

SIMMONS

SCHOOL OF SOCIAL WORK

Doctoral Program



SIMMONS COLLEGE
BOSTON, MASSACHUSETTS

SIMMONS COLLEGE
SCHOOL OF SOCIAL WORK

Contents

PAGE 4	About the program
PAGE 6	The faculty
PAGE 10	Faculty profiles
PAGE 13	The curriculum
PAGE 15	Admission information

Contact Information

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THE DOCTORAL PROGRAM

Preparing advanced clinical social workers for leadership careers

Grounded in direct practice and scholarly inquiry, Simmons's Ph.D. in Social Work prepares advanced clinical scholars for leadership careers in higher education, agency administration, research, and consultation. Our highly regarded doctoral program attracts mature students who are committed to their ongoing professional development, and who wish to influence the social work profession.

Structured to develop core competencies, the doctoral curriculum addresses the science and practice of clinical social work, advanced research methods and policy analysis, as well as practice trends and issues. We offer a progressive, hands-on curriculum program infused with social justice values and a multicultural perspective. Students evaluate interdisciplinary theories relevant to social work; analyze social problems, social interventions, and social policy; participate in independent and collaborative research; and apply philosophical perspectives and ethical principles to knowledge development and practice. Offered on a part-time basis only, the program allows social work clinicians to stay active in their practices while earning their degree.

Simmons was one of the nation's first institutions of higher learning to offer training for clinical social workers, and the School of Social Work (SSW) helped to pioneer education in medical social work and managed care practice. Offered since 1983, the SSW doctoral program furthers our commitment to advance the social work profession, improve the human service delivery system, and promote social justice in a multicultural world.

About the program



Designed for advanced clinical practitioners, the doctoral program is offered on a part-time basis only. No clinical practicum is required, although doctoral students currently should be involved in clinical practice. The degree requires a total of 45 credits (15 courses), plus successful completion of a comprehensive qualifying paper and the doctoral dissertation. The doctoral program schedule typically consists of two courses each semester (fall and spring), with additional opportunities for elective course study in the summer. Students should plan to schedule six to 10 hours a week per course to accommodate reading and writing assignments. Most students complete the program, including their dissertation defense, in five to seven years.

“The Simmons Ph.D. program in social work has helped me put my clinical knowledge in perspective — to better contextualize human behavior and its associated cognitive and emotional processes, the social work profession, and the overall health care models in which our social work practices are embedded.”

NELSON OCHOA, DOCTORAL CANDIDATE
L.I.C.S.W., South End Community Health Center, Boston, Massachusetts

“The SSW doctoral program provides a stimulating, challenging experience that has prepared me well for a career in academia. I found the faculty open and supportive, with a wealth of experience as researchers and clinicians. The program is firmly grounded in social justice, and encourages research with marginalized populations. The dissertation committees are committed to seeing people complete their doctorates. And the program allows people to continue working, and to maintain a dialogue between practice and research.”

MARK GIANINO '05 PH.D., CLINICAL ASSISTANT PROFESSOR,
Boston University School of Social Work; Private Practice, Brookline, Mass.

COURSEWORK

Our doctoral curriculum allows some flexibility. All students are required to take 10 courses (30 credits). The remaining 15 credits are electives. The SSW regularly offers elective courses in teaching, practice, program evaluation, social policy, social work administration, and ethics. At least nine credits must be taken at Simmons; students may take some electives at other approved educational institutions. See course descriptions on page 13.

THE COMPREHENSIVE PAPER

The comprehensive paper represents a major transition point in a student's progress through the doctoral program. Written and submitted after two years of coursework, the comprehensive paper signals a student's readiness to develop a dissertation proposal. Based on the knowledge and skills gained in earlier courses, the “comps” paper reflects the student's ability to conceptualize a clear and compelling topic; to organize, effectively present, and critique knowledge relevant to that topic; and to propose a research focus informed by a review of relevant literature.

THE DISSERTATION

The production of a dissertation and its oral defense are major components in doctoral education. The dissertation is both a product and a process. As a product, it must address, in a creative and original way, a substantive area of concern to social work in an attempt to advance professional knowledge and to contribute to the ongoing development of the profession's knowledge base. As a process, the dissertation is an educational endeavor in which the student demonstrates the ability to integrate social work practice, knowledge, and theory with sound empirical research principles.

BUILDING THE BODY OF KNOWLEDGE

SSW doctoral candidates conduct thorough, thoughtful research, generating dissertations that expand the professional knowledge base in groundbreaking areas. Recent topics include:

- Self-perceived Unpopularity in Children and Adolescents: Its Antecedents, Characteristics, and Relationships to Later Maladjustment
- Reclaiming and Constructing Identities: The Journey Out of Homelessness for Persons with Mental Illness
- Adaptation and Transformation: The Transition to Adoptive Parenthood for Gay Male Couples
- Searching for the Factors That Contribute to the Continued AIDS Risk of Minority Women in Substance Abuse Treatment: A Challenge for Social Work in the New Millennium
- Transgender Behavior in Boys: The Social Work Response
- Parenting Stressors, Need for Services, and Caregiving Self-Efficacy Among Mothers of Children with Mild Intellectual Development Disabilities in Kuwait: Assessing Impact Between Variables
- Exploring “Use of Self”: From Definitional Challenges to Identifying Best Practices
- Sex-Role Stereotypes and Social Workers' Judgments of Mental Health
- Functioning in Adults with Obsessive Compulsive Disorder and Family Responses: A Transactional Perspective
- Oldest Old Women Tell Us How They Manage Their Lives

Professors who practice what they teach

SSW professors are actively engaged in their fields as clinicians, consultants, educators, researchers, and community leaders. Their research and experience cover a wide range of issues, including domestic violence, health care disparities, trauma, HIV/AIDS, child welfare, social work leadership, gerontology, evidence-based practice, ethics, genetics, immigration, and social policy in the United States and around the world. Our faculty serve on the boards of numerous agencies and organizations, such as the Judge Baker Children's Center, the National Association of Black Social Workers, the AIDS Action Committee, the Association of Medical Education and Research in Substance Abuse, the United Way, and the Women's Educational and Industrial Union. All take pride in teaching and mentoring their students.

Doctoral Program Faculty

Joseph M. Regan, M.S.W., Ph.D.

Professor and Dean Emeritus, M.S.W. Loyola (Chicago) University, School of Social Work; Ph.D. Brandeis University, The Heller School <http://web.simmons.edu/~regan>

Practice/research interests: Program evaluation and development; administration of leadership; research and evidence based practice.

Ruth Grossman Dean, M.S.W., Ph.D.

Professor, B.A. and M.S.W., University of Pittsburgh; Ph.D., Boston College <http://web.simmons.edu/~dean>

Practice/research interests: Clinical practice with adults, children and families; community-based practice; indigenous forms of helping and caring; narrative approaches to therapy; constructivism; ethics; ways of creating possibilities for "good talk" in the classroom; ways of understanding inspirational teaching and learning experiences.

Ann Fleck-Henderson, M.S.W., Ph.D.

Professor, B.A., Harvard University; M.S.S.S., Columbia University; Ph.D., The Fielding Institute <http://web.simmons.edu/~fleck>

Practice/research interests: Domestic violence and child maltreatment policy and practice issues; gender and violence, especially in family context; intellectual development in higher education; research on classroom learning.

Abbie K. Frost, M.S.W., Ph.D.

Associate Professor, B.A., M.S.S.A., and Ph.D., Case Western Reserve University <http://web.simmons.edu/~frost>

Practice/research interests: Psychiatric epidemiology, particularly in the areas of depressive symptoms and alcohol dependence; individual and family factors linked to positive outcomes in children and adolescents; HIV/AIDS; homeless veterans; practice or program evaluation; integration of technology in social work.

Mary Gilfus, M.S.W., Ph.D.

Professor, B.A., St. Lawrence University; M.S.S.W., Boston University School of Social Work; Ph.D., Brandeis University, The Heller School <http://web.simmons.edu/~gilfus>

Practice/research interests: Violence against women; domestic violence and homicide; treatment of trauma; incarcerated women and corrections policy and programs; human behavior theory; feminist theory; qualitative research methods.

Johnnie Hamilton-Mason, M.S.W., Ph.D.

Professor, B.A., Boston State College; M.S.W., Simmons College School of Social Work; Ph.D., Smith College School for Social Work <http://web.simmons.edu/~hamilton>

Practice/research interests: Anti-racism theory and practice; leadership and clinical practice in low-income urban settings; African American women; HIV/AIDS (national and international consulting); health disparities; qualitative research methods.

Hugo Kamya, M.Div., M.S.W., Ph.D.

Associate Professor, B.A., University of Nairobi; M.Div., Harvard University; M.S.W., Boston College; Ph.D., Boston University <http://web.simmons.edu/~kamya>

Practice/research interests: Caring across communities; the psychological impact of war; children living in families with HIV/AIDS; culturally competent family therapy; culturally competent services for immigrants and refugees; youth violence related to HIV/AIDS; interracial relations; spirituality in therapy.

Peter Maramaldi, M.S.S.W., M.P.H., Ph.D.

Associate Professor and Hartford Faculty Scholar, B.A., Montclair State University; M.S.S.W., Columbia University School of Social Work; M.P.H., Columbia University School of Public Health; Ph.D., Columbia University <http://web.simmons.edu/~maramald>

Practice/research interests: Psychosocial gerontology and oncology; culturally and linguistically relevant health communications; evidenced-based interdisciplinary interventions in prevention, treatment, and palliative health care.

Kathleen H. Millstein, M.S.W., D.S.W.

Professor and Doctoral Program Director, B.A., Tufts University; M.S.W., Smith College School for Social Work; Ph.D., Boston College School of Social Work <http://web.simmons.edu/~millstei>

Practice/research interests: Cross-cultural practice; methods for creating conversations across differences locally and internationally, with specific research and teaching in Haifa, Israel; practice evaluation; evidence-based practice; qualitative research methods; research on classroom learning.

“The SSW faculty combines excellent teaching and a genuine desire to support students in developing their own research focus. As a ‘mature’ doctoral student who had been around schools for much of my adult life, Simmons truly felt like an intellectual home.”

SALLY BOOTH, DOCTORAL CANDIDATE

Assistant Professor and Director, Social Work Program, Rivier College, New Hampshire



ADAPTATION AND DEVELOPMENT ACROSS THE LIFESPAN

Funded by the National Institute of Mental Health, the Simmons Longitudinal Study is one of the longest continually running community studies in the nation. The study, which began in 1976, has followed a group of people as they've grown from five-year-old children to adults with their own families.

The longitudinal study began as a broad-based effort to determine behavioral, health, and family factors that identify preschool youth at risk for poor academic performance and adjustment, and has evolved to reflect the changing life stages of the participants.

Led by Simmons Professor Helen Reinherz, the research project uses a multidisciplinary approach to examine risk factors and resiliency, with the ultimate goal of contributing to prevention and intervention programs that can be implemented through multiple caregivers — parents, educators, social workers, psychologists, psychiatrists, and other health care providers.



“ For social workers who want to challenge and expand their practice beliefs, Simmons is an incredible place to be — in a supportive learning environment, surrounded by smart people. The doctoral program has changed the way I think about my practice, my teaching, and myself. The academic piece is rigorous and demanding, but I feel like the professors really believe in me, that I can do anything. The faculty are so well-connected to the community, they’re accessible, and they’re ready to help. ”

ALLYSON LIVINGSTONE, DOCTORAL CANDIDATE
School Social Worker, Brookline Public Schools, Massachusetts;
Psychotherapist in Private Practice

FACULTY PROFILE

Mary Gilfus,
 Professor of Social Work

For more than 30 years, Mary Gilfus has witnessed the devastating effects of violence that can pervade intimate and familial relationships. She saw it as a caseworker for a Massachusetts youth agency, and as a director of a drug treatment center in Rhode Island. She counseled incarcerated women as a domestic violence and sexual assault counselor at the Massachusetts Correctional Institution at Framingham, and trained medical interns and residents in crisis intervention as director of the social services department at Pawtucket (R.I.) Memorial Hospital.

Over and over again, she recognized the pattern — violence at home or within an intimate relationship almost always was connected with other serious issues, like alcohol or substance abuse, youth delinquency, trauma, and other mental health problems. "I began to especially notice the connection between being the victim and becoming the offender," explains Gilfus. "Too many of the women I counseled at the state prison were forced to survive by illegal activities, as a result of serious abuse and victimization as children, or were incarcerated as a result of defending themselves against violent abusers."

Gilfus was one of the first researchers to collect data to support that connection. She conducted three prison studies examining women and violence, and made it the focus of her doctoral studies at Brandeis University's Florence Heller School for Advanced Studies in Social Welfare. Her thesis was titled "Seasoned by Violence/Tempered by Love: A qualitative study of women and crime." Since then, she has published many papers related to this topic.

"I have concentrated my professional career on researching and studying this great injustice — the violence that permeates our lives and our world," says Gilfus. "I feel challenged to provide my students with the very best of what my research has revealed, so they in turn can effect positive change in the lives of their clients."

Gilfus recently published a paper discussing restorative justice for incarcerated women in the Canadian journal *Restorative Directions*, and collaborated on a study of domestic homicide in Massachusetts, which is a multi-year project with Jane Doe (the Massachusetts Domestic Violence and Sexual Assault Coalition) and Harvard Law School, funded by the Massachusetts Office of Public Safety.



FACULTY PROFILE

Johnnie Hamilton-Mason,
 Professor of Social Work and
 Doctoral Program Director

Johnnie Hamilton-Mason's commitment to serving urban populations of color extends beyond the boundaries of her back door, her city, her state, and even her country. "Throughout my career, I have remained committed to working with underserved, at-risk populations within urban settings," says Hamilton-Mason.

In the early '70s, Hamilton-Mason worked at Boston City Hospital as a medical follow-up coordinator for children who entered the hospital with elevated lead levels. "I realized quickly that change efforts needed to be directed at housing agencies rather than at the medical establishment," she says. "There was something very wrong with children living in Boston's substandard housing being exposed to lead poisoning. It was a long and painful process of intervention before positive change occurred."

With encouragement from social worker mentors in the pediatric department at Boston City Hospital, Hamilton-Mason obtained her M.S.W. from Simmons in 1978. Professional work, consulting, and teaching followed at many Boston-area institutions, including Latin Academy High School, Children's Services of Roxbury, South End Community Health Center, and Harvard University School of Public Health. She obtained her Ph.D. in 2001 from Smith College, and now teaches courses at Simmons related to qualitative research methods; human behavior in the social environment; clinical practice in low-income communities; services to immigrants and refugees; and political action and strategies for professional social workers.

As a member of the National Association of Black Social Workers (NABSW), Hamilton-Mason currently provides consultation and education for the NABSW in countries all over the world. Jamaica, England, Trinidad and Tobago, and West and South Africa are not beyond her reach.

"The greatest problems of our world's oppressed people revolve around issues related to class, race, culture, and economic well-being," explains Hamilton-Mason. "I travel the globe to train and work with colleagues who are committed to empowering different groups of people, particularly those from the African Diaspora. I take my experiences back to the classroom to increase my students' understanding of what it's like for social workers in other countries, and for the clients they serve."

Hamilton-Mason's current research focuses on how African American women perceive stress and coping. She also co-directs Simmons's Summer Academy for Undoing Racism, which provides a forum for determining how best to prepare the next generation of social workers to confront racial inequities, in part by challenging their own assumptions on race.





FACULTY PROFILE

Hugo A. Kamyia, Associate Professor of Social Work, Clinical Practice Sequence

Growing up in Uganda, East Africa, Dr. Hugo Kamyia was a student at a time when the country persecuted, jailed, and even killed those pursuing education. He fled to Kenya in the late 1970s, where he studied philosophy and religious studies. After graduating from seminary school in 1983, he decided to volunteer to work with L'Arche, a community for mentally handicapped adults in Syracuse, New York. Political unrest in Uganda made it impossible for Kamyia to return to his home.

Inspired by the people he met in Kenya and at L'Arche, and by the events in his home country, Kamyia enrolled at Harvard Divinity School. He received his master of divinity in theology and counseling in 1987, and then began to consider how he could combine elements of theology, spirituality, and social work practice.

"In Africa, the sacred and the secular are intertwined. I was influenced by the priests' and missionaries' sense of service and commitment to humankind, and I became interested in bringing together the elements of spirituality, counseling, and social work in an effort to best serve others," says Kamyia.

Motivated by the hope to put his theological training to practical use through social work, Kamyia enrolled at the Boston College Graduate School of Social Work, where he eventually taught for 14 years and chaired the clinical sequence.

Through the years, Kamyia has managed to link all of his diverse experiences into a broad array of social work research. His areas of expertise range from the psychological impact of war, to children living in families with HIV/AIDS, to spirituality in therapy.

Kamyia's current research is with Sudanese and other African refugee and immigrant populations — a topic which stems from his own personal experience as an unwitting émigré. "The SSW is committed to applied research. As instructors conduct research, they participate in theory building. Research also helps to critique existing models for better social work education," he says. "I use what I've learned in my research comfortably to illustrate various points to students, and to advance my own teaching and practice."

The Curriculum

PH.D. COURSES

SW 610-1

Theoretical Approaches to Understanding Human Behavior, Development, and Change

This course emphasizes the larger social systems in which human behavior develops. Readings will be drawn from recent developments in social psychological thinking.

SW 630-2

Advanced Clinical Practice

This course offers an opportunity to think reflectively about clinical social work practice. The relationship of knowledge and action in the professions, as well as some of the contemporary debates about practice, are addressed. The organizing idea of modern and post-modern perspectives is used to examine clinical practice, research on practice, and teaching about practice.

SW 631-1

Ways of Knowing in Clinical Practice

In this course, a philosophical framework for social work theory and practice is developed through a comparison of modernist and post-modern ways of thinking about knowledge. The framework is then used to examine contemporary debates in social work in relation to theories about gender, approaches to trauma, and ethical dilemmas.

SW 632-1

Writing the Stories of Clinical Social Work

This course is designed to enhance the student's ability to provide professional leadership in clinical social work through scholarship. Students are asked to use ideas about language, narrative and texts from literary and critical analysis; consider several varieties of written narratives; and work on developing their own authorial "voice." The main focus will be preparing students' own papers for publication.

SW 650-1

A Research Framework for Viewing Clinical Practice

This course serves as an introduction to social work research methods in the doctoral program. Objectives of the course include examination of the research process, as applied to the specialized needs of social work practitioners. Emphasis is placed on formulation of researchable practice questions of interest to seminar participants, and examination of quantitative and qualitative research methods and strategies appropriate to these questions.

SW 651-1

Introduction to Statistics and Data Analysis

This course examines fundamental statistics and data analysis techniques appropriate for social work research. Emphasis is on the application of elementary statistical techniques to the research examination process; the steps needed in the process of data analysis; how computers can be used; and in what areas conclusions can be drawn.

SW 652-2

Advanced Research and Statistics

This course builds on material presented in prior research and statistics courses in the doctoral program, offering students opportunities to acquire more advanced data analysis skills. Two multivariate analysis techniques are emphasized — analysis of variance and multiple regression. With both analytic techniques, the interpretation of findings and the development of conclusions in the areas of practice, policy, and further research are stressed.

SW 653-1

Dissertation Proposal Seminar

This seminar focuses primarily on the individual research interests of the students, with the intent of enabling them to complete an acceptable dissertation proposal. Students also focus on appropriate techniques of data collection and analysis.

SW 654-2

Qualitative Research Methods

Offered entirely online, this course is designed to introduce students to qualitative research methodologies. The course focuses on critical issues in qualitative research, including philosophical assumptions about the research process, and the practical aspects of selected approaches to data collection, analysis, and presentation.

SW 670-2

Social Welfare Policy and Human Systems

The purpose of this course is to understand the relationship of social welfare policy to the human service system. Federal and state policies are analyzed and viewed as shaped by history, values, economics, and the political climate. Attention is given to areas of needed policy change, and an effort is made to expand one's thinking beyond existing policies, in order to consider policy alternatives and future directions for the social welfare system.

SAMPLE ELECTIVES

SW 556-2

International Perspectives on Families in Migration

This course focuses on the experiences of immigrant families and families undergoing cultural transitions in different countries.

SW 621-2

Ethics

This course is designed to introduce students to the philosophical and practical dimensions of social work ethics.

SW 622-2

Program Evaluation

The major focus of this course is the development of program evaluation skills, including the technical, procedural, and political knowledge necessary to collect, analyze, and use multiple sources of information to answer basic questions about service programs.

SW 671-2

Learning and Teaching in Social Work

This course is meant for doctoral students considering teaching as part of their career, and for social work educators who seek an opportunity for disciplined reflection on their teaching. Considerable attention is paid to developmental and stylistic issues, teaching methods, and course planning.

SW 677-2

Social Justice and Clinical Practice

The goal of this course is to explore the role that concepts of social justice can play in guiding our clinical practice.



DESIGNED FOR LEARNING

The SSW is located in a state-of-the-art, handicap-accessible building. One Palace Road provides a carefully crafted, technologically sophisticated environment for learning, teaching, research, and administration. We share the building with the Graduate School of Library and Information Science, as well as the Simmons centers for information technology, career development, and academic support. Our many technology resources include electronic classrooms, wireless networking, multimedia services, and free technology training for students. The school is conveniently located on the Simmons College main campus, in Boston's Longwood Medical Area.

One hundred years of action and advocacy in Boston and at Simmons

As the birthplace of American ideals, including the rights to liberty and justice, Boston offers a rich environment for the social work professional. Over the years, Boston social workers have led numerous initiatives, from the settlement house movement and prison reform, to medical social work and the field of child guidance. Massachusetts was one of the first states to provide independent licensing for social workers. Today, it boasts one of the biggest National Association of Social Workers chapters in the nation.

Simmons is a prominent member of Boston's social work community. Our partnerships with Massachusetts General Hospital, Massachusetts Mental Health Center, and the Judge Baker Children's Center date back to the early 20th century. We currently collaborate with the Department of Social Services, the Home for Little Wanderers, Boston Public Schools, Massachusetts Council of Human Services, Salem State Child Welfare Institute, and numerous other agencies. Nearly 300 field sites — including schools, child welfare agencies, hospitals, community health centers, and mental health programs — provide opportunities for students to develop clinical experience. Our partners also serve as employers for Simmons graduates.

Responding to trends and forecasting social work needs is a Simmons tradition. In 1904, Simmons was the nation's first institute of higher learning to offer training for clinical social workers. Simmons also was at the forefront of educating students for medical social work and managed care practice. Today, we continue to anticipate the needs of the communities we serve. Recent SSW initiatives include the Urban Leadership Program; Spanish language courses for social workers; cross-institutional partnerships; and an ongoing commitment to provide a curriculum infused with social justice values and multicultural perspectives.

www.simmons.edu/ssw

Admission information

Contact Us

Please contact the SSW Admission Office at 617-521-3939 or ssw@simmons.edu, if you have questions about the application process, our doctoral program, or the school. We are happy to schedule visits, including a class visit, campus tour, or meeting with a faculty member. We also encourage you to attend one of our information sessions. Please visit our website, www.simmons.edu/ssw, for more information.

Application Deadlines

The SSW Doctoral Program commences in the fall semester. Completed applications must be received no later than February 1. Application and letter of reference forms are available on our website at www.simmons.edu/ssw/admission.

Admission Requirements

Applicants must hold a bachelor's degree from an accredited institution, with an appropriate distribution of liberal arts courses. In addition, they must hold a master's degree from a program in social work accredited by the Council on Social Work Education.

Please submit a completed application file that includes the following:

- Completed application form
- Non-refundable application fee
- Official transcripts of all past and current academic work
- Current résumé
- Written case presentation
- Three letters of professional or academic recommendation
- Personal statement of career and research goals and how the program supports them
- Test of English as a Foreign Language (TOEFL) scores, if English is not the first language
- Miller Analogies Test (MAT) scores within the past five years
- Interview with a member of the SSW Doctoral Committee





SIMMONS

School of Social Work

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Honoring our educational promise

Placing students first is a priority at Simmons. We view this as our fundamental responsibility—as an educational promise that underscores our commitment to you. Too many schools lose sight of the implicit agreement they have with students, but we believe you should expect your school to always keep your welfare in mind and at heart. The Simmons experience is as thought-provoking as it is thoughtful. We focus on students and challenge them to grow personally and professionally.

For more than 100 years, Simmons has provided exceptional professional preparation with an emphasis on community building and intellectual exploration—because all three approaches are necessary for success.

Simmons College and the School of Social Work reserve the right to change its courses, programs, tuition and fees at any time.

Simmons College does not discriminate unlawfully on the basis of race, color, national origin, age, sex, disability, sexual orientation, religion, ancestry, genetic information, or veteran status in admission to, access to, treatment in, or employment in its programs and activities in accordance with state and federal law, including but not limited to, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, and the Code of Federal

Regulations Parts 100, 104, 106, and 110. The College's Director of Human Resources, 300 The Fenway, Boston, MA, 02115 (telephone: 617-521-2084) has been designated to handle inquiries regarding the College's nondiscrimination policies concerning employment. All other inquiries should be directed to the Office of the President, Simmons College, 300 The Fenway, Boston, MA, 02115 (617-521-2073). Inquiries concerning the application of nondiscrimination policies may also be directed to the Assistant Secretary for Civil Rights at the U.S. Department of Education, Office for Civil Rights, 330 C. Street, SW, Washington, D.C., 20202.