

# COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAMS

## Graduate Programs in Children's Literature

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## 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 page 51)

MA/MLS dual degree (see page 37)

MA/MA-English dual degree (see page 37)

### **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 prior 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 semesters. 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](mailto: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 the program. Guidelines for proposal submission for thesis and independent study work are available from the program administrative assistant and from the program director.

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 or substantial creative writing. The application requires a statement of purpose in seeking the degree, official transcripts of prior 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 and a statement that reflects on the writing process and 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-credit) 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 is 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 (56 credits):

CHL 401	Criticism of Literature for Children
CHL 403	The Picturebook
CHL 413	Contemporary Realistic Fiction
CHL 414	Fantasy and Science Fiction
CHL 421	Children's Book Publishing
CHL 430	Writing for Children I
CHL 431	Writing for Children II
CHL 441	Mentorship I
CHL 442	Mentorship II

One literary history course

Four elective courses in children's literature

#### **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.

#### **Dual-Degree Program with English**

This dual-degree program in 14 course (56 credits):

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 in children's literature	
Two elective courses in children's literature	
ENGL 405	Contemporary Critical Theory
Six elective courses in English	

#### **Dual Degree Program with Library Science (MA/MLS)**

**Admission:** Applicants to this 57–59 credit program must be admitted to both the College of Arts and Science's graduate program in children's literature and the Graduate School of Library and Information Science. Materials should be sent to the College of Arts and Science's graduate admissions office.

#### **Degree Requirements (57–59 credit hours)**

27 credit hours at GSLIS (each course carries 3 credit hours)

**Five core courses in library and information science:**

- LIS 481 Children's Literature and Media Collections
- LIS 483 Young Adult Literature
- LIS 482 Library Programs and Services to Children
- or LIS 531L Library Programs and Services for Young Adults
- LIS 423 Storytelling
- or LIS 520N Literacy: The Issue and the Library's Response
- or LIS 520O Information Sources for Children
- or LIS 450 Organization and Management of Public Libraries

**24 credits in the Children's Literature (each course carries 4 credit hours)**

- 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 in children's literature
- One elective course

**6-8 shared credit hours**

- A shared GSLIS/CHL course (in development)
- One elective chosen from the GSLIS Children's and Youth Services curriculum, the general LIS curriculum, or from the Children's Literature curriculum (3 credit hours, GSLIS; 4 credit hours, CAS)

**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 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. Staff.

### **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 will develop a publishing project and show how such a book would be published. Staff.

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

4 sem. hrs. Not offered in 2008–2010.]

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\***

4 sem. hrs.

Examines fairy and folk tales 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. Staff.

### **CHL 426 The Child in Fiction\***

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.

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**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 conferences to work on individual projects. Requires a willingness to participate and experiment, but previous creative writing experience is not necessary. Staniczewski.

**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. Staniszewski.

**CHL 435 Contemporary Considerations: The Writer's Achievement (F-2)**

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-1)**

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 picture-books 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.

**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 picture-book through young adult novel, nonfiction, and poetry, through a thematic lens. Culminates in a long weekend in which authors, illustrators, editors, and critics of children's literature bring their unique vision to the theme. The topic for 2009 is "Crimes and Misdemeanors". Past summer symposia have been "Food, Glorious, Food" (2007), "Let's Dance" (2005), "Midnight Gardens" (2003), "Brave New Worlds" (2001), "Halos and Hooligans" (1999), and "As Time Goes By" (1997). 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*

Edward T. Vieira, Jr., *Associate Professor*

Vonda Powell, *Assistant Professor*

Kris DeGraw Danna, *Lecturer*

William Earle, *Lecturer*

Gayle Gifford, *Lecturer*

Mark Kennedy, *Lecturer*

Kenneth Kerber, *Lecturer*

Peter Masucci, *Lecturer*

Sara Daly, *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: [www.simmons.edu/gradstudies/communications\\_management/](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.

### **Dual-Degree M.S. in Communications Management/M.A. in Gender/Cultural Studies**

This unique dual-degree program combines the intellectual rigor of gender studies and cultural theory with the strategic thinking and practitioner approach of communications. This program incorporates issues including cultural diversity, gender equality, and effective

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communication strategies, while focusing on communications, cultural theory, diversity, gender politics, and the marketplace. The dual GCS/MCM degree program consists of 13 courses, 52 credit hours.

To fulfill their requirements, students take GCS 403 and GCS 430 and one among the following courses: GCS 406, GCS 410, GCS 412, GCS 415. Students also take four required MCM courses: MCM 442, MCM 462, MCM 481, and MCM 485. Additionally, students take three GCS elective courses and two MCM elective courses. Please see the GCS and MCM elective lists. Students are also required to complete a combined GCS and MCM capstone. For further information concerning the MCM portion of the dual-degree program, consult the program director, Joan Abrams.

## 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. Staff.

### **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 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 compo-

nents 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; U-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.

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**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. Gifford.

**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 (STC) 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.

## Graduate Programs in Education

### FACULTY

Paul Abraham, *Chair, Associate Professor, Director of the MATESL Program*  
 Kathleen Dunn, *Professor Emerita*  
 Theresa Perry, *Professor*  
 Jill Taylor, *Professor*  
 Janie Ward, *Professor*  
 Lynda Johnson, *Professor of Practice*  
 Michael Cameron, *Associate Professor and Director of the Program in Behavioral Education*  
 Maryellen Cunnion, *Associate Professor*  
 Alfred Rocci, *Associate Professor*  
 James Walsh, *Associate Professor*  
 Susan Ainsleigh, *Assistant Professor and Mentoring Coordinator*  
 Joy Bettencourt, *Assistant Professor*  
 Allan Blume, *Assistant Professor, Coordinator of Programs at Landmark School and Melmark New England*  
 Ellen Davidson, *Assistant Professor*  
 Christine Evans, *Assistant Professor, Program Director of New England Center for Children Program*  
 Daren Graves, *Assistant Professor, Director of the Urban Masters Program*  
 Helen Guttentag, *Assistant Professor, Director of Clinical Programs and Undergraduate General Education*  
 Jane Hardin, *Assistant Professor, Coordinator of South Coast Educational Collaborative and ACCEPT– Metrowest Programs*  
 Russell Maguire, *Assistant Professor*  
 Gary Oakes, *Assistant Professor, Director of MAT Program*  
 Nina Senatore, *Assistant Professor*  
 Janet Chumley, *Senior Lecturer*  
 Judah Axe, *Instructor*  
 Stephanie Hamel, *Instructor*  
 Maria Hegarty, *Instructor and Coordinator of the Madrid Program*

Abby Machamer, *Instructor, Director of the Language and Literacy Program and the Reading Institute*  
 Madalaine Pugliese, *Instructor and Coordinator of the Program in Assistive Special Education Technology*  
 Bruce Rosow, *Instructor*  
 Robert Abbey, *Lecturer*  
 Marilyn Adams, *Lecturer*  
 Natalie Ake, *Lecturer*  
 Ronald Allen, *Lecturer*  
 Mary Anton, *Lecturer*  
 William Arnold, *Lecturer*  
 Anthony Bashir, *Lecturer*  
 Barbara Berberian, *Lecturer*  
 Lucille Blaschke, *Lecturer*  
 Josepha Blocker, *Lecturer*  
 Agnieszka Bourret, *Lecturer*  
 Janelle Bradshaw, *Lecturer*  
 JoAnn Campbell, *Lecturer*  
 Charles Cormier, *Lecturer*  
 Theresa Craig, *Lecturer*  
 Elizabeth Crane, *Lecturer*  
 Eileen Cronin, *Lecturer*  
 Sarah Dietrich, *Lecturer*  
 Jennifer Edge-Savage, *Lecturer*  
 Kirsten Esposito, *Lecturer*  
 Rebecca Felton, *Lecturer*  
 Melissa Farrall, *Lecturer*  
 Suzanne Foley, *Lecturer*  
 Stephen Furtado, *Lecturer*  
 Ellen Horton, *Lecturer*  
 Caitlin Gaffney, *Lecturer*  
 Carl Gersten, *Lecturer*  
 Diana Gondek, *Lecturer*  
 Sarah Gorham, *Lecturer*  
 Daniel Gould, *Lecturer*  
 David Heimbecker, *Lecturer*  
 Claire Jackson, *Lecturer*  
 Kimberly Janssen, *Lecturer*  
 Karen Janowski, *Lecturer*  
 Katherine Johnson, *Lecturer*  
 Kellie Jones, *Lecturer*  
 Lorna Kaufman, *Lecturer*  
 Thaiadora Katsos, *Lecturer*  
 Joseph Keefe, *Lecturer*

Roberta Kelly, *Senior Lecturer and Director of Urban Masters Program*  
 Beth Kennedy, *Lecturer*  
 Susan Langer, *Lecturer*  
 Carol Laska, *Lecturer*  
 Kevin Lenane, *Lecturer*  
 Nancy Levy-Konesky, *Lecturer*  
 Sally Nelson, *Lecturer*  
 Thomas Plati, *Lecturer*  
 Kimberly Quade, *Lecturer*  
 Nancy Raskind, *Lecturer*  
 Marnie Reed, *Lecturer*  
 Thomas Rooney, *Lecturer*  
 Barbara Scotto, *Lecturer*  
 Michael Sherman, *Lecturer*  
 Anne Steele, *Lecturer*  
 Rachel Thompson, *Lecturer*  
 Robert Tucker, *Lecturer*  
 John Ullian, *Lecturer*  
 Patricia Walsh-Cassidy, *Lecturer*  
 Linda Waters, *Lecturer*  
 Roseli Weiss, *Lecturer*  
 Sharon Watermam, *Lecturer*  
 Anne Whittredge, *Lecturer*  
 Elizabeth Williams, *Lecturer*

### Staff

Roxanne Aurisma, *Program Manager*  
 Suzanne Kowalewski, *Licensing Specialist*  
 Nancy Ortega, *Off-Site Program Manager*  
 Marie Brown, *Administrative Assistant*  
 Patrick Cunniffe, *Administrative Assistant*  
 Jane Wilmot, *Administrative Assistant*  
 Cynthia Smith, *Staff Assistant*

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

### Graduate Programs

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

- Master of Arts in Teaching (page 47–48)
- Master of Science in Education/Certificate of Advanced Graduate Study for General Purposes (page 49)
- Educational Leadership (page 50)
- Urban Elementary Education (page 50-51)
- English as a Second Language (page 51-52)
- Moderate Disabilities (page 53-54)
- Severe Disabilities (page 54)
- Assistive Technology (page 55)
- Behavioral Education (page 55-56)
- Language and Literacy (page 567)
- Master of Science or Graduate Certificate in Advanced Pedagogy leading the Professional License in a number of different fields (page 49-50)

The Department also offers a Ph.D. (page 91)

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 51)

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.

### 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 and other documentation are required. An interview is highly recom-

mended. Students must maintain a 3.0 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](mailto:gsa@simmons.edu).

### Urban Teacher Initiative

The education department offers tuition support for teachers and specialists employed by the Boston or Cambridge public schools. The purpose of the initiative is to provide exemplary training to individuals working with students. Granting significant tuition assistance demonstrates the Department's investment in urban education and pledges the College's continued endorsement of the ideals of leader-

ship and diversity. For more information, please contact Graduate Studies Admissions at 617-521-2915.

### Master of Arts in Teaching (MAT) Program

Gary Oakes, *Director*

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

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 on past cohorts, please see our website, [www.simmons.edu](http://www.simmons.edu).

**Massachusetts Tests for Educator Licensure  
Annual Institution Report  
2006–2007**

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
<b>Basic Skills</b>				
CommLit Reading	210	210	100%	100%
CommLit Writing	207	205	99%	99%
Aggregate	211	209	99%	99%
<b>Academic Content Areas</b>				
Biology	3	--	--	100%
Chemistry	1	--	--	94%
Early Childhood	2	--	--	98%
English	26	26	100%	99%
English as a Second Language	9	--	--	100%
Found. of Reading	87	83	95%	98%
General Curriculum	130	130	100%	99%
History	16	16	100%	98%
Mathematics	5	--	--	97%
Middle School Mathematics	5	--	--	100%
Political Science/Political Philosophy	1	--	--	100%
Spanish	3	--	--	96%
<b>Aggregate</b>	<b>288</b>	<b>281</b>	<b>98%</b>	<b>99%</b>
<b>Summary Totals and Pass Rate</b>	<b>226</b>	<b>219</b>	<b>97%</b>	<b>98%</b>

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

**Degree Requirements:** Students who wish to obtain initial licensure have two program options. The first a 36-credit master's program that includes a 14-week practicum in the fall or spring semester. The second option is a 40-credit master's program that includes a year-long internship in a classroom. 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):**

- GEDUC 460 Teaching Strategies for the Inclusive Classroom
- GEDUC 445 Educational Psychology
- 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 400 Prepracticum Seminar
- GEDUC 488 Prepracticum

#### **Secondary Initial License (36 credits):**

- 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 47- (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 GECUC 482 Practicum: High School (Grades 8–12)
- GEDUC elective

**Secondary Initial License with Internship (40 credits):**

- 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 455 Issues in Teaching and Learning for Middle and High School Teachers
- GEDUC 47- (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 GECUC 482 Practicum: High School (Grades 8–12)
- GEDUC elective
- GEDUC 400 Prepracticum Seminar
- GEDUC 488 Prepracticum

Candidates for licensure must pass the

Communication and Literacy MTELS 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 their faculty advisor 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 the 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 in Advanced Pedagogy/Graduate Certificate in Advanced Pedagogy Leading to the Professional License***

This 32-credit master's program is designed for candidates who hold their initial teaching licenses and bachelor's degrees, and who wish to fulfill the requirements for a professional license. Candidates select a minimum of four liberal arts or education courses appropriate to content in their teaching fields, and four advanced pedagogy courses from the graduate education department.

A 12-credit certificate program is designed for candidates who hold their initial teaching

licenses and master's degrees. These candidates select three courses from the liberal arts or content-related education courses.

These programs have been approved for the following teaching fields: early childhood; elementary; moderate disabilities (preK-8); English; Spanish; history; and political science. Candidates will work with the program director who will serve as their advisor. A study plan will be designed to meet candidates' individual needs. See the list of approved courses for each field in the office of the program director for specific course offerings.

Candidates seeking the professional license must complete three years of full time employment in the fields and levels of their licenses in a Massachusetts public school (or a private school adhering to the Massachusetts Curriculum Frameworks) before being eligible for their professional licenses.

**Please Note:** Requirements for the professional license are being reviewed by the Massachusetts Department of Education and may be subject to change.

### **Program in Educational Leadership (36 credits)**

Roberta Kelly, *Director*

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 46, 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—Fiscal Management
GEDUC 506	Classroom Supervision in Theory and Practice
GEDUC 505	Curriculum Methods and Development
GEDUC 507	Technology and the Administrator
GEDUC 508	Organizational Management
GEDUC 509	Foundations of Educational Administration
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.*

### **Program in Urban Elementary Education (32 credits)**

Daren Graves, *Director*

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 conference 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 advi-

sors, 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.

### **Program in Teaching English as a Second Language**

Paul Abraham, *Director*

**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 coursework; 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 46, 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.

### Courses

GEDUC 460	Teaching Strategies in the Inclusive Classroom
ML 408	Second Language Acquisition
ML 410	Introduction to Linguistics and English Grammar
TESL 445	Fundamentals of Reading and Writing in a Second Language
TESL 451	Bilingualism and Language Variation
TESL 479	TESL Methodology and Curriculum Development
GEDUC 444	Research and Evaluation in Schools
TESL 452	Advanced Seminar in TESL Curriculum
TESL 480	Student Teaching Practicum and TESL 500 Special Topics in TESL or Elective Approved course elective or an additional semester of TESL 480 Student Teaching Practicum

### Initial Licensure, Grades PreK–6

- Students complete above coursework, plus:
- GEDUC 464 Reading/Language Arts for the Early Childhood and Elementary Classroom
  - GEDUC 467 Math for the Early Childhood and Elementary School Classroom

Students who pursue the non-licensure option enroll for a set of courses similar to the 5 – 12 licensure program but are exempted from GEDUC 460.

### Certificate of Advanced Graduate Study (CAGS) for General Purposes

See description on page 49.

## Special Education

The Simmons graduate programs in 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 the principle 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 state-approved schools.

Students may pursue the Master of Science in Education (MSEd) degree, the Education Specialist (EdS) degree or a PhD in applied behavioral analysis. 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 program offers the opportunity for advanced study and research in the area of Applied Behavioral Analysis.

Those seeking teacher licensure in Massachusetts must pass all appropriate sections of the Massachusetts Test for Educator Licensure (MTEL) before beginning the practicum. (Please see MTEL chart on page 47.)

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 Education. Candidates must plan their program with the program director or department chair.

*Note: All appropriate Massachusetts Tests for Education Licensure (MTEL) components must be passed and official documentation must be submitted to the program director prior to registering for the practicum/seminar.*

### **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 3.0 grade average must be achieved in each course. Students may take courses in 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 week-ends. For further information and applications, contact the Department of Education, Simmons College, 300 The Feway, Boston, MA 02115-5698, or call 617-521-2570.

### **Program in 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 may select the nonlicensure option. Traditionally, learners with moderate disabilities have received educational services within resource rooms or substantially separate classes in public or state-approved 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.

**Program of Study (48 credits)**

- 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 436 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 Practicum in Special Education (PreK-8)
- or SPND 439 Practicum in Special Education (5-12)
- SPND 488 Seminar and Fieldwork in Education
- Two electives

**Program in 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 state 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 (48 credits)**

- 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 Application
- 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
- 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***

Coordinator: Madalaine Pugliese

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 (36 credits)**

- 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***

Director: Michael Cameron

The program in behavioral education emphasizes the application of behavioral principles to solving problems that teachers encounter in educational settings. The faculty prepare educators for leadership roles in the implementation, evaluation, and administration of behaviorally-based methods of teaching learners with special needs. The program is designed to respond to the following national needs: a shortage of educators with formal training in the field of behavioral education; a shortage of graduate programs focusing on behavioral education in public school settings; and a shortage of Board Certified Behavior Analysts TM and Board Certified Associate Behavior Analysts TM. The Simmons College course sequence in behavioral education is approved by the Behavior Analyst Certification Board and meets the coursework requirements for the Board Certified Behavior Analyst examination.

#### **Degree Options**

There are two degree options that students may pursue – the Educational Specialist (Ed.S.) and the Master of Science in Education (M.S.Ed.) The Ed.S. degree program is an advanced graduate degree that provides a student who currently holds a master's degree with an area of educational specialization. Emphasis is placed upon the preparation of the master teacher in a specialized area and the development of leadership skills. The M.S.Ed. meets the educational needs of an individual who holds a bachelor's degree and is seeking a master's degree. Each program of study is designed individually by the student in consultation with the faculty and can be completed on a part-time basis or in two years of full-time

study. The entire program of study is 15 courses (52 credit hours).

### **Program of Study (52 credits)**

BEHV 415	Applied Research I
BEHV 416	Applied Research II
BEHV 424	Behavior Analysis in Behavioral Education
BEHV 426	Behavioral Assessment
BEHV 427	Methodologies for Changing Behavior
BEHV 430	Legal and Ethical Issues
BEHV 434	Pedagogy and Systems in Behavioral Education
BEHV 437	Data Collection, Display, and Interpretation
BEHV 445	Advanced Applied Behavior Analysis
BEHV 461-464	Mentoring and Supervision (2 credits each)
BEHV 465A	Seminar: Theoretical and Applied Issues
BEHV 465B	Seminar: Skinner's Verbal Behavior

### **PhD in Applied Behavioral Analysis**

See page 91 for information.

### **Program for Special Education Administrator/Supervisor**

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.

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.

### **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.

### **Program of Study (40 credits)**

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
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***

Director: Abby Machamer

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 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 director for specific prerequisites and details.

**Program Advising Board**

Barbara A. Wilson, Chair  
Louisa Moats  
Sylvia Richardson  
Rebecca Felton  
Marilyn Adams

**Program of Study (44 credits)**

RDG 406	The Structure of Language for Teachers
RDG 410	Multisensory Structured Language Strategies for Reading
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

**COURSES**

**MAT, EDUCATIONAL LEADERSHIP,  
URBAN 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: the Massachusetts curriculum frameworks, development of lesson plans, curriculum and curriculum units, classroom organization, routines, and procedures, classroom management, behavior and discipline, formal and informal assessment, grading, record-keeping, communication 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, 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.

**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: 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.

**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; involves evaluation and implementation of what is studied and discussed in class. Gaffney.

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

4 sem. hrs.

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. Steele.

**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 Educational Technology and Software (F-1,2; S-1,2; U-1,2)**

4 sem. hrs.

Introduces different classroom models for successfully using technology as well as providing substantial exposure to technology's use in different academic curriculum areas. Emphasis will be given to using tool software, curriculum-based software in the different subject areas and grade levels and appropriate internet sites. Kennedy, Plati.

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

4 sem. hrs.

Helps teachers to integrate the arts and the creative process in the teaching of their own disciplines and to 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.

**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.

**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, Latino, and African American students. The

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Writers Express methodology, 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.

**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. Oakes.

**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.

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. 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 the 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. 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, Nam, 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.

**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. Foley.

**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.

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, and 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. 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. Plati.

**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. Blocker, Sherman.

**GEDUC 490 Advanced Seminar in Teaching and Learning at the Middle School and High School Level (F-1,2; S-1,2)**

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. Graves.

**GEDUC 497 Teaching Reading in the Urban Elementary Classroom\***

4 sem. hrs.

Develops the student's understanding of the

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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. Morone.

### **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. Campbell.

### **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.

### **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. Jackson.

### **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. Whittredge.

### **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. Martin.

### **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. Walsh.

### **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 distinctions between leadership and management. Shares learning from internships and leadership portfolios. Kelly.

#### **Practica**

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 3.0, 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.

### **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. 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.

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**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 12th-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. 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. Kelly.

**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.

**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, Dietrich.

**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 60.

**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 60.

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

4 sem. hrs.

See page 60.

**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, Bourret.

**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.

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### ***Practica 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 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.

### **COURSES IN SPECIAL EDUCATION**

***Course Offerings for Behavioral Education, Moderate Disabilities (PreK–8 or 5–12) and Severe Disabilities (Levels: All) Licensure Programs, Language and Literacy.***

#### **BEHV 415 Applied Research I (F-1,2)**

4 sem hrs.

Introduces graduate students to the fundamentals of behavior-analytic research and measurement methods. Covers the theoretical foundations of empirical research, as well as the practical issues in conducting experimental research. The majority of the course is devoted to methods related to single-case research (i.e., data collection, logic, and experimental designs).

#### **BEHV 416 Applied Research II (S-1,2)**

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.

#### **BEHV 424 Behavior Analysis in Behavioral Education (F-1,2; S-1,2)**

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. Cameron.

#### **BEHV 426 Behavioral Assessment (F-1,2; S-1,2)**

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 (F-1,2; S-1,2)**

4 sem. hrs. Explores strategies to establish, strengthen, and weaken target behaviors. Emphasizes the generalization and maintenance of established behavioral repertoires. Ainsleigh.

#### **BEHV 430 Legal and Ethical Issues (S-1,2)**

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. Staff.

**BEHV 434 Pedagogy and Systems in Behavioral Education\***

Teaches instructional design and evidence-based educational practices in behavior analysis. Staff.

**BEHV 437 Data Collection, Display, and Interpretation (S-1,2)**

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 (S-1,2)**

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. Staff.

**BEHV 461-464 Mentoring and Supervision\***

2 sem. hrs. Prereq.: Consent of the department. Staff.

**BEHV 465A Seminar: Theoretical and Applied Issues**

**BEHV 465B Seminar: Skinner's Verbal Behavior**

4-16 sem. hrs. Prereq.: 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 406 The Structure of Language for Teachers (F-1,2; S-1,2)**

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. Rosow.

**RDG 410 Multisensory Structured Language Strategies for Reading (F-1,2; S-1,2)**

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. Machamer.

**RDG 428 Teaching of Writing (S-1,2)**

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 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.

**RDG 432 Reading Assessment (S-1,2)**

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 (F-1,2)**

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

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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. Rosow.

**RDG 457 Literacy Support for Learners with Special Needs Using Technology (F-1,2)**

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. Cameron.

**RDG 469 Topics in Clinical Practice (S-1,2)**

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 (S-1,2)**

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.

**SPND 412 Inclusion, Consultation, and Collaboration for Meaningful Access to Curriculum (F-1,2; S-1,2)**

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. Ake, Waters.

**SPND 414 Classroom Methods of Manual Communication (S-1,2)**

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 (F-1,2)**

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, Staff.

**SPND 416 Applied Research II (S-1,2)**

4 sem. hrs.

Requires students to plan, implement, and write in publishable format a research project demonstrating the delivery of effective service to learners with special needs. Cameron, Staff.

**SPND 422 Differentiating Instructional Strategies Using Technology Across the Curriculum**

4 sem. hrs.

Explores strategies to incorporate assistive technology into classrooms and learners' individualized educational programs. Provides real-world experiences, resources, and skill development in the latest software, adaptive equipment, and best practices. Explores readily implemented practical solutions for inclusive classrooms. Pugliese.

**SPND 423 Using Multimedia to Create Curriculum Interventions for Learners with Special Needs (F-1,2)**

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 436 Formal and Informal Assessment (F-1,2; S-1,2)**

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, Rounds.

**SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings (S-1,2)**

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 442 Analysis of Behavior: Principles and Classroom Applications (S-1,2)**

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.

**SPND 443 Special Education Laws, Regulations, and Process for Teachers (F-1,2; S-1,2)**

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, Ulrich.

**SPND 446 Learners with Special Needs (F-1,2; S-1,2)**

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 447 Assessment and Curriculum Modification and Development for Learners with Severe Disabilities (F-1,2; S-1,2)**

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.

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**SPND 448 Analysis of Community Resources Adult Service Agencies, and the Transition Process (F-1,2)**

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. Williams.

**SPND 449 Directed Study (F-1,2; S-1,2)**

2–4 sem. hrs.

For graduate students only. Staff.

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

2–4 sem. hrs.

For graduate students only. Staff.

**SPND 453 Language and Cognitive Development and Alternative Assessment Using Technology (F-1)**

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 (S-2)**

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 (S-2)**

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 students 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.

**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 (S-1)**

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 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. Staff.

**SPND 470 Curriculum Modifications Using Augmentative and Alternative Communication Technologies (F-2)**

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 (S-1)**

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 (F-1)**

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 websites. 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 websites that are integrated with curriculum. Quade.

**SPND 488 Seminar and Fieldwork in Education (F-1,2; S-1,2)**

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 (F-2)**

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. Blume.

**SPND 501 Special Education Management: Personnel and Structure (S-1)**

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.

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**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 (S-1)**

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 (F-1)**

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 (S-2)**

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.

***Practica Courses and 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. Program requirements often exceed those of the Massachusetts Department of Education.

**SPND 438 Practicum: Moderate Disabilities (PreK–8) (F-1,2; S-1,2)**

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) (F-1,2; S-1,2)**

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 468 Practicum: Severe Disabilities (Levels: All) (F-1,2; S-1,2)**

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, Blume.

**RDG 573 Reading Practicum (S-1,2)**

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 580A Practicum Experience: Special Education Administrator (F-1,2)**

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.

**SPND 580B Practicum Experience:  
Supervisor/Director (S-1,2)**

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.

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**Graduate Program in English**

Pamela Bromberg, *Director and Professor of English*

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

Renee Bergland, *Professor*

David Gullette, *Professor*

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

Lowry Pei, *Professor*

Afaa Michael Weaver, *Alumnae Professor*

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

Richard Wollman, *Associate Professor*

Sheldon George, *Assistant Professor*

Suzanne Leonard, *Assistant Professor*

Erin Nichols, *Administrative Assistant*

**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

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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-1,2)**

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 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, Bergland.

### **ENGL/GCS 406 Feminism and Literature (S-1,2)**

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**

4 sem. hrs. Not offered in 2008–2010.]

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.

### **ENGL/CHL 411 Victorian Children's Literature (F-2)**

4 sem. hrs. Prereq.: ENGL 210.

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/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 (F-1)**

4 sem. hrs.

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.

**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**

4 sem. hrs. Not offered in 2008–2010.]

Begins with Milton's *Paradise Lost*, the subtext for all Romantic rebellion, and moves to Blake, its great theorist and visual artist, to the poetry of Wordsworth and works by women Romantic poets. Concludes with the female perspective on Romantic rebellion in the novels of the 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 memoir. 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 (F-1)**

4 sem. hrs.

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.

**ENGL 507 Jane Austen and Virginia Woolf (F-1)**

4 sem. hrs.

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 (S-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 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 repre-

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sentative 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, James Baldwin, Ralph Ellison, and Toni Morrison. Perry.

**ENGL 516 Native American Literature (F-1)**

4 sem. hrs.

Considers sermons, memoirs, poetry, short stories, and novels by Samson Occom, William Apess, Jane Johnston, Schoolcraft, Ella Deloria, N. Scott Momaday, Leslis Marmon Silko, Simon Ortiz, Louise Erdrich, Gerald Vizenor, Sherman Alexie, and others in the context of Native American history and particular tribal and familial oral cultures. Also covers critical essays and studies by Native and non-Native scholars including Paula Gunn Allen, David Moore, Elaine Jahner, Arnold Krupat, Karl Kroeber, David Murray, and Phil Deloria. Bergland.

**ENGL 517 Toni Morrison and American Literature (S-1)**

4 sem. hrs.

Studies most of the novels and short works of Toni Morrison, viewing them both as involved in thematic conversations with other writers of the American literary canon and as presenting critical evaluations of the racial history that Morrison believes continually haunts this canon. George.

**ENGL 518 The Dramatic Imagination in America (F-2)**

4 sem. hrs.

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. Staff.

**ENGL 520 American Women's Poetry (S-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 (S-1,2)**

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 2008–2010.]

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**

4 sem. hrs. Not offered in 2008–2010.]

Offers an intensive study of a particular genre of literature. Staff.

**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. Staff.

**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**

4 sem. hrs. Not offered in 2008–2010.]

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**

4 sem. hrs. Not offered in 2008–2010.]

Surveys postcolonial 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 postcolonial 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 [S-1,2]**

4 sem. hrs.

Analyzes how film form positions women and investigates how female audiences consume the medium. Topics include female directors and stars, gaze theory and psychoanalysis, melodrama and the “woman’s film,” feminist documentary, lesbian cinema, female spectatorship and reception theory, race studies and postcolonialism, and postfeminism. Leonard.

**Gender/Cultural Studies Program**

Jyoti Puri, *Program Director and Professor and Chair of Sociology*

Renee Bergland, *Professor of English*

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

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

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

Theresa Perry, *Professor of Africana Studies and Education*

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

Jill Taylor, *Professor of Education and Women’s and Gender Studies*

Becky Thompson, *Professor of Sociology*

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

Kelly Hager, *Associate Professor of English and Women’s and Gender Studies*

Valerie Leiter, *Associate Professor of Sociology*

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

Sheldon George, *Assistant Professor of English*

Sarah Leonard, *Assistant Professor of History*

Suzanne Leonard, *Assistant Professor of English*

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

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

TBA, *Administrative Assistant*

**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, and examines them within the U.S. and in transnational

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contexts. The program is designed to broaden women's studies theory and practice to include multiracial perspectives as well as national and postcolonial 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 email [gsa@simmons.edu](mailto: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 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 undergraduate 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 integrate 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 program (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 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; and email to maryellen.cunnion@simmons.edu.

### The Dual Degree with Masters of Communication Management (MCM) Program

This unique dual-degree program combines the intellectual rigor of gender studies and cultural theory with the strategic thinking and practitioner approach of communications. This program incorporates issues including cultural diversity, gender equality, and effective

communication strategies, while focusing on communications, cultural theory, diversity, gender politics, and the marketplace. The dual GCS/MCM degree program consists of 13 courses, 52 credit hours.

To fulfill their requirements, students take GCS 403 and GCS 430 and one among the following courses: GCS 406, GCS 410, GCS 412, GCS 415. Students also take four required MCM courses: MCM 442, MCM 462, MCM 481, and MCM 485. Additionally, students take three GCS elective courses and two MCM elective courses. Please see the GCS and MCM elective lists. Students are also required to complete a combined GCS and MCM capstone. For further information concerning the MCM portion of the dual-degree program, consult the program director, Joan Abrams.

### 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. Leonard, Puri.

#### 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.)

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**And one of the following:**

**GCS/ENGL 406 Feminism and Literature (S-1,2)**

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 (S-2)**

4 sem. hrs.

In the spring of 2009, 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.

**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-1,2)**

See description above.

**GCS 410 Issues in International Studies (S-1)**

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 529 Race, Culture, Identity and Achievement (S-1,2)**

4 sem. hrs.

Examines historical, theoretical and empirical studies to understand, explain, predict and intervene in the school performance of students of

color in the United States. Studies variables affecting the school performance of African Americans, West Indian Immigrants, Chinese Americans, Vietnamese Americans, Puerto Ricans and Mexican Americans. Examines educational practices and institutional and cultural formations that promote school achievement among Black and Latino students. Perry.

**AST 536 Black Narratives of Oppression, Resistance, and Resiliency (S-1,2)**

4 sem. hrs.

Using Black narratives as data, students will examine how Black people have experienced, interpreted, and resisted racial oppression in the United States. Attention will be given to variables (individuals, institutional and cultural formations) that have contributed to the development of resiliency in a people. We will also consider the ways in which racial oppression leaves its mark on members of oppressed and oppressor classes. In discussing the narratives, we will draw on scholarship from the fields of history, anthropology, sociology, and social psychology. Perry.

**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 includes: violence against women, children, intimate partners, and elderly family members. Thomas.

**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 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/ENGL 423 19th-Century American Children's Literature (F-1)**

4 sem. hrs.

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.

**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 (F-1)**

4 sem. hrs.

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 (F-1)**

4 sem. hrs.

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 (S-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 (S-2)**

4 sem. hrs.

Focuses on Emily Dickinson and Adrienne Rich

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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 2008–2010.] 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**

4 sem. hrs. Not offered in 2008–2010.]

**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**

4 sem. hrs. Not offered in 2008–2010.] 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 postcolonial identity. Weekly screenings of films and reading in post-colonial theory and film criticism. Staff.

**ENGL 598 Feminist Film Studies [S-1,2]**

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. Leonard.

**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. Crumpacker, Prieto.

**HIST 564 The Rape of Nanjing (S-1)**

4 sem. hrs. Explores the social, cultural, ideological, and psychological dimensions of the Japanese aggression that culminated in the Nanjing Massacre, the exploitation of comfort women, forced labor, and human experimentation in WWII. Examines explanations for the absence of discussion on these human rights violations in the ensuing Cold War until the late 1980s and how that absence helped shape postwar East Asia. Liu.

**HIST 565 9/11 Narratives\***

4 sem. hrs. Prereq: At least two history courses and consent of the department. Enrollment normally open only to juniors, seniors, and graduate students. Examines narratives connected to September 11th and focuses on the debate within academic and policy circles, on terrorism as a form of warfare, on globalization and 9/11, and on the creation of post-9/11 policies. Provides an understanding as to how these narratives affect how we interpret the event it's causes and subsequent decision-making. Ortega.

**HIST 567 Memory and the Holocaust (F-1)**

4 sem. hrs. Prereq: Consent of the department. Enrollment normally open only to juniors, seniors, and graduate students. Considers how the mass murder of the Holocaust has impacted postwar collective memory and imagination. Uses literature, memoirs, and film to examine how different forms of memory shape the way we make sense of the event. Examines such issues as the problems of interpreting memory, trauma, and the use of oral testimony. Leonard.

**HIST 571 Seminar in Early American History (F-1; S-1)**

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. Berry, Crumpacker.

**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. Crumacker, Prieto.

**HIST 574 Modern U.S. History Seminar (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, Larson.

**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. Hull.

**PHIL 532 Law and Philosophy (F-2)**

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.

**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 538 (TC) Cross-Cultural Alliance Building\***

4 sem. hrs.

Provides knowledge of scholarship on cross-cultural alliances and border crossing, focusing on the United States and Mexico, combined with lived experiences of such crossings. Emphasizes how power inequalities are negotiated in cross-cultural work. Course takes place in Cuernavaca, Mexico and includes on-site and off-campus lectures, daily Spanish classes; and off-site excursions. No previous knowledge of Spanish is required. Thompson.

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**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 544 Sociology of Poetry and Prose (S-2)**

4 sem. hrs.

Focuses on what C.W. Mills refers to as the "sociological imagination" in the poetry and memoirs/autobiographies of several contemporary political poets from a range of racial, ethnic, and class backgrounds. Examines how social location shapes writers' approaches to social problems. Considers solutions writers offer and analyzes their role in society as conscience, scribe, witness, and storyteller. Thompson.

**SOCI 545 Health Systems and Policy (S-1,2)**

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 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 postcolonial, feminist

perspective. Critically considers histories of colonialism, anticolonial movements, nationalism, decolonization, science, and geography. Encourages rethinking the concept of the Third World to enable transnational networks of alliances. Puri.

**WGST 554 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 to 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 to 80 pages under the supervision of one reader with expertise in the subject area. Requires permission from the GCS director and advisory board and a proposal approved during the semester before the course is taken. 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 to 40

pages) that may include an exhibit, film, media presentation, etc. Entails integration of materials relevant to the student's specialization. Requires a proposal approved during the semester before the course is taken. Staff.

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

4 sem. hrs.

Offers students a work experience of five to 10 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 to 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 10 hours per week under the direction of a Simmons advisor. Involves gathering empirical information for a study of approximately 20 to 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.

## **The Dual-Degree Program in History and Archives Management**

Jeannette Bastian, Director and *Associate Professor of Library and Information Science*  
 Laura Prieto, Director and *Associate Professor of History*  
 Laurie Crumpacker, *Professor of History*  
 Stephen Berry, *Assistant Professor of History*  
 Sarah Leonard, *Assistant Professor of History*  
 Zhigang Liu, *Associate Professor of History*  
 Stephen Ortega, *Assistant Professor of History*  
 Kristin Washington-Carroll, *Administrative Assistant*

Increasingly, archival employers recognize that archivists require both technical training and historical knowledge, including hands-on experience as scholarly researchers. 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. Students who do not complete the history portion of 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 HIST 597 Historical Methods and Research, a required course that

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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. The program encourages students to select courses from across a breadth of topics, time periods, and geographical contexts in order to develop a wide-ranging and comparative perspective on the discipline of history. Students in the dual-degree program must also complete one of the following:

HIST 535 Sites of History: Research Seminar in Public History (as one of the history electives)

or

HIST 527/LIS 443 Archives, History, and Collective Memory (as either a history or a library science elective)

The degree in history culminates with HIST 455, a master's thesis drawn from a seminar paper and based on original, archival research.

The archives portion of the program consists of 33 credits in the GSLIS, with a concentration in archives management. For further information on the GSLIS curriculum and the archives management concentration, please visit the website, <http://www.simmons.edu/gslis>.

## 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 to 80 pages under the supervision of two historians with expertise in the subject area. Requires consent from the history archives management director and a proposal approved during the semester before the course is taken. See program director for guidelines and due dates to submit proposals.

### **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.

### **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 or consent of the instructor.

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 a series of case studies. Bastian, Prieto, Leonard.

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

### **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. Crumacker, Prieto.

### **HIST 561 Topics in World History: Cross-Cultural Encounters (S-1)**

4 sem. hrs.

Concentrates on a number of cross-cultural encounters from the medieval period to the present, in areas such as trade, changes in the environment, perceptions of other, conflict,

colonialism, and the rise of immigration. Emphasizes the multifaceted nature of cross-cultural relationships and applies a range of historiographical approaches. Ortega.

### **HIST 562 Reforms and Revolutions in Asia (F-1)**

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 nonviolent revolutions and gradual or radical reform. Liu.

### **HIST 564 Rape of Nanjing (S-2)**

4 sem. hrs.

Explores the social, cultural, ideological, and psychological dimensions of the Japanese aggression that culminated in the Nanjing Massacre, the exploitation of comfort women, forced labor, and human experimentation in World War II. Also examines absence of discussion on these human rights violations in the ensuing Cold War. Liu.

### **HIST 565 9/11 Narratives (S-2)**

4 sem. hrs.

Focuses on the debate within academic and policy circles on terrorism as a form of violence, on globalization and 9/11, and on the creation of new policies post-9/11. Provides an understanding as to how these narratives affect how we interpret 9/11 as an event, its causes, and issues related to its aftermath. Ortega.

### **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 568 Sites of History: Research Seminar in Public History (S-1,2)**

4 sem. hrs.

Focuses on the rich, complex, and sometimes fraught relationship between academic historians and public historians. Examines the theory and practice of public history in a range of public venues: historical societies and house museums, museum exhibits, community history projects,

public monuments, oral history, living history, and heritage or destination tourism. Staff.

### **HIST 571 Seminar in Early America (F-1; S-1)**

4 sem. hrs.

Provides an intensive study of a specific topic in early American history varying from year to year. Sample topics include "Lives of Faith" and "Race and Gender in the Atlantic World." Berry.

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

4 sem. hrs.

Provides an intensive study of a specific topic 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. Examples of possible themes are "The American Renaissance" and "Expansion and Imperialism." Crumpacker, Prieto.

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

4 sem. hrs.

Provides an intensive study of a specific topic 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 the history of obscenity, the 20th-century interwar period, and war and society. Leonard.

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## Graduate Program in Spanish

Raquel María Halty, *Professor of Spanish and Director*

Louise Cohen, *Associate Professor of Spanish*  
Dolores Peláez-Benítez, *Associate Professor of Spanish*

Dánisa Bonacic, *Assistant Professor of Spanish*  
Melissa Poehnert, *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 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-1,2; 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, 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 518 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 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 *Melibea 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 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

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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.

## Doctoral Programs

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

### ***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 intraprofessional 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 coursework, 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](mailto:gsa@simmons.edu); or Arlene Lowenstein, Professor, School for Health Studies, at 617-521-2139 or [arlene.lowenstein@simmons.edu](mailto:arlene.lowenstein@simmons.edu).

#### **Coursework**

This program requires 46 semester hours, the equivalent of 13 courses and 8 credits of dissertation. 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 (four credits each in CAS)**

DEDU 651	Applied Statistical Analysis I
DEDU 652	Applied Statistical Analysis II
DEDU 653	Qualitative Research
DEDU 654	Quantitative Research
DEDU 655	Diversity in Education
DEDU 670	Dissertation Seminar (2 credits per semester for two semesters)
DEDU 699	Dissertation (8 credits)

#### **Cognate Courses (two credits each in SHS)**

HPED 501	Issues in Health Professions
HPED 502	Principles of Assessment

HPED 505	Curriculum Development and Evaluation
HPED 506	Organization, Leadership, and Change
HPED 507	Teaching Modalities and Classroom Design
HPED 508	Theories and Practice of Adult Education
HPED 510	Education Preceptorship/ Practicum

### ***PhD Program in Applied Behavior Analysis***

The PhD program in Applied Behavior Analysis is a 68-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. For more information, contact the

College of Arts and Sciences Graduate Studies Admission at 617-521-2915 or [gsa@simmons.edu](mailto:gsa@simmons.edu); or Michael Cameron, program director, at 617-521-2569 or [michael.cameron@simmons.edu](mailto:michael.cameron@simmons.edu).

#### **Coursework**

This program requires 68 semester hours, the equivalent of 15 courses and 8 credits of dissertation. 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** (4 credits each)

DEDU 651	Applied Statistical Analysis I
DEDU 652	Applied Statistical Analysis II
DEDU 653	Qualitative Research
DEDU 654	Quantitative Research
DEDU 655	Diversity in Education
DEDU 670	Dissertation Seminar (2 credits per semester for two semesters)
DEDU 699	Dissertation (8 credits)

#### **Cognate Courses**

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

Notes