402 Seminar in the Teaching of Writing (S-1)

4 sem. hrs.

Serves graduate students interested in the theory and practice of teaching writing at the undergraduate and secondary school level. Focuses on reading of research and texts in the field, regular writing assignments, and classroom observation and simulation. Pei.

ENGL 405 Contemporary Critical Theory (F-1,2)

4 sem. hrs.

Introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Surveys poststructuralist, psychoanalytic, Marxist, new-historicist, postcolonial, feminist, and gender theory, bringing these perspectives to bear on key literary and historical texts. (Also listed as GCS 405 and SPAN 405.) Bromberg.

ENGL/GCS 406 Feminism and Literature (S-2)

4 sem. hrs.

Surveys feminist approaches to literary analysis and production, examining poetry and fiction that engages with sex, gender, and sexuality, while also studying feminist literary criticism, literary history, feminist theory, gender theory, and queer theory in literary context. Bergland.

ENGL 410 History of the Book (S-1,2)

4 sem. hrs.

Covers a wide variety of topics concerned with the history and development of the book, both as a physical object and as the bearer of intellectual content. Berger.

ENG/GCS 412 Special Topics: Theoretical Approaches to Cultural Narratives (S-1)

4 sem. hrs.

Studies a recent work in critical or cultural theory in depth and applies it to the analysis of multicultural and popular cultural narratives (to novels and stories by writers working within and outside Anglo-American tradition, to television and film series). Examples of theoretical approaches include aesthetic theory, post-colonialism, and new historicism. Hager.

[ENGL/CHL 423 19th Century American Children's Literature

4 sem. hrs. Not offered in 2006–2008.]

See description on page 36.

ENGL 455 Graduate Thesis (F-1,2, S-1,2)

4 sem. hrs.

Involves a semester-long research and writing project culminating in a paper of approximately 30 pages of publishable quality under the supervision of a faculty member with expertise in the subject area. Requires permission from the program director and a proposal approved by the program director and by the thesis advisor during the semester before the course is taken. Staff.

ENGL 504 Problems in Romantic Literature: The Romantic Rebel (S-2)

4 sem. hrs.

Begins with Milton's *Paradise Lost*, the subtext for all Romantic rebellion, and moves to Blake, its great theorist and visual artist, then to the poetry of Wordsworth and works by women Romantic poets. Concludes with the female perspective on Romantic rebellion in the novels of the Brontë sisters and in Mary Shelley's *Frankenstein*. Bromberg.

ENGL 505 Advanced Creative Writing: Non-Fiction (F-1,2)

4 sem. hrs.

Concentrates on the writing of personal narratives and essays. Encourages structural and stylistic experimentation, imitation of models, and testing of one's limits as a writer. Requires short critical exercises to sharpen consciousness of form and technique in non-fiction. Pei.

[ENGL 506 Victorian Literature and Culture

4 sem. hrs. Not offered in 2006–2008.]

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Studies writers who may include Tennyson, Robert and Elizabeth Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, Mill, Newman, and Carlyle. Hager.

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[ENGL 507 Jane Austen and Virginia Woolf

4 sem. hrs. Not offered in 2006–2008.]

Studies the two major English women novelists of the 19th and 20th centuries in relation to their major works and current critical debates. Bromberg.

ENGL 508 The Postcolonial Novel (F-1)

4 sem. hrs.

Studies the novels of such writers as Joseph Conrad, Jean Rhys, V.S. Naipul, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Anita Desai in the context of contemporary post-colonial theory. Bromberg.

ENGL 510 Advanced Poetry Workshop (S-1,2)

4 sem. hrs.

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. Weaver, Wollman.

ENGL/CHL 511 Victorian Children's Literature (F-1)

4 sem. hrs.

Examines the wide variety of Victorian literature written for children, from fairy tales and nonsense verse to didactic fiction and classic examples of the Victorian bildungsroman. Authors studied may include Lewis Carroll, Charles Kingsley, Frances Hodgson Burnett, Dinah Mulock Craik, Christina Rossetti, Robert Louis Stevenson, Charlotte Mary Yonge, and Rudyard Kipling. Hager.

ENGL 512 Classic American Writers (S-1,2)

4 sem. hrs.

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. Perry.

ENGL 513 Survey of Literature for Children and Young Adults (F-1-2, S-1,2)

4 sem. hrs.

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. Staff.

ENGL 514 The Invented Self in Modern American Fiction (F-1,2)

4 sem. hrs.

Looks at Americans as authors of themselves and creators of their own personae in the modern American novel. Examines both the literary and societal implications of such self-fabrications in works by F. Scott Fitzgerald, William Faulkner, Philip Roth, Jamea Baldwin, Ralph Ellison, and Toni Morrison. Perry.

[ENGL 515 Topics in Early Literature: Chaucer's *Canterbury Tales* and Its Milieu

4 sem. hrs. Not offered in 2006–2008.]

Focuses on Chaucer's masterpiece, *The Canterbury Tales*, in the context of other early literature and drama that preceded it: *Sir Gawain and the Green Knight*, *The Mystery Plays*, and *Everyman*. Wollman.

[ENGL 518 The Dramatic Imagination in America

4 sem. hrs. Not offered in 2006–2008.]

Focuses on 20th-century American plays by writers like Susan Glaspell, Eugene O'Neill, Clifford Odets, Tennessee Williams, Arthur Miller, Lorraine Hansberry, Edward Albee, and August Wilson. Reads plays as literature and enacts them in class—as far as possible—as theater. Weaver.

ENGL 520 American Women's Poetry (F-2)

4 sem. hrs.

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. Bergland.

ENGL 521 Studies in Shakespeare (U-2)

4 sem. hrs.

Closely analyzes a few major plays and varied critical approaches to them. Wollman.

[ENGL 522 The Postmodern Novel

4 sem. hrs. Not offered in 2006–2008.]

Explores an array of postmodern fiction and film, primarily from England and the Continent.

Authors include Barnes, Kundera, Fowles, Calvino, Byatt, Atwood, and Swift. Designed for graduate students and advanced English majors. Bromberg.

ENGL 523 Special Topics in Literature (S-1)

4 sem. hrs.

Topic for S-1: Toni Morrison and American Literature.

This course will read 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. George.

ENGL 524 James Joyce (F-2)

4 sem. hrs.

Examines *Dubliners*, *A Portrait of the Artist as a Young Man*, *Ulysses*, and selections from *Finnegan's Wake*. Considers Joyce's transformation from fin-de-siecle ironist to high modernist comedian, as well as a broad selection of Joyce criticism, including the French feminists who have adopted him as one of their own. Gullette.

ENGL 525 Modern Irish Literature (F-1)

4 sem. hrs.

Considers major works in verse, fiction, and drama by William Butler Yeats, James Joyce, John Millington Synge, Sean O'Casey, and some of the newer voices in Irish writing, such as Seamus Heaney and others, whose work has been influenced by the recent sectarian violence in Northern Ireland. Gullette.

ENGL 526 Studies in Medieval and Renaissance Literature (F-1)

4 sem. hrs.

Studies topics including Milton, magic and fantasy in the Renaissance, and literary depictions of love in the 16th century. Wollman.

ENGL 527 Race and Gender in Psychoanalytic Discourse (S-2)

4 sem. hrs.

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. George.

ENGL 530 Postcolonial Cinema (U-1)

4 sem. hrs.

Surveys post-colonial cinema with emphasis on films from Africa, the Middle East, and Latin America. Focuses especially on how these films address the cultural and political issues relevant to an understanding of post-colonial identity. Weekly screenings of films and reading in post-colonial theory and film criticism. Staff.

ENGL 542 Studies in 18th Century Literature (S-1)

4 sem. hrs.

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. Bromberg.

ENGL 598 Feminist Film Studies [F-2]

4 sem. hrs.

Looks at various cinematic traditions from the '40s to the present and examines how films implicitly and explicitly locate gender and sexuality along a continuum of the acceptable and the perverse. Includes intensive consideration of feminist film criticism and theory. Staff.

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Gender/Cultural Studies Program

Kelly Hager, *Director and Associate Professor of English and Women's Studies*

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

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

Theresa Perry, *Professor of Education*

Diane Raymond, *Dean of the College and Professor of Philosophy and Women's Studies*

Cheryl Welch, *Professor of Political Science and International Relations*

*Renee Bergland, *Associate Professor of English*

Cathryn Mercier, *Associate Dean of the College, Associate Professor of Children's Literature, and Director of the Graduate Program in Children's Literature*

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

Jyoti Puri, *Associate Professor of Sociology and Women's Studies*

Jill Taylor, *Associate Professor of Education and Women's Studies*

Becky Thompson, *Associate Professor of Sociology*

Burlin Barr, *Assistant Professor of English*

Nuran Cinlar, *Assistant Professor of History and Co-Director, Dual-Degree Program in History and Archives Management*

Sheldon George, *Assistant Professor of English*

Valerie Leiter, *Assistant Professor of Sociology*

Sarah Leonard, *Assistant Professor of History*

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

Diane Hammer, *Director of Simmons Institute for Leadership and Change*

Meghan Killian, *Administrative Assistant*

* On leave academic year 2006–2007.

The Master of Arts in Gender/Cultural Studies (GCS)

The Master's in Gender/Cultural Studies is an interdisciplinary program across the humanities and social sciences that emphasizes the constructions of gender and race within the U.S. and in transnational contexts. The program is designed to broaden women's studies theory and practice to include multiracial perspectives as well as national and post-colonial struggles.

Admission: Admission requires a baccalaureate degree from an accredited college or university and an outstanding undergraduate record. 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. The Graduate Record Examination is not required. Inquiries should be addressed to Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, call 617.521.2915, or e-mail gsa@simmons.edu.

Degree Requirements: All students take three required courses in interdisciplinary studies and cultural theory, design their own programs from advanced courses offered throughout the College, and finish with a capstone project that furthers their individual academic and professional interests. Students may enroll on either a full- or part-time basis. The degree requirements should be completed within five years. The master's degree requires the satisfactory completion of 32 semester hours. No more than eight semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree.

Other Programs

Laurie Crumpacker Scholars

This accelerated program for Simmons students offers the opportunity to acquire a Master 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 by following the admissions procedure outlined above. Students admitted to the program begin graduate level work in the GCS program in the senior year of their undergraduate degree at Simmons. Students may transfer up to eight 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. If such students would like to write a master's thesis, they may submit a proposal during the last semester of their senior year, following the guidelines that apply to all GCS students.

Graduate Consortium of Women's Studies (GCWS)

In keeping with the collaborative tradition of women's studies, the GCWS offers interdisciplinary, team-taught seminars to students matriculated in graduate programs at the eight member schools. GCWS faculty explicitly integrates gender analyses with issues of class, race, culture, ethnicity, and sexualities; and the practical and public-policy implications of feminist theory and scholarship are considered. Courses are designed not only to examine existing feminist scholarship, but to open paths to the creation of new knowledge. Graduate courses also provide crucial intellectual support

for students pursuing feminist work within the framework of traditional disciplines.

The Consortium membership includes Boston College, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University, and the University of Massachusetts, Boston.

There is no fee for GCWS courses. Students are granted credit for participation by their home institutions. For more information about the Consortium, talk to the director of the GCS program.

The Dual Degree with the Master of Arts in Teaching (MAT) Program

This full-time two-year program is specifically designed for those preparing for a career in education and intending to assume leadership positions in schools. Students in this program enroll in both the Master of Arts in Gender/Cultural Studies program and the 32-semester-hour MAT program. Students in the dual-degree program take five GCS courses and complete a capstone project that comprises a teaching unit, thereby bringing together both GCS and pedagogical interests. Dual-degree students present their pedagogical work at the spring colloquium with other graduating GCS students.

In the first year of the program, students spend some time in the MAT division (usually during the two Simmons summer sessions) but dedicate most of their study to the GCS portion (usually two courses a semester). In the second year, students' time will be devoted to fulfilling the MAT requirements, including a teaching practicum. Simmons students work alongside experienced practitioners to earn a Massachusetts initial teaching license. Depending upon a student's undergraduate background, dual-degree GCS/MAT students will be certified in social studies, English, or history.

For further information concerning the MAT portion of the dual-degree program, consult the

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program director, Maryellen Cunnion. Written inquiries should be addressed to the Department of Education, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, or telephone inquiries to 617.521.2566, or e-mail maryellen.cunnion@simmons.edu.

COURSES

Candidates for the Gender/Cultural Studies degree must satisfactorily complete 24 semester hours as follows:

GCS 403 Seminar in Gender/Cultural Studies (F-1,2)

4 sem. hrs.

Explores the interdisciplinary nature of gender/cultural studies and introduces the student to graduate-level research and writing. Draws upon feminist, poststructuralist, and cultural studies frameworks to examine issues of power, body, gender, sexuality, and race. Includes oral reports and research papers. Hager.

GCS 430 Cultural Theory (S-1,2)

4 sem. hrs. Prereq.: GCS 403 or consent of the instructor.

An intensive reading seminar, intended to provide an introduction to the theoretical debates regarding the study of culture that have taken place in the last 20 years. Explores theories of nations, publics, and identities. Considers a number of theorists including Bourdieu, Haberman, Foucault, Hall, and Butler. Leonard. (Also listed as GEDUC 430)

And one of the following:

GCS/ENGL 406 Feminism and Literature (S-2)

4 sem. hrs.

Surveys feminist approaches to literary analysis and production, examining poetry and fiction that engages with sex, gender, and sexuality, while also studying feminist literary criticism, literary history, feminist theory, gender theory, and queer theory in literary context. Bergland.

GCS 410 Issues in International Studies (F-1,2; S-2)

4 sem. hrs.

In the fall of 2006 and 2007, the topic will be queer transnationalism. Taking issue with the notion of the globalization of gay identities, this course explores and analyzes transnational circulations of queer sexualities. Drawing upon queer theory and transnational feminist approaches, the course seeks to shift the predominantly domestic focus of the former and foreground issues of sexuality within the latter. Puri.

In the spring of 2008, the seminar Gender, Culture, and Human Rights considers the implications for debates over gender and culture as concern with human rights has moved from the margins to the center of international affairs. Welch.

GCS/ENG 412 Special Topics: Theoretical Approaches to Cultural Narratives (S-1)

4 sem. hrs.

Studies a recent work in critical or cultural theory in depth and applies it to the analysis of multicultural and popular cultural narratives (to novels and stories by writers working within and outside Anglo-American tradition, to television and film series). Examples of theoretical approaches include aesthetic theory, post-colonialism, and new historicism. Hager.

GCS 415 Feminism and Economic Difference (S-2)

4 sem. hrs.

Focuses on critical appraisals of economics as a gendered discourse, as well as recent poststructuralist, materialist feminist, and postmodern Marxist work that diversifies the economic space by theorizing gender, class, sexuality and race along with economic difference. Biewener.

Elective courses, 12–16 semester hours:

GCS/ENG 405 Contemporary Critical Theory (F-1,2)

4 sem. hrs.

Introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Surveys poststructuralist, psychoanalytic, Marxist, new-historicist, postcolonial, feminist, and gender theory, bringing these perspectives to

bear on key literary and historical texts. Bromberg.

GCS/ENGL 406 Feminism and Literature (S-2)

See description above.

GCS 410 Issues in International Studies (F-1,2; S-2)

See description above.

GCS/ENG 412 Special Topics: Theoretical Approaches to Cultural Narratives (S-1)

See description above.

GCS 415 Feminism and Economic Difference (S-2)

See description above.

GCS 450 Independent Study (F-1,2; S-1,2)

2–4 sem, hrs. Prereq.: Consent of the program director.

Offers an opportunity to complete research, internship, or fieldwork projects related to the GCS program. Requires consent of a supervising faculty member; approval of the program director; and a brief proposal outlining the focus, purpose, and projected outcome, to be submitted to the program director during the semester prior to registration. May not be taken more than twice. Staff.

AST 513 The Black Struggle for Schooling in America (S-1,2)

4 sem. hrs.

Examines African Americans' struggle for the right to an education in the United States, focusing on the content and context (historical and sociopolitical) of specific struggles. Selected topics include: the pursuit of literacy by enslaved Africans; the ex-slave'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. Perry.

AST 535 Race, Sex, and Class: Contemporary Film Images of Women of Color (S-1,2)

4 sem. hrs.

Examines popular film as a powerful medium buttressing subliminal ideologies in the continuing subjugation of women of color. Critically analyzes "Hollyweird"-produced films and historical and sociological data to develop perspective on how and why stereotypes of women of color endure in films specifically and media in general. Staff.

AST/SOC/WST 540 Intimate Family Violence: A Multicultural Perspective (S-1,2)

4 sem. hrs.

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.

CHL 401 Criticism of Children's Lit (F-1,2)

4 sem. hrs.

Develops the individual critical voices of students and acquaints them with the literary canon and a variety of literary perspectives through exposure to many influential schools of literary criticism. Applies critical skills in the examination of a range of novels (realism and fantasy), short stories, biographies, nonfiction, and translated works published for children. Mercier.

[CHL/ENG 423 19th- Century American Children's Literature

4 sem. hrs. Not offered in 2006–2008]

Reading writers including Hawthorne, Alcott, Twain, Susan Warner, Thomas Bailey Aldrich, and Margaret Sidney, this class will consider the role of religion, the classed and gendered nature of writing for children, and the way the family is depicted and disciplined. We'll also take up the question of slavery, women's suffrage, and industrialization in the children's literature of the

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period. Hager.

ENGL 402 Seminar in the Teaching of Writing (S-1,2)

4 sem. hrs.

Serves graduate students interested in the theory and practice of teaching writing at the undergraduate and secondary school level. Focuses on reading of research and texts in the field, regular writing assignments, and classroom observation and simulation. Pei.

[ENGL 506 Victorian Literature and Culture]

4 sem. hrs. Not offered in 2006–2008.]

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Studies writers who may include Tennyson, Robert and Elizabeth Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, Mill, Newman, and Carlyle. Bromberg.

[ENGL 507 Jane Austen and Virginia Woolf]

4 sem. hrs. Not offered in 2006–2008.]

Studies the two major English women novelists of the 19th and 20th centuries in relation to their major works and current critical debates. Bromberg.

ENGL 508 The Postcolonial Novel (F-1)

4 sem. hrs.

Studies the novels of such writers as Joseph Conrad, Jean Rhys, V.S. Naipul, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Anita Desai in the context of contemporary post-colonial theory. Bromberg.

ENGL 520 American Women's Poetry (F-2)

4 sem. hrs.

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. Bergland.

[ENGL 522 The Postmodern Novel]

4 sem. hrs. Not offered in 2006-2008.]

Explores an array of postmodern fiction and film, primarily from England and the Continent. Authors include Barnes, Kundera, Fowles, Calvino, Byatt, Atwood, and Swift. Designed for graduate

students and advanced English majors. Bromberg.

ENGL 523 Special Topics in Literature (S-1)

4 sem. hrs.

Topic for S-1: Toni Morrison and American Literature

This course will read 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. George.

ENGL 527 Race and Gender in Psychoanalytic Discourse [S-2]

4 sem. hrs.

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. George.

ENGL 530 Postcolonial Cinema [U-1]

4 sem. hrs.

Surveys post-colonial cinema with emphasis on films from Africa, the Middle East, and Latin America. Focuses especially on how these films address the cultural and political issues relevant to an understanding of post-colonial identity. Weekly screenings of films and reading in post-colonial theory and film criticism. Staff.

ENGL 598 Feminist Film Studies [F-2]

4 sem. hrs.

Looks at various cinematic traditions from the '40s to the present and examines how films implicitly and explicitly locate gender and sexuality along a continuum of the acceptable and the perverse. Includes an intensive consideration of feminist film criticism and theory. Staff.

HIST 527 Archives, History, and Collective Memory*

4 sem. hrs.

Explores the relationship among historical events, the creation and maintenance of archival records,

and the construction of social memory. Analyzes the role of archives in the process of memory conservation, the display or public history, the writing of history, and the construction of political and national identities. Focuses on 20th century events, considering such historical and archival issues as repatriation, record preservation, the use of misuse of archives to shape political myths, and the use of documents to influence a shared historical consciousness. Bastian and Prieto.

HIST 560 Seminar in the History of Women and Gender (S-1)

4 sem. hrs.

Offers advanced studies in the history of women's experience and the construction of gender. 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. Prieto.

HIST 571 Seminar in Early American History (F-2, S-1,2)

4 sem. hrs.

Studies the development of a new society and culture in British America from the settlement of Jamestown in 1607 through the War for Independence. Focuses on varied developments in New England, the Middle Colonies, and the South, with special attention to political institutions, social structure, race relations, and gender roles. Çınlar.

HIST 573 Seminar in 19th Century U.S. History (F-2)

4 sem. hrs.

Focuses on topics in the cultural, social, and political history of the U.S. during the course of the "long" 19th century, between the Jacksonian Era and the Jazz Age. Prieto.

HIST 574 Seminar in Modern U.S. History (S-2)

4 sem. hrs.

Focuses on topics in the cultural, social, and political history of the U.S. after 1890. Themes include urbanization, progressivism, immigration, the development of consumer culture, the Great Depression, Cold War culture, and movements for

civil rights. Prieto.

HIST 577 Seminar in Topics in Modern European History (F-1, 2)

4 sem. hrs.

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include post-1989 Europe, history and memory, and war and society. Leonard.

HIST 597 Historical Methods and Research (F-1,2)

4 sem. hrs.

Studies history as an interpretive craft and explores various methods and models for researching, analyzing, and writing history in both academic and popular forms, from essays to public exhibits, monographs to films. Prieto.

INRL 590 Seminar in International Relations (F-1,2)

4 sem. hrs.

Addresses a different topic each year. Carrington.

PHIL 532 Law and Philosophy (S-1)

4 sem. hrs.

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. Raymond.

PHIL 590 Seminar [S-1,2]

4 sem. hrs.

Intensively examines a particular philosopher, philosophical school of thought, or philosophical problem. Staff.

POLS 590 Seminar in Political Science (F-1,2)

4 sem. hrs.

Offers an intensive study of a specific topic in political science. Staff.

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SOCI 439 Introduction to Social Research (F-1,2; S-1)

4 sem. hrs.

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. Leiter, Sandoval Giron.

SOCI 511 Critical Race Legal Theory (F-1)

4 sem. hrs.

Chronicles critical race theory as an intellectual field created in dialogue with dominant race and legal constructions since the civil rights movement in the U.S. Gives particular attention to key contemporary legal and political debates about affirmative action, assaultive speech, land rights, the punishment industry, violence against women, and multicultural education. Thompson.

SOCI 539 Qualitative Research Workshop (S-2)

4 sem. hrs.

Immerses students in qualitative research techniques in a workshop format, focusing on the conduct of qualitative interviews and on the analysis of existing documents and interview data. Addresses ethical and political issues in research, emphasizing acquisition of theoretical and hands-on experience needed to conduct independent qualitative research. Leiter.

SOCI 545 Health Systems and Policy (S-1)

4 sem. hrs.

Examines the current U.S. health system and health policies focusing on interests of individuals, groups, and organizations as clients, providers, and citizens. Explores the impact of policy and systems on the health of various populations. Describes the evolution of the U.S. health system and uses organizational concepts and theories to explain and predict its form and functions; the influence of organizations on the definition of health, illness, and healing; and the application of organizational analysis to health policy issues. Leiter.

SOCI 546 Society and Health (S-1,2)

4 sem. hrs.

Introduces a framework and methods for understanding societal characteristics as powerful determinants of population health and the implications for research and policy. Examines the theoretical underpinnings of each social construct (e.g., gender or ethnicity) and the empirical research linking each to population health status. Leiter.

SOCI 547 Antiracism and Justice Work (F-1)

4 sem. hrs.

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. Thompson.

SOCI 548 Re-envisioning the Third World (S-2)

4 sem. hrs.

Explores the meaning and politics of the concept of the Third World from a post-colonial, feminist perspective. Critically considers histories of colonialism, anti-colonial movements, nationalism, decolonization, science, and geography. Encourages rethinking the concept of the Third World to enable transnational networks of alliances. Puri.

WST 500 Gender and Sexuality (F-1,2)

4 sem. hrs.

Focuses on theoretical and thematic considerations of gender and sexuality, including the role of medical discourse in constructing notions of gender and heterosexuality; sexuality as an instrument of power; and the links with nationalisms, queer theory, hybridities, and political possibilities. Taylor, Puri.

WST 504 Feminist Theories (S-1,2)

4 sem. hrs.

Examines the development and current manifestations of competing feminist views, including liberal, radical, and Marxist feminism, as well as more recent feminist theory deploying psychoanalysis, postmodernism, and multiculturalism. Raymond, Trigilio.

Other electives are often available on a semester-by-

semester basis. A list of current electives for each semester is available from the program director.

Degree candidates conclude their programs with one of the following capstone courses. All students in GCS 455, 460, 470, or 480 present their work at a master's colloquium in the spring. Students may also complete the program without completing a capstone option by substituting an eighth course to meet graduation requirements. However, an essay of 20–30 pages in length must be written and presented at a master's colloquium to fill the capstone requirement. This essay will be a significantly revised and expanded version of an essay written within the framework of a GCS course or elective. The revision must be supervised by the director of the program.

GCS 455 Thesis (F-1,2; S-1,2)

8 sem. hrs. (over two semesters) Prereq.: Consent of the program director.

Involves a year-long independent research and writing project culminating in a paper of approximately 60–80 pages under the supervision of one reader with expertise in the subject area. Requires permission from the GCS director and advisory board and a proposal approved during the semester before the course is taken. Staff.

GCS 460 Master's Project (F-1,2; S-1,2)

4 sem. hrs.

Involves a research and writing project culminating in a paper of substantial length (30–40 pages) that may include an exhibit, film, media presentation, etc. Entails integration of materials relevant to the student's specialization. Requires a proposal approved during the semester before the course is taken. Staff.

GCS 470 Internship (F-1,2; S-1,2)

4 sem. hrs.

Offers students a work experience of five to ten hours per week under the direction of a workplace supervisor and a Simmons advisor. Serves as a source of information for inquiry and research. Culminates in a final paper of 20–30 pages that studies and analyzes an aspect of the work experience or site (e.g., an institutional ethnography). Requires a proposal approved during the semester prior to the internship. Staff.

GCS 480 Fieldwork (F-1,2; S-1,2)

4 sem. hrs.

Offers an opportunity to conduct field research for five to ten hours per week under the direction of a Simmons advisor. Involves gathering empirical information for a study of approximately 20–30 pages. Requires a proposal approved during the semester prior to the fieldwork and may require approval from the institutional review board for research involving human subjects. Staff.

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The Dual-Degree Program in History and Archives Management

Jeannette Bastian, *Associate Professor of Library and Information Science*

Laura Prieto, *Associate Professor of History*

Nuran Çınlar, *Assistant Professor of History*

Increasingly, archival employers recognize that archivists require both technical training and historical knowledge. To meet the needs of students pursuing these positions, the Simmons Graduate School of Library Science and the Department of History offer a dual-degree program in history and archives management leading to a Master of Science in library and information science and a Master of Arts in history. The program is designed to provide advanced preparation in both history and archival studies with an emphasis on historical research.

Admission: Applicants to this 57-semester-hour program must be admitted to the master's programs of both the Department of History and the Graduate School of Library and Information Science. Students complete one application for admission. The Master of Arts in History is offered only in conjunction with the dual-degree program; students who do not complete the program will need to seek advice on applying credits in history to another degree at Simmons.

Degree Requirements: In the history portion of the program, students complete 24 semester hours, beginning with a required course that provides a foundation in historiography and methodology. Students then choose 16 semester hours of electives in history with the approval of a history department advisor. While most students concentrate in American history, other specializations are possible. The degree in history culminates in a master's thesis based on original, archival research.

In the archives management program, students take the following courses:

LIS 403	Evaluation of Information Services
LIS 404	Principles of Management
LIS 407	Reference/Information Services
LIS 415	Information Organization
LIS 488	Technology for Information Professionals
LIS 438	Introduction to Archival Methods
LIS 440	Archival Access and Use
LIS 456	Managing Records in Electronic Environments

Four additional semester hours of elective courses are also required. For further information on the GSLIS curriculum, please visit the website, <http://www.simmons.edu/gslis>.

Students in the dual-degree program must also complete the following course, which is either as a history or a library science elective:

LIS 443/	Archives, History, and
HIST 527	Collective Memory

COURSES

The following are required for the graduate curriculum in history:

HIST 455 Master's Thesis (F-1,2; S-1,2)

4 sem. hrs. Prereq.: Consent of the instructor.

Involves independent research based on archival primary sources culminating in a paper of approximately 60–80 pages under the supervision of two historians with expertise in the subject area. Requires permission from the history archives management director and a proposal approved during the semester before the course is taken.

HIST 597 Historical Methods and Research (F-1,2)

4 sem. hrs. Prereq.: Consent of the instructor.
Studies history as an interpretive craft and explores various methods and models for researching, analyzing, and writing history in both academic and popular forms, from essays to public exhibits, monographs to films. Çınlar, Prieto.

Graduate Seminar Electives

Students select 16 semester hours from the following:

HIST 450 Graduate Independent Study (F-1,2; S-1,2)

2 or 4 sem. hrs. Prereq.: Consent of the instructor.

HIST 527 Archives, History, and Collective Memory (S-1,2)

4 sem. hrs. Prereq.: LIS 438 and graduate standing.
Explores the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. Analyzes the role of archives and records in the process of documenting and remembering (or forgetting) history. Considers such archival issues as repatriation, records destruction, contested history, and memory construction by focusing on 20th-century events. Presents these issues within the context of various types of records such as genealogical records, oral records, and records of material culture (artifacts) in addition to print materials. Bastian and History Staff.

See program directors for information on whether this course will count as history or as GSLIS for your individual program.

HIST/ENGL 529 Film and Historical Representation (F-2)

4 sem. hrs.
Examines the intersection of history and film studies. Looks at whether the study of films that treat history can shed light on methods of historical representation. What can film do that written history cannot, and vice versa? Weekly screenings of films from around the world will focus on a range of historical moments. Barr and Leonard.

HIST 560 The History of Women and Gender (F-2; S-2)

4 sem. hrs.
Offers advanced studies in the history of women's experience and the construction of gender. 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. Staff.

HIST 562 Reforms and Revolutions in Asia (S-2)

4 sem. hrs.
Examines revolutions and reforms in modern Asia, focusing primarily on the watershed events occurring in the 20th century. Topics include comparisons between bloody or non-violent revolutions and gradual or radical reform. Liu.

HIST 567 Memory and the Holocaust (F-2)

4 sem. hrs.
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 of interpreting memory, trauma, and the use of oral testimony. Leonard.

HIST 571 Seminar in Early America (S-1,2)

4 sem. hrs.
Studies the development of a new society and culture in British America from the settlement of Jamestown in 1607 through the War for Independence. Focuses on varied developments in New England, the Middle Colonies, and the South, with special attention to political institutions, social structure, race relations, and gender roles. Çınlar.

HIST 573 Seminar in 19th Century U.S. History (S-1)

4 sem. hrs.
Focuses on topics in the cultural, social, and political history of the U.S. during the course of the "long" 19th century, between the Jacksonian Era and the Jazz Age. Prieto.

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HIST 574 Seminar in Modern U.S. History (S-2)

4 sem. hrs.

Focuses on topics in the cultural, social, and political history of the U.S. after 1890. Themes include urbanization, progressivism, immigration, the development of consumer culture, the Great Depression, Cold War culture, and movements for civil rights. Prieto.

HIST 577 Seminar in Topics in Modern European History (F-1)

4 sem. hrs.

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, the 20th-century interwar period, and war and society. Leonard.

Graduate Program in Spanish

Raquel María Halty, *Professor of Spanish and Director*

Melissa Poehner, *Administrative Assistant*

The Master of Arts in Spanish

The graduate curriculum in Spanish is designed to provide students with better command of oral and written Spanish and to consolidate the student's knowledge of the cultures and literature of the Spanish-speaking world. The student plans her program of study with the assistance of the director of the program, taking into consideration the student's particular preparation and objectives.

Admission: Admission requires a baccalaureate degree from an accredited college or university and a strong undergraduate record. An undergraduate degree in the language is not required in cases where competency has been acquired through experience. Students will be admitted on a full- or part-time basis to the graduate program.

Applicants for admission to the Master of Arts program must submit an official transcript of the undergraduate record, a statement of purpose in pursuing the program, an analytical writing sample in Spanish, and two letters of recommendation from teachers or other persons well acquainted with the academic ability and performance of the candidate. Inquiries should be addressed to the program director, Department of Modern Languages and Literatures, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, or call 617.521.2182.

Degree Requirements: The MA in Spanish requires the completion of eight courses, selected in consultation with the program director, one of which may be a graduate seminar in literary theory taught in English cross-listed as SPAN 405. A master's thesis is not required. Students should plan to complete the degree requirements within five years.

Certificate Program in Spanish:

This non-degree program is designed for students who have a BA and want to further their studies in Spanish but do not want to enroll in, or have no need for, an MA program. Students take four courses from the graduate Spanish course listings. Students have the option of taking one graduate summer course in Santander, Spain through GRIIS. For more information, contact the Graduate Spanish office at 617.521.2183.

COURSES**SPAN 445 Conversation and Composition (F-1,2; S-1-2)**

4 sem. hrs.

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. Halty.

SPAN 464 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater (S-1)

4 sem. hrs.

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. Cohen.

SPAN 466 Imagination, Freedom, and Repression in Latin American Literature (F-1)

4 sem. hrs.

Critically examines texts ranging from 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. Halty.

SPAN 468 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th- and 17th-Century Spain (F-2)

4 sem. hrs.

Explores Spain's major contributions to world literature, from short novels by Cervantes to the original macho, Don Juan, and 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. Cohen.

SPAN 469 The Image of the Bourgeoisie in the 19th- and 20th- Century Spanish Novel (S-2)

4 sem. hrs.

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. Peláez-Benitez.

SPAN 449 Graduate Directed Study (F,S-1,2)

4 or 8 sem. hrs. Prereq.: Consent of the instructor.

SPAN 450 Graduate Independent Study (F,S-1,2)

4 or 8 sem. hrs. Prereq.: Consent of the instructor.

SPAN 510 The Making of Spain: Studies in Spanish Culture (F-1)

4 sem. hrs.

Introduces students to the culture of Spain through the ages, from the multicultural society in medieval Iberia to maestros such as El Greco, Velázquez, 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. Peláez-Benítez.

SPAN 512 Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity (F-2)

4 sem. hrs.

Studies the political, artistic, and intellectual history of the Spanish-speaking nations of the Western Hemisphere, in particular Mexico, Peru,

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and Argentina. Topics include the conquests of Mexico and Peru, Bolívar and the fight for independence, the Mexican Revolution, the Cuban Revolution and the dictatorships of the 1970s and 1980s. Halty.

SPAN 514 Hispanic Culture as Seen Through Film (S-1)

4 sem. hrs.

Presents Hispanic culture, politics, and literature as seen through the prism of cinema. Topic changes yearly. Peláez-Benítez.

SPAN 520 The World of Don Quijote (F-1)

4 sem. hrs.

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. Cohen.

SPAN 522 Love, War, and Parody in Medieval and Contemporary Spanish Fiction (F-2)

4 sem. hrs.

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) and *Urraca* (1991), *Cárcel de amor* (1492), *La Celestina* (1499), and *Melíbea no quiere ser mujer* (1991). Peláez-Benítez.

SPAN 532 Contemporary Fiction in Latin America (S-1)

4 sem. hrs.

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*. Halty.

SPAN 536 Latin American Women Writers (S-2)

4 sem. hrs.

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. Halty.

SPAN 580 Migrant in the City: Fieldwork Seminar on Puerto Rican Culture (S-2)

4 sem. hrs.

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 writers such as Piri Thomas, Oscar Lewis, Pedro Juan Soto, and Esmeralda Santiago, complemented by videos. Cohen.

SPAN 595 Seminar: Special Topics in Spanish*

4 sem. hrs.

Topic changes from year to year. Staff.

Graduate Seminars

SPAN 405 Contemporary Critical Theory (F-1,2)

4 sem. hrs.

Introduces graduate students to the concepts and practices of contemporary literary and cultural criticism. Surveys poststructuralist, psychoanalytic, Marxist, new-historicist, postcolonial, feminist, and gender theory, bringing these perspectives to bear on key literary and historical texts. (Also listed as GCS 405 and ENGL 405.) Bergland.

Linguistics Courses for Education and Dual-Degree Students

ML 408 Second Language Acquisition (U-1,2)

4 sem. hrs.

Presents research underlying the major theories of second language acquisition. The importance of such factors as age, role of first language, language environment, learning style, and motivation is examined. Other topics to be discussed include acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Students reflect on the process of language acquisition by tutoring a non-native English speaker. Mikulecky.

ML 410 Introduction to Linguistics and English Grammar (S-1,2)

4 sem. hrs.

Examines phonological, morphological, lexical, syntactic, and historical issues for TESL or anyone interested in the English language. Students tutor a non-native speaker for a view of English grammar from the learner's perspective, and synthesize their own versions of teaching points and strategies. Chumley.

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Doctoral Programs

The College of Arts and Sciences now offers three doctoral programs in education. They are in Health Professions Education, Applied Behavior Analysis, and Special Education Administration.

PhD Program in Health Professions Education

Doctoral education is essential for the advancement of academic and professional educators. The School for Health Studies and the College of Arts and Sciences at Simmons College are offering a unique intra-professional program of doctoral education. The PhD program in Health Professions Education is an innovative interdisciplinary program that prepares expert health professionals to be academic leaders with skills in educational strategies and teaching technologies. This academic option has been developed in response to the growing need for health professionals who can function as effective educators within their respective fields of practice. Recent trends in the health care delivery system highlight the need for a cadre of health professions educators who will teach the next generation of health care providers.

The program is designed to offer a unique educational curriculum for health professionals in nursing, nutrition, physical therapy, health care administration, and other health-related disciplines. Once admitted, doctoral students will focus on a course of study in health professions education followed by courses in research methodologies, advanced statistics, and academic leadership. A dissertation project is required of all students. The doctoral degree will be awarded by the Simmons College of Arts and Sciences.

Program Requirements

Candidates must have earned a master's or higher academic degree in a health professions specialty from either a regionally accredited U.S. institution or an international post-baccalaureate institution recognized by the home country's Ministry of Education. Applicants

must have earned a 3.0 (B) grade point average in their graduate study. Practical experience within the health care arena within the past three years is required. All application materials must be submitted through the College of Arts and Sciences Office of Graduate Studies Admission. Applicants must submit official transcripts from all completed college course work, three letters of recommendation, documentation of recent employment in the health care field, and a statement of purpose that identifies areas of research interest. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose first language is not English. Required scores, taken within two years prior to application, must be 600 (paper based), 250 (computer based) or 100 (internet based).

For more information contact the College of Arts and Sciences Graduate Studies Admission at 617.521.2915 or gsa@simmons.edu; or Judy Beal, Associate Dean, School for Health Studies, at 617.521.2139 or judy.beal@simmons.edu.

PhD Program in Applied Behavior Analysis

The PhD program in Applied Behavior Analysis is a 60-credit doctoral program within the Department of Special Education. The program has been developed to train qualified behavior analysts who are positioned to make significant contributions to the science and the community. Candidates should be interested in a fusion style of research wherein the findings from other disciplines are used to improve behavior analytic research. They should also have the motivation and capacity to contribute to professional literature.

The Simmons College programs in Applied Behavior Analysis were developed in the fall of 1999. The curriculum was approved by the Behavior Analyst Certification Board™ in 2000 and the programs were reviewed and accredited by the Association for Behavior Analysis in 2005. Simmons is one of only 13 schools worldwide to receive this prestigious accreditation.

Program Requirements

Candidates must have a master's degree or higher in Behavioral Education, Applied Behavior Analysis or a related field, including

psychology, education, or special education, and must be a Board Certified Behavior Analyst™. Additional requirements include official transcripts from all coursework completed since high school, three letters of recommendation, a résumé, a statement of purpose, an analytical writing sample, an interview, and official GRE general test scores.

Coursework

This program requires 60 semester hours, the equivalent of 15 courses. Students may enroll on either a full- or part-time basis beginning in the fall, spring or summer semesters. A full course load is three courses per semester.

Core Courses

- Statistics (2 courses)
- Research Methods (2 courses)
- Corporate and Academic Leadership
- Pedagogy in Higher Education

Cognate Courses

- History of Applied Behavior Analysis
- Verbal Behavior
- Behavioral Research in Education
- Behavioral Consultation in Schools
- Stimulus Control
- Advanced Functional Assessment and Analysis
- Behavioral Medicine
- Professional and Scholarly Activity
- Experimental Analysis of Human and Non-Human Behavior

For more information contact the College of Arts and Sciences Graduate Studies Admission at 617.521.2915 or gsa@simmons.edu; or Michael Cameron, Program Director, at 617.521.2569 or michael.cameron@simmons.edu.

PhD Program in Special Education Administration

About the Program

The PhD program in Special Education Administration is a 78 credit doctoral program within the Department of Special Education.

Developed to train special education educators interested in making further contributions to their field, its areas of focus include leadership, school management, policy, professional development, academic and social equality, and classroom diversity. Students within the program learn the necessary skills to become effective, strategic, and innovative leaders and practitioners. Candidates should be interested in problem-based learning and action-based research and should also have the motivation and capacity to contribute to professional literature.

A leader in special education training since 1975, Simmons is a passionate advocate for including learners with special needs in general education classrooms and in community and work environments. In recent years, the significant trend toward educating special needs learners in integrated settings has created a demand for highly qualified special education professionals with a strong focus on content and knowledge.

Program Requirements

Candidates must have a master's degree or higher in a related field. Additional requirements include official transcripts from all coursework completed since high school, three letters of recommendation, a résumé, a statement of purpose, an analytical writing sample, an interview, official GRE general test scores, and at least three years of full-time, professional experience in education.

Coursework

This program requires 78 semester hours. Students may enroll on either a full- or part-time basis beginning in the fall, spring or summer semesters. A full course load is three courses per semester.

For more information contact the College of Arts and Sciences Graduate Studies Admission at 617.521.2915 or gsa@simmons.edu.

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Notes

SCHOOL FOR HEALTH STUDIES

Gerald P. Koocher, *Dean and Professor*
Carmen Fortin, *Assistant Dean and Director of Admission*

Vision

The Simmons School for Health Studies takes pride in its tradition of excellence in the academic preparation of health care professionals and managers. The school values personalized education, evidence-based learning, and teaching faculty who practice at the highest level of competence. All School for Health Studies degree programs integrate classroom teaching, state-of-the-art laboratories, and high quality clinical or administrative placements to prepare students for successful leadership roles in their profession.

The School for Health Studies programs include master's-level graduate programs in health care administration, nursing, and nutrition; a clinical doctorate program in physical therapy; and a dietetic internship program.

HEALTH CARE ADMINISTRATION

John M. Lowe III, *Associate Professor and Chair of Health Care Administration*

Programs Offered

Master of Health Administration

The Master of Health Administration (MHA) program is designed for professionals who wish to advance their management careers. Students come from a broad range of disciplines including nursing, physical therapy, social work, medical technology, psychology, management, and finance. Graduates and students work for hospitals, nursing homes, health centers, insurers, health maintenance organizations, governments, home care agencies, industries that supply goods and services to health care organizations, and management, consulting, and accounting firms. The program is voluntarily accredited by the Accrediting

Commission on Education for Health Services Administration (ACEHSA) and is a member of the Association of University Programs in Health Administration.

Certificate of Advanced Graduate Study (CAGS) Program

In addition to the Master of Health Administration, the program also offers a Certificate of Advanced Graduate Study designed for individuals with advanced degrees in other disciplines who wish to become health care administrators and leaders in the health care system.

Combined Degree Program

HCA offers a five-year baccalaureate to master's option for Simmons undergraduates (see Undergraduate Course Catalog)

NURSING

Judy Beal, *Associate Dean and Professor and Chair of Nursing*

Programs Offered

Master of Science in Primary Health Care

The Master of Science in Primary Health Care nursing program is designed for RNs with a BA or BS in nursing or a related field. The goal is to extend the delivery of primary health care to individuals and communities by preparing nurses for advanced practice roles. In addition, the program provides graduates with a foundation for pursuing doctoral study. The following concentrations are available:

Adult Primary Care

- Adult health
- Gerontologic health
- Occupational health
- Women's health

Parent-Child Primary Care

- Children with special health care needs
- Pediatric health
- School health

Family Primary Care

The College's educational and clinical facilities include a vast range of nationally renowned institutions, such as Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, Massachusetts General Hospital, and Children's Hospitals, that are effectively utilized to prepare nurse practitioners who deliver primary health care to children, adults, and families. Other clinical practice opportunities include experience with diverse populations in ambulatory settings, clinics, occupational health units, nursing homes, and extended care facilities.

The Simmons-Harvard Dual-Degree Programs in Parent-Child Health or Occupational Health

These specialized two-year degree programs, offered by the Simmons graduate program in primary health care nursing in collaboration with the Harvard School of Public Health, prepare nurses to assume leadership positions in primary prevention and health promotion for parents, children, and workers.

Master of Science Completion Program

This program is designed for certified nurse practitioners who possess a bachelor's degree and who wish to obtain a master's degree. The program is intended for nurse practitioners previously prepared as adult, family, pediatric, women's health (OB/GYN), or geriatric nurse practitioners, and presupposes a strong knowledge base in primary care.

RN-MS Program for Diploma or Associate Degree Nurses

This program is designed for diploma and associate degree registered nurses with a minimum of one year of clinical experience and

who wish to obtain a graduate degree in nursing within a nurse practitioner specialty concentration.

Direct Entry Program in Advanced Practice Nursing for Individuals Without a Nursing Background

This three-year, full-time program allows individuals who have a BA or BS in a field other than nursing to complete the requirements for the advanced practice nursing degree.

Five-Year BS-MS Program

This accelerated five-year option is for students who wish to become nurse practitioners. The length of the program is shortened one year by taking summer courses. A highlight of the program is a two-semester RN internship that allows students to practice as licensed, registered nurses prior to learning the advanced practice role.

Certificate of Advanced Graduate Study (CAGS) Program

This program is designed for those who are prepared at the master's level in nursing who wish to prepare as nurse practitioners. Certificate programs are also available for adult and pediatric nurse practitioners who wish to become family nurse practitioners.

Certificate in Advanced Graduate Study (CAGS) in Health Professions Education

This program offers post-master's prepared health professionals (nurses, nutritionists, physical therapists, or health care administrators with clinical experience within the past three years) the opportunity to gain critical skills in educational strategies and technology. This program can be used as a bridge to applying to the Ph.D. in Health Professions Education, offered by the College of Arts and Sciences.

NUTRITION

Nancie Herbold, *Ruby Winslow Linn Professor and Chair of Nutrition*

Programs Offered

Master of Science in Nutrition and Health Promotion

The Master of Science in Nutrition and Health Promotion program is designed for individuals with backgrounds in such disciplines as nutrition, health sciences, health education, athletic training, exercise physiology, or physical education. This graduate program builds upon the decades-long expertise of the undergraduate program in nutrition and the interdisciplinary expertise available in the other School for Health Studies graduate programs in health care administration, physical therapy, and primary health care nursing.

Combined Degree Program

The nutrition program offers a five-year baccalaureate-to-master's option for Simmons undergraduates (see Undergraduate Course Catalog).

Post-Baccalaureate Dietetic Internship Program

This national program, accredited by the Commission on Accreditation/Approval for Dietetics Education of the American Dietetic Association, is designed for students who hold at least a baccalaureate degree and who meet the Didactic Program in Dietetics (DPD) requirements of the American Dietetic Association.

Sports Nutrition Certificate

This certificate program provides the necessary preparation to take the American College of Sports Medicine (ACSM) Health/Fitness Instructors Exam. It is designed for students who hold at least a baccalaureate degree in dietetics, nutrition, kinesiology, sports medicine, or exercise physiology. This program is offered entirely online.

PHYSICAL THERAPY

Diane Jette, *Associate Dean and Professor and Chair of Physical Therapy*

Doctor of Physical Therapy

The graduate program in physical therapy is an innovative, integrated three-year entry-level clinical doctorate program. The unique interdisciplinary environment of the Simmons School for Health Studies prepares physical therapy graduates to meet the challenges of today's health care system. The curriculum emphasizes an evidence-based, self-directed approach to learning that uses case studies to integrate basic science and clinical knowledge and skills in conjunction with the psychosocial, ethical, and behavioral aspects of patient care. The program is designed to educate men and women to practice in a variety of health care settings with individuals of all ages and to provide additional strength in the area of administration management or health promotion and wellness.

Additional Information

For further information about any program described above contact:

School for Health Studies
Simmons College
300 The Fenway
Boston, MA, 02115-5898
Telephone: 617.521.2605
Fax: 617.521.3137
email: shs@simmons.edu

The catalog and applications are located on the School for Health Studies website at <http://www.simmons.edu/shs>.

GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Michèle Valerie Cloonan, *Dean*

Denise M. Davis, *Assistant Dean for Admission and Recruitment*

Em Claire Knowles, *Assistant Dean for Student Administrative Services*

Terry Plum, *Assistant Dean for Technology and Director of the GSLIS at Mount Holyoke Program*

- knowledge and information resources management (which includes identifying, organizing, and managing the internal and external sources necessary to help an institution or organization conduct its business).

Program Goal

The goal of the master's program in library and information science is to provide students with the foundation for developing careers as information professionals in:

- libraries and information centers in academic, public, school media, and corporate/special settings;
- archives management in academic, public, corporate, and independent historical society settings;
- the information services industries (which include bibliographic utilities, companies providing fee-based access to information sources, firms offering contracted research or technical assistance to individual or information centers, and companies involved in the design, development, and marketing of tools for information handling);
- information systems support (for the student with pre-existing computing experience or academic preparation, this includes working with software/hardware applications such as basic network operations, providing technical support and training, Web management, developing documentation or training tools, and programming); and

Programs Offered

Doctoral Level

Candy Schwartz, *Coordinator of Doctoral Studies*

Since 1973, Simmons has offered a Doctor of Arts (DA) degree focusing on library administration. Simmons now offers two PhD programs: one that emphasizes scholarship, teaching and service, and one that focuses on managerial leadership. (Students currently enrolled in the DA or MS/DA program may be eligible to convert to the PhD program.)

PhD in Library and Information Science

The PhD program is intended for those who want to lead the way in scholarship, education and service in library and information science. Students emerge from the program with research and teaching experience, a professional activity record, and an e-portfolio that documents their achievements and mastery of areas of study and practice.

PhD in Managerial Leadership in the Information Professions

In 2005, the Simmons College Graduate School of Library and Information Science launched a \$1.4 million program to develop a Ph.D. in Managerial Leadership in the Information Professions, supported substantially by a three-year grant of over \$780,000 awarded by the Institute of Museum and Library Services (IMLS), as part of its 2005 Librarians for the 21st Century program. This

doctorate is focused specifically on managerial leadership in libraries and other information institutions, and supports working information managers by strengthening their intellectual and interpersonal assets while simultaneously contributing a body of research which will improve the knowledge base and the practice of managerial leadership in the information professions. The program is characterized by flexible learning delivery options to encourage participation by candidates in full-time managerial roles who do not wish to leave their current positions to pursue a degree.

Doctor of Arts Supervisor/Director

GSLIS also offers a Doctor of Arts Supervisor/Director degree designed for those individuals who wish to qualify for district- or system-level supervisory positions in school settings.

Master of Science

The Master of Science is offered on a full- or part-time basis at our Boston campus, and as a part-time program at our Mount Holyoke campus. It is accredited by the Committee on Accreditation of the American Library Association. GSLIS academic and professional preparation helps students learn to analyze user information needs and to use a variety of tools and technologies to locate, evaluate, organize, manage, and preserve information so that it becomes an accessible and permanent source of knowledge. Students can focus on areas of interest in librarianship and library science, or they can elect to concentrate in one of three programs which have course requirements: preservation, archives management, or school librarianship.

Archives Management

Jeannette Bastian, *Director*

The demand for archivists is expanding as society becomes more aware of the value of preserving our heritage. Archivists collect, appraise, and preserve documents and

materials found in manuscripts, moving images and photographs, oral-history recordings, multimedia, government records, and literary correspondence.

Preservation Management

Library and archives preservation managers and collection development officers are responsible for the care of both paper-based collections and new and multimedia information. These professionals focus on preservation planning issues, such as climate and light control, security, and insurance. They also work in conservation — often with conservators, binders, and other experts — and sometimes in disaster-recovery situations after war or natural disasters.

School Library Teacher (SLT) Program

James Baughman, *Director*

The SLT program prepares individuals seeking certification as school library teachers for library teacher licensure. The program includes monitored fieldwork and a school practicum at the elementary or secondary school level.

Dual-Degree Programs

Several dual-degree programs are available to students interested in earning two degrees concurrently.

- Archives Management and History (MS/MA)*
- Bachelor of Science/Master of Science (BS/MS)
- Library Science and Teaching (MS/MSEd)

Information on all GSLIS Academic Programs can be found on the GSLIS website at <http://www.simmons.edu/gslis/>

* Applicants to the Archives Management and History dual-degree program must be admitted to both the master's programs of the Simmons College Department of History and to GSLIS. Students complete one application for

admission. The Master of Arts in History is offered only in conjunction with the dual-degree program. Students who do not complete the program for the Master of Arts in History will need to seek advice on applying credits to another degree at Simmons College.

Admission requirements for Master of Science Programs

Applicants must hold a bachelor's degree from an accredited college or university, achieving at least a B (3.0) average. Applicants with less than a 3.0 average will be considered if they score at least 1,000 (verbal and quantitative) on the Graduate Record Examination or hold an advanced degree with a GPA in the advanced degree which also is at least a B (3.0) average.

Continuing Education

GSLIS Continuing Education offers a variety of institutes and workshops on varying topics in information evaluation and management, technology and implementation geared to update the skills of librarians/information professionals, current GSLIS students and Simmons College staff.

Additional Information:

For further information about any program described above contact:

Graduate School of Library and
Information Science
Simmons College
300 The Fenway
Boston, MA 02115-5898
Telephone: 617.521.2800
Fax: 617.521.3192
email: gslis@simmons.edu
website: <http://www.simmons.edu/gslis>

SCHOOL OF MANAGEMENT

Deborah Merrill-Sands, *Dean*
Susan Hass, *Associate Dean*

Simmons School of Management is the center for women, leadership, and management. For 100 years as an undergraduate management program and for 25 years as an MBA program, it has pursued the unique mission of educating women for power and leadership. It is committed to providing a premier business education to women MBA and undergraduate students and executives, being a recognized authority on women and leadership, and serving as a leading-edge resource for organizations committed to the success of women managers and leaders.

Programs of Study

Undergraduate Management Program

See the Undergraduate Course Catalog.

The Undergraduate Management Program offers a choice of four core majors and minors (finance, management, marketing, and retail management), two interdisciplinary minors (leadership and business metrics), and three joint majors (arts administration, chemistry management, and management information systems). Management students at Simmons are enrolled in the Simmons College of Arts and Sciences and take all of their management courses from the SOM faculty. Traditional and adult students work together in small, interactive, and rigorous classes taught by full-time faculty. A BA/MBA combined degree program is available for women who want to make faster progress towards their ultimate degree goal.

Master of Business Administration

Mary Dutkiewicz, *Assistant Dean, MBA Program and Administration*

The Simmons MBA program is designed to enhance a woman's professional success in all types of organizations—from for-profit companies to not-for-profit organizations to entrepreneurial undertakings. The hallmark of the Simmons MBA program emphasizes advanced business and management skills that extend beyond the basics of a classic business degree to address the effect of gender on leadership, communication, and management. The Simmons MBA passionately honors an educational promise that places students first, delivering quality education through a personal approach to leadership and intellectual exploration. It is an empowering education for women.

Other Programs

Executive Education

Martha Sheehan, *Director*

The School of Management has been educating women for positions of leadership for over 25 years with executive education central to its mission. The goal has been the same from the beginning, namely to help women succeed in the world of business. Over the years, women managers and leaders have credited their Simmons experience with job promotions, expansions in role scope and complexity, enhanced influence, and increased career opportunities. With extensive experience in the design, development, and delivery of both open enrollment and customized programs, the curriculum in executive education is well positioned to meet the leadership and management development needs of women.

Center for Gender in Organizations

Patricia Deyton, *Interim Director*

The Center for Gender in Organizations (CGO) at the Simmons School of Management is committed to improving organizational effectiveness by strengthening gender equity in the workplace. Integral to CGO's approach is the recognition that gender operates with other dimensions of identity such as race, class, ethnicity, and sexual identity in shaping organizational systems and practices as well as workers' experiences. CGO believes that focusing on work organizations provides a powerful lever for broader social change. This research center is an international resource to organizations, scholars, practitioners, executives, and managers in the profit and not-for-profit sectors. CGO works at the intersection of research and practice, and pursues its mission through research, consultations, education, convening, and publishing.

Additional Information

For further information about any program described above, contact:

Simmons School of Management
409 Commonwealth Avenue
Boston, MA 02215
Telephone: 617.521.3800
Fax: 617.521.3880
website: <http://www.simmons.edu/som>
Admissions Office: somadm@simmons.edu

SCHOOL OF SOCIAL WORK

Stefan Krug, *Interim Dean*

Linda Barnes, *Assistant to the Dean*

Rosa Williams, *Director of Admissions*

Master of Social Work Program

Mission Statement

Since 1904, the school's central purpose has been the education of professional social workers. Beginning in 1904, the focus of the school was on the training of master's students. The focus later broadened to include a program in continuing education and, in 1983, a doctoral program.

Today, the mission of the Simmons College School of Social Work is to:

- excel in the delivery of an innovative education to professional social workers, preparing them for practice in a multicultural world;
- prepare graduates who are grounded in the values of social justice and committed to social action and work with oppressed and vulnerable groups;
- develop social workers for leadership roles in organizations and communities and to promote the social work profession;
- contribute to knowledge and teaching in the field through scholarship, curricular innovation, and research; and
- create partnerships and collaborations that enhance curriculum and practice with particular attention to linking with the urban communities within proximity to the school.

In recent years, the number of qualified applicants has greatly exceeded available openings. The school strongly encourages early application. Application deadlines are December 15 and February 15 for the following September.

Applicants are responsible for mailing the application packet in one unit to the

Admissions Office, School of Social Work. The packet should include three letters of reference, transcripts from all colleges attended, a statement of personal and professional intent, the application fee, and completed application forms. Applicants applying for readmission must also conform to this schedule. The SSW Admissions Office strongly encourages applicants to meet with a member of the admissions team.

The school sets the following requirements for admission, some of which may be waived in very special situations:

1. Graduation from an accredited college. It is desirable that applicants have a balanced liberal arts education on the undergraduate level.
2. Evidence of the applicant's intellectual capacity to sustain rigorous academic work at the graduate level. At least a 3.0 cumulative average is required for admission.
3. Evidence of commitment to social work values, such as the dignity and freedom of every individual, appreciation of human diversity, social justice and equal access to resources, institutional responsiveness to human needs, and social change.
4. Evidence of the applicant's personal qualifications for social work, such as emotional stability, maturity, and the capacity and desire to form helping relationships.
5. Candidates are expected to have explored the field of social work and social work education. Experience in such service may have been obtained through summer employment, field experience in relation to course work, volunteer work during or after college, and/or full-time employment in a human services field after college graduation.

Degree Requirements: Two full academic years or their equivalent in the full-time program are required for the Master of Social Work degree, unless the student has satisfactorily completed the first year in a school of social work accredited by the Council on Social Work Education. In addition, students may enroll in the extended program, completing the degree in three or four years.

A minimum of 65 semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the requirements for the degree.

For a catalog giving more detailed information, along with the SSW application, contact:

Admissions Office
 School of Social Work
 Simmons College
 300 The Fenway
 Boston, MA 02115-5898
 Telephone: 617.521.3939
 Fax: 617.521.3980
 email: ssw@simmons.edu
 website: <http://www.simmons.edu/ssw>

Doctor of Philosophy Program

Simmons College School of Social Work has offered a PhD in social work since 1983. The primary purpose of the program is to prepare advanced clinical scholars who will contribute to and disseminate the profession's knowledge base as practitioners, educators, researchers, and administrators in a variety of local and national settings.

Admission is offered in the fall semester only. Completed applications must be received by February 1. All applicants should have ongoing experience as clinical social workers and must hold a master's degree from a social work program accredited by the Council on Social Work Education. For more information on the doctoral program, please contact the Admissions Office at the School of Social Work at the address above.