

GRADUATE EDUCATION AT SIMMONS

Graduate education has been offered at Simmons since the founding of the College. Each year, more than 2,200 students are enrolled in the graduate programs listed below. With the exception of the Master of Business Administration, all Simmons graduate programs are coeducational.

College of Arts and Sciences and Professional Studies (pages 208-251)

- Children's Literature
- Communications Management
- Education (including general, ESL, and special education)
- English
- Gender/Cultural Studies
- Archives and History (in conjunction with Library and Information Science)
- Spanish

School for Health Studies (pages 252-254)

- Health Care Administration
- Nursing
- Nutrition
- Physical Therapy

Graduate School of Library and Information Science (page 255)

- Archives Management
- Competitive Intelligence
- Library and Information Science
- Preservation Management
- School Library Media Specialist

School of Management (pages 256-257)

- Business Administration
- Executive Education

School of Social Work (pages 257-258)

- Social Work

Diplomas

Diplomas are granted to students who successfully complete the one-year programs in management or communications and who receive a quality rating similar to that required for the baccalaureate degree. Information about these programs can be found in the course description section of this catalog under the appropriate undergraduate department.

COLLEGE OF ARTS AND SCIENCES AND PROFESSIONAL STUDIES

Graduate Programs

Simmons College of Arts and Sciences and Professional Studies (CASPS) offers the following graduate programs:

Communications Management

- Communications Management

Education

- Assistive/Special Education Technology
- Behavioral Education
- Educational Leadership
- Elementary and Secondary Teaching
- Language and Literacy in Special Education
- Special Education
- Teaching English as a Second Language
- Urban Elementary Education

Liberal Arts

- Children's Literature
- English
- Gender/Cultural Studies
- Spanish

Dual Degree Programs

- Archives and History Management
- Master of Arts in Teaching in conjunction with Children's Literature, English, Gender/Cultural Studies, or Spanish.

For information, applications, and publications for the programs listed above, contact:

Graduate Enrollment Management and Admission

Simmons College
300 The Fenway
Boston, MA 02115-5898
Email: gsa@simmons.edu

Admission Requirements

The following conditions for the master's degree apply:

1. A baccalaureate degree from an accredited institution (required for most programs).
2. Evidence of satisfactory completion of courses required for entry into a program.
3. A satisfactory grade point average, as stipulated by individual graduate-level programs, defined as 3.00 (B).
4. Approval by the school or program adviser of all courses elected. Part-time study is possible in all CASPS graduate programs.
5. Demonstration of the ability to meet high standards. It is understood that a student's connection with the College can be terminated whenever, in the judgment of the faculty, s/he has failed to show sufficient industry, scholarship, or professional aptitude.

Please consult individual program descriptions in this catalog for additional information about specific admission requirements.

Registration and Financial Information

General Simmons policies, procedures, and charges regarding registration and financial matters are described on pages 46-49. All students are responsible for being familiar with the regulations of the College. Students are urged to complete payment in full by the due dates of August 1 for the fall semester and December 15 for the spring semester.

The College refund policy is described on page 48 of this catalog. Special programs and courses may have variations or additional stipulations affecting certain policies and special fees.

F	=	Fall
S	=	Spring
U	=	Summer
STC	=	Short-Term Course
1	=	Academic Year 2002-2003
2	=	Academic Year 2003-2004

Special Student Nondegree Registration

All graduate programs allow enrollment as a non-matriculating student (a special student). A special student can earn a maximum of eight semester hours. A student must apply for admission to the program if s/he wishes to continue taking courses beyond eight semester hours. Special students must earn a grade of B (3.00) or better in each course in order to be subsequently considered for admission or to enroll in a second course. Courses taken as a special student may be counted toward a degree if the student is admitted to a degree program. Satisfactory performance as a special student is a prerequisite to admission to a degree program; however, it does not guarantee admission.

As non-matriculated students, special students are not eligible for Simmons College or federal financial aid. Simmons College is not able to provide an I-20 or IAP-66 for study in the special student status because these students are not fully admitted and matriculated.

2002-2003 Fees for Graduate Division

Note: All tuition and fees are subject to revision by the Board of Trustees. For 2003-2004 figures, consult the catalog addendum, available in spring 2003.

Application Fee	
Master's Program	\$ 35
Tuition Fees, per semester hour	
Liberal Arts, MCM, and Dual Degree Programs	\$ 690
Special Education Programs	\$ 470
General Education Programs	\$ 485
Student Activity Fees, per semester and summer session	
Graduate Studies Programs	\$ 10
Graduate Residence (room and board, two semesters – fall/spring)	\$ 10,108
Health Fee (two semesters)	\$ 488

See page 46 for additional information about the health fee and services.

For information concerning required health insurance, please refer to pages 46-47.

Financial Aid

Limited merit grant aid based on academic excellence and/or financial need is available depending upon funding levels and strategic initiatives for the graduate program. The primary responsibility for educational financing belongs with the student. Simmons College and/or the federal government may award funds to supplement the student's ability to pay.

Students must reapply for financial aid each year and meet established deadlines. Calculated need and available funding will determine the financial aid package in subsequent years. Renewal of financial aid is contingent on the student meeting all eligibility criteria.

Graduate students interested in applying for financial aid should contact the Office of Student Financial Services to obtain the required financial aid forms. Information about the following named scholarships and financial aid opportunities can be obtained from Office of Graduate Enrollment Management and Admission:

Virginia Haviland Scholarship

The Center for the Study of Children's Literature annually names, as a Virginia Haviland Scholar, a student who demonstrates academic and professional excellence and promise.

Katherine E. Grant Grant

This grant is awarded annually to a teacher pursuing graduate work in children's literature.

Kennedy Scholarship

The programs in special education annually award the Senator Edward Kennedy scholarship to a graduate student in special education.

Opportunity Scholarship

The Office of the Dean, CASPS, annually awards Opportunity Scholarships to students who have demonstrated outstanding academic performance and personal achievement and who show a commitment to contributing to Simmons's increasingly diverse population.

Teaching Leadership Fellowship

The MAT program annually awards fellowships to students who have demonstrated academic excellence and show a commitment to contributing to Simmons's increasingly diverse population.

Academic Policies and Procedures

Note: In additions to the policies listed below, some programs may have further restrictions. Please consult individual programs for complete information.

Transfer of Credits

Students may, under special circumstances, receive credit for graduate work completed at another accredited institution. Between four and eight semester hours are granted, but never more than eight. Transfer courses must be graduate level. The lowest grade accepted for transfer is a B. Transfer courses may not have been credited or used towards another degree. Courses for transfer may not have been taken more than five years prior to date of petition. No credit is granted for more than the value assigned by the host institution. Students who transfer courses valued at three credits may have one credit waived towards the Simmons degree. Quarter hours transfer at two thirds of a credit per semester hour.

Students interested in transferring a course must complete the *Petition to Transfer Credit* form.

Extension of Time to Complete Coursework

Incomplete grades must be completed by the end of the semester immediately following the semester in which the incomplete grade was granted: Grades must be submitted by May 1 for fall semester, August 1 for spring semester, and December 1 for summer semesters. Failure to submit a petition for extension of time or submit work by the deadline will result in a grade of F. Students requesting an incomplete grade must complete the *Petition for Extension of Time to Complete Coursework*.

Leave of Absence/Readmission to Active Status

Students may choose not to enroll for a fall or spring semester during their graduate study.

However, in order to be eligible to register again, students must complete a *Request for Readmission to Active Status*. In addition, some programs require students to complete a *Petition for Leave of Absence* prior to non-enrollment. In cases of programs that require leaves of absence, students who take a leave may be held to new program requirements upon return. It is important for students to discuss the implications of taking a leave of absence with their program director before making this decision. Financial aid recipients should also notify the Office of Student Financial Services. Students who take a leave of absence must complete the degree within the established length of time for completion of degrees (see below).

Length of Time to Complete Degree

Students must complete the degree within the established time allotted, beginning from date of first enrollment and regardless of semester(s) away from the College. The specific amount of time for degree completion varies by program.

Four years: MAT, Special Education

Five years: Children's Literature, Communications Management, Gender/Cultural Studies, Spanish, MATESL

Seven years: English, Archives and History Management, Dual Degree (MAT/Liberal Arts)

Undergraduate/Graduate Dual Programs: Same time allotment as corresponding graduate programs. Time allotment begins after the completion of the 128 undergraduate credit requirements.

Withdrawal from the College

A student who withdraws from all courses and does not plan to return to Simmons is requested to complete a *Notice of Withdrawal from the College* form. At such time, a student will be considered withdrawn.

Readmission of Withdrawn Students

Any student who withdrew from Simmons and wishes to reenroll must complete the *Readmission to Active Status* form. Such students will be required to meet new program requirements and expectations.

	F =
Fall	S =
Spring	U =
Summer	STC =
Short-Term Course	

Satisfactory Progress Toward the Degree

The overall grade point average required for the degree is B (3.00) or better. Graduate students are expected to maintain an average at or above a B each semester. Program directors have the responsibility to monitor graduate students' academic standing. Academic warning, academic probation, or exclusion from the program may be recommended by the program director. Students on warning or probation are extended all of the rights and privileges of regularly enrolled students but are placed in this category as notification that they must improve their grades in order to receive their degrees. Students may, upon recommendation of their program director, be relieved of probationary status with improvement of their grades. Students on probation should consult the director of student financial services concerning effects of probation on their financial aid status.

Grading Policy

The grading system is based upon categories and numerical values as follows:

A	=	4.00
A-	=	3.67
B+	=	3.33
B	=	3.00
B-	=	2.67
C+	=	2.33
C	=	2.00
C-	=	1.67
D+	=	1.33
D	=	1.00
D-	=	0.67
F, RW	=	0
W	=	Approved Withdrawal

Students enrolled in CASPS graduate programs may not take courses on a pass/fail basis.

Grievance Procedure

A student with a grievance regarding a grade should first discuss the grievance with the instructor. If issues are not resolved, the student should talk to the program director. In the event that the issue is not settled within the program, the student may bring the matter to the dean of the college. The dean may consult with the instructor, but the final decision regarding a grade rests with the instructor.

Graduate Student Development Fund

CASPS has established the graduate student development fund to support activities that contribute to the overall professional development of its graduate students. These activities include, but are not limited to, presenting papers at professional meetings, workshop participation, research, and other activities related to enhancing professional development.

The dean of the college and the Council of Graduate Program Directors will review applications, which will be considered from September through May. Applications must be submitted so that the award activity commences after the decision process takes place. *No awards are made after the activity has been completed.* Criteria applied as part of the review process include relevance of the activity to the graduate student's professional development or research plans and level of contribution and/or involvement in the activity.

The graduate student development fund will help to support travel costs and registration fees. Awards of up to \$600 each may be granted every year for professional development activities, and awards of up to \$400 may be granted every year for research activities. Each graduate student may receive only one award during the academic year. Graduate student development funds are available only to students who have been admitted to a graduate degree program in CASPS. For further information, please the Office of the Dean of the College of Arts and Sciences and Professional Studies at 617.521.2091 or casps@simmons.edu.

Graduate Program in Children's Literature

Susan P. Bloom, **Director**
Cathryn M. Mercier, **Associate Director**

The Master of Arts in Children's Literature Program

This program provides specialized study in children's literature to students who are, or who intend to be, involved in teaching, library work, editing, publishing, or affiliated fields.

Admission: Admission to the Master of Arts in Children's Literature program requires a baccalaureate degree from an accredited college, preferably with a major in English and American and/or comparative literature. 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. Candidates should submit with their application a statement of purpose in seeking the degree and the results of the Miller Analogies Test or the Graduate Record Examination or, for international students, the Test of English as a Foreign Language results. An interview, though not required, is strongly recommended.

Admission deadlines are rolling, and though students usually begin in the fall semester, they may be accepted for spring or summer semester on a full- or part-time basis. Providing space is available, non-degree and degree candidates in other fields will be admitted to courses. Part-time students must agree to 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. All inquiries should be addressed to the Center for the Study of Children's Literature, Simmons College, 300 The Fenway, Boston, MA, 02115-5898. Email: susan.bloom@simmons.edu.

Degree Requirements: Thirty-six credits are required for the degree. Of the nine courses required, the following five are mandatory:

CHL 401 Criticism of Literature for Children

CHL 403 The Picturebook

One course in the history of children's literature (selected from courses with a chronological focus, such as CHL 411 Victorian Children's Literature or CHL 417 Canadian Children's Literature)

CHL 413 Contemporary Realistic Fiction

CHL 414 Fantasy and Science Fiction

A candidate for the degree can elect to write a thesis or a project as a part of an independent tutorial during the final semester. The thesis can be a monograph, an essay, or a bibliographic compilation and should have a scholarly orientation. The project can be in the area of curriculum development or literature education and should have practical application in the candidate's professional work and represent a model for use by others.

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 committee expects that two of the nine courses required for the degree be taken in general literature by candidates who do not have substantial undergraduate course work in literature. The specific courses must be taken at Simmons College and will be determined following discussion between the student and her or his adviser.

Other Programs

BA/MA in Children's Literature.

Simmons offers an accelerated program that allows students to acquire a Master of Arts in children's literature within one year after completing the undergraduate BA at the College. Students applying to the dual degree (BA/MA) program in children's literature in their junior/senior years are expected to have the following qualifications:

1. Earned a grade of B or above in ENGL 313 Survey of Children's and Young Adult Literature

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2. Completed 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; other students could also complete this course as an elective. 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. Of course, any individual student could 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 permutation of this work.

Students accepted into the accelerated program must complete thirty-two additional credits for the MA. Further information is available at the Center for the Study of Children's Literature at the address above.

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. Graduate students may also enroll on a single-course or institute basis. Graduate students in other fields may enroll with the permission of their school or department. Undergraduate students may enroll under the regulations prescribed by the College. All courses carry four semester hours.

COURSES

ENGL 313 Survey of Literature for Children and Young Adult (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

See description on pages 125-126.

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

4 sem. hrs.

Develops the individual critical voice and acquaints students with the literary canon and with 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 (F-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. Not offered in 2002-2004.]

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)

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.

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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. Bloom.

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

4 sem. hrs.

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

[CHL 415 Exploring the World of the New Reader

4 sem. hrs. Not offered in 2002-2004.]

Critiques books for the young independent reader that exemplify the best literature has to offer at any level. Includes readings from Elizabeth Coatsworth and Rumer Godden to Roald Dahl and Patricia MacLachlan, some of the finest writers in all of children's literature who have at one time turned to books for new readers. Staff.

[CHL 416 Modern British Fiction for Young People

4 sem. hrs. Not offered in 2002-2004.]

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 (U-1)

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. Saltman.

[CHL 418 Australian Children's Literature

4 sem. hrs. Not offered in 2002-2004.]

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, S, U-1,2)

4 sem. hrs.

Requires preparation of a monograph, essay, or bibliographic compilation with a scholarly orientation. Staff.

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

4 sem. hrs.

Surveys American children's book publishing since its inception in the nineteenth century and examines how children's books function today. Considers trends in books, various philosophies of book publishing for children, economic factors, and the rise and fall of important publishing houses. Explores all aspects of the publication process, giving consideration to the numerous components involved in bringing a book from artist to reader. Silvey.

CHL 425 Origins of Story: Myth, Legend, and Folklore (F-1,2)

4 sem. hrs.

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

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CHL 426 The Child in Fiction (S-1,2)

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.

*CHL 430 Writing for Children

4 sem. hrs.

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

*CHL 434 Children and Books: Exploring the Possibilities

4 sem. hrs.

Introduces a variety of books and some ways they can be shared effectively with children. Examines the works of two writers in depth, studies the different treatments of traditional stories, and considers contemporary books in thematic groups. Through discussion and writing, encourages exploration of responses to children's books and develops a philosophy of literature that can be translated into classroom practice. Staff.

*CHL 435 Contemporary Considerations: The Writer's Achievement

4 sem. hrs.

Provides a rare opportunity to examine the entire body of a writer's work. Develops critical skills through study of the complete works of three important writers of children's literature. Requires corollary readings of literary criticism pertaining to each author. Explores the writer's evolution, style, themes, ideology, and, ultimately, achievement book

by book, always 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

4 sem. hrs.

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

CHL 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. Staff.

CHL 499 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. Past summer symposia have been *Brave New Worlds* (2001), *Halos and Hooligans* (1999), and *As Time Goes By* (1997). Staff.

**Schedule to be announced.*

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Graduate Programs in Education

**Paul Abraham, Director of MATESL Program and Associate Professor
 Elizabeth Fleming, Assistant Dean for Programs in Special Education, Assistant Professor
 Lynda Johnson, Assistant Dean for Graduate Programs in General Education, Assistant Professor
 Marilyn Adams, Visiting Professor
 Michael Dorsey, Visiting Professor
 Rebecca Felton, Visiting Professor
 Louisa Moats, Visiting Professor
 Maryellen Cunnion, Associate Professor, Coordinator of Dual Degree Programs
 Al Rocci, Associate Professor
 James Walsh, Associate Professor
 Joy Bettencourt, Assistant Professor
 Allan Blume, Assistant Professor
 Michael Cameron, Assistant Professor, Coordinator of Program in Behavioral Education
 Ellen Davidson, Assistant Professor
 Chris Evans, Assistant Professor, Practicum Coordinator
 Helen Guttentag, Assistant Professor, Director of Clinical Programs and Undergraduate Education
 Jane Hardin, Assistant Professor, Practicum Coordinator
 Gary Oakes, Assistant Professor
 Nina Senatore, Assistant Professor
 Renee Rubin, Program Coordinator, Educational Leadership
 Christine Tierney, Assistant Professor, Director of Clinical Programs and Undergraduate Programs in Special Education
 Susan Ainsleigh, Instructor
 Anthony Bashir, Instructor
 Joan Brunnick, Instructor
 Janet Chumley, Instructor
 Burt Goodrich, Instructor
 Jan Goodrich, Instructor
 Stephanie Hamel, Instructor

Lorna Kaufman, Instructor
 Cheryl Koki, Instructor, Coordinator of Program in Language and Literacy in Special Education
 Madalaine Pugliese, Instructor, Coordinator of Program in Special Education, Assistive Technology
 Barbara Wilson, Instructor
 Mary Anton-Oldenburg, Lecturer
 Dana Bennett, Lecturer
 Barbara Berberian, Lecturer
 Barbara Cauchon, Lecturer
 Kim Cave, Lecturer
 Jean Chandler, Lecturer
 Dan Cohen-Almeida, Lecturer
 Mary Colvario, Lecturer
 Robert Couture, Lecturer
 Theresa Craig, Lecturer
 Angela DiNapoli, Lecturer
 Shannon Elliot, Lecturer
 Rose Feinberg, Lecturer
 Carl Gersten, Lecturer
 Jerome Goldberg, Lecturer
 Diana Gondek, Lecturer
 Dan Gould, Lecturer
 Rosemarie Greene, Lecturer
 Lorraine Greenfield, Lecturer
 Barbara Henry, Lecturer
 Roberta Kelly, Lecturer, Coordinator, Urban Master Program
 Susan Langer, Lecturer
 Brian Liu-Constant, Lecturer
 Joan McKenna, Lecturer
 Margaret Metzger, Lecturer
 Bea Mikulecky, Lecturer
 Rena Mirkin, Lecturer
 Katherine Norris, Lecturer
 Susan Plati, Lecturer
 Thomas Plati, Lecturer
 Deborah Reed, Lecturer
 William Ribas, Lecturer
 Susanne Russell, Lecturer
 Thomas Rooney, Lecturer

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Jennifer Sauriol, **Lecturer**
 Barbara Scott, **Lecturer**
 Audrey Seyffert, **Lecturer**
 Michael Sherman, **Lecturer**
 Allan Shwedel, **Lecturer**
 Ann Steele, **Lecturer**
 Jay Sugarman, **Lecturer**
 Laurie Sullivan, **Lecturer**
 Robert Tucker, **Lecturer**
 Richard Wanderman, **Lecturer**
 Anne Whittredge, **Lecturer**
 Evelyn Woldman, **Lecturer**
 Jennifer Tichon, **Coordinator of Off-Campus Programs, Special Education**
 Alexis Boryczka, **Publications Assistant, Special Education**
 Roxanne Noseworthy, **Assistant to the Assistant Dean for Programs in Special Education**
 Suzanne Kowalewski, **Administrative Assistant, Graduate General Education and Clinical Programs**
 Suzanne Mullarky, **Administrative Assistant, MATESL**
 Elizabeth Smith, **Administrative Assistant, Beginning Teacher Center**

Alexandra Hunter, **Staff Assistant Special Education**

Nicole Pelletier, **Staff Assistant General Graduate Education**

***On leave academic year 2002-2003.*

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

Note: Because of statewide changes in teacher licensure, the requirements for certification outlined in this catalog will not apply to students who graduate after October 1, 2003. Students should contact individual program directors for additional information.

Graduate Teacher Preparation Programs

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

- General Education (pages 218-228)
- English as a Second Language (pages 228-230)
- Special Education (pages 230-241)

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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. The 1999-2000 program completers at Simmons College had a 99% pass rate on the Communication and Literacy section, 94% on all subject matter tests, and 100% on the Teaching to Special Populations section. Simmons's summary pass rate was 96%.

Massachusetts Tests for Educator Licensure
 Annual Institution Report
 1999-2000

Test category	Simmons pass rate	Statewide passrate
Communication and Literacy	99%	89%
Academic Content Areas	94%	85%
Teaching to Special Populations	100%	95%
Summary pass rates	96%	81%

The following dual degree programs are available:

- Master of Arts in Teaching/Master of Arts in Children's Literature, Gender/Cultural Studies, English, or Spanish; or Master of Science in Communications Management (page 220)
- Master of Science in Education/Master of Science in Library and Information Science (page 220)

In addition, the Department of Education and Human Services offers the Kathleen Dunn Scholars Program, a five-year integrated bachelor's/master's degree program for Simmons students majoring in education. See pages 118-119 for more information.

The Practicum

Many graduate education programs at Simmons include a practicum component. All practica will take place within fifty miles of the College. Students are responsible for arranging and paying for transportation to and from schools and for making housing arrangements with the College during spring recess.

In those courses required to meet state standards, the department expects that level of academic distinction, including a cumulative grade point average of 3.00, that will enable the students to be recommended for a teaching practicum. All students must document seventy-five hours of pre-practicum fieldwork prior to advancing to the practicum.

All students in a practicum must document a minimum of 135 hours of direct instruction of learners. All master's candidates in clinical teaching must document a minimum of 400 hours in the role of the teacher. All students must have passed the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL) before beginning the clinical practicum. See program directors for specific details.

Practicum descriptions follow course listings in each program area.

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

The applicant must have a baccalaureate degree from an accredited college with a major, or its equivalent, in one of the liberal arts or sciences. The undergraduate record must show strong academic achievement. Recommendations, an interview, and other documentation are required. Students must maintain a 3.00 grade point average as well as receive departmental approval for admission to the practicum experience. Individual programs may have additional requirements. Inquiries should be addressed to the individual programs in the Department of Education, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, or call 617.521.2562.

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PROGRAMS IN GENERAL EDUCATION

Master of Arts in Teaching (MAT) Program

Lynda Johnson, **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 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 5-9 or 9-12)
Subjects: English, history, mathematics, social studies, biology, chemistry
- 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.

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 or other experiences that will meet the state certification regulations. The director will advise candidates regarding their compliance with the regulations at the time of their application to the program.

Degree Requirements: Currently, students who wish to obtain provisional with advanced standing certification complete a thirty-six-credit master's program that includes a fourteen-week practicum in the spring semester.

Students who wish to obtain standard certification complete a forty-four-credit program that includes a year-long internship in a public school classroom. Practicum and internship sites include Brookline, Boston, Needham, Dover, Arlington, Norwood, Reading, and many other cities and towns in the greater Boston area. For further information regarding placement, please consult the director of clinical programs.

Candidates for either certification must also pass all sections of the Massachusetts Tests for Educator Licensure (MTEL) Test. Candidates must pass the Communication and Literacy section before beginning provisional placements.

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

Please note that the certification regulations will change as of October 1, 2003. Students finishing the program after that date should consult with a faculty member regarding how these changes may affect them.

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

These thirty-two-credit programs are designed for experienced classroom teachers who wish to take additional courses at the graduate level. Candidates select a core of four courses from one of three graduate education programs: special education (special needs PreK-8, 5-12; intensive special needs PreK-12); general education (elementary, middle school, high school); or English as a second language (PreK-8, 5-12). Additionally, candidates take four electives that can be selected from the above three programs or from the following Simmons graduate programs: children's literature, English, gender/cultural studies, history/archives management, and Spanish. Candidates are assigned to one of the three program directors in the education department as an adviser and develop a study plan designed to meet their individual professional goals.

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

This thirty-six-credit program enables the candidate to become certified as a 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 Requirements: In addition to the requirements described on page 218, MSEd candidates must have a Massachusetts teaching license and 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 above requirements.

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

GEDUC 500	Leadership Development
GEDUC 501	Models of Teaching
GEDUC 502	The Law and Education Policy
GEDUC 503	Principal as Manager: Fiscal, Facilities and Politics
GEDUC 504	Models of Curriculum and Program Evaluation
GEDUC 505	Curriculum Methods and Development
GEDUC 506	Classroom Supervision in Theory and Practice
GEDUC 507	Technology and the Administrator
GEDUC 508	Organizational Management
GEDUC 509	Foundations of Educational Leadership
GEDUC 510	Support Seminar
GEDUC 511	Practicum – Individually designed

The above courses are open only to Educational Leadership participants.

Urban Master's Elementary Program

The Urban Master's Elementary Program offers a Master of Science degree or certificate of advanced graduate study in education for elementary level teachers. The program is designed to provide thirty-two credit hours of coursework, mentoring and support, and a practicum and seminar for development that is based on individual needs. All coursework is designed so that the skills and understandings can be applied to work with students and colleagues in urban schools. Students will be provided with a mentor/supervisor to conference weekly and visit a minimum of twelve times.

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

The dual degree program is a full-time two-year program leading to a MAT degree as well an

MA in children's literature, English, Spanish, or gender/cultural studies, or an MS in communications management. The student works simultaneously toward two degrees and will be certified as an elementary, middle, or high school teacher upon successful completion of the program. For further information, contact Maryellen Cunnion in the education department at 617.521.2566.

Dual Degree and Certificate Program (School Library Media Specialist): Master of Science in Education/Master of Science in Library Science

Offered jointly by the Simmons College Department of Education and the Graduate School of Library and Information Science, this program enables a student to earn two degrees, the MS in education and the MS in library and information science, and satisfy the Massachusetts Department of Education requirements for certification as both teacher and school library media specialist. Interested candidates should consult James Baughman (617.521.2791), the SLMS program director in the Graduate School of Library and Information Science, and the appropriate program director in the Department of Education for specific advice and planning.

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 reduce the dropout rate of new teachers during their first years of teaching; to increase the skills and confidence of beginning teachers with an improvised preservice curriculum and in-service support; to build the 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 more responsive curricula and better communication among college education faculty and practitioners.

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COURSES IN GENERAL EDUCATION

** Schedule to be announced. Contact general graduate education for additional information.*

GEDUC 401 Seminar in Teaching and Learning at the Elementary Level (F, 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 assessment and evaluation procedures, measuring student progress. Requires practicum placement. Cunnion, Davidson, Johnson.

GEDUC 402 Seminar in Teaching and Learning at the Middle and High School Levels (F, 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. McKenna, Rocci, Rooney.

GEDUC 403 Advanced Seminar: Integrated Curriculum at the Elementary Level (S-1,2)
4 sem. hrs.

Focuses on the following: science and social studies curriculum and strategies, computer and media applications to classroom instruction, strategies for creating inclusive classrooms, application of research to the classroom, implementation of individualized intervention programs, issues in multicultural education, and legal and health concerns. Requires a classroom-based research project. Taken concurrently with EDUC 483. Cunnion, Davidson.

GEDUC 404 Advanced Seminar: Integrated Curriculum and Teaming in Middle Schools (S-1,2)
4 sem. hrs.

Focuses on creating teaching teams and interdisciplinary curricula in middle schools and on developing learning climates and assessment tools especially appropriate for students between the ages of ten and fourteen. Requires a curriculum research project. Taken concurrently with EDUC 485. Rocci.

GEDUC 405 Advanced Seminar: Seminar in Teaching and Learning at the High School Level (S-1,2)
4 sem. hrs.

Focuses on advanced work in both curriculum design and classroom management; on learning how to make best use of research within classrooms; and on professional issues such as job search and placement, relationships with veteran teachers and administrators, and participation in union and professional organizations. Uses case studies and role-play exercises to consider the most effective means for new teachers to be integrated into their school settings. Rooney.

GEDUC 409 Achieving Mathematical Power
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. Staff.

GEDUC 415 Building Fair and Effective Classroom Communities (F-1,2)
4 sem. hrs.

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

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*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 418 Understanding Curriculum
4 sem. hrs.

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

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. Attends to assessment techniques that contribute to planning effective instruction and monitoring progress. Johnson, Steele.

*GEDUC 421 Integrating Multiple Intelligences
4 sem. hrs.

Explores current research in multiple intelligences and practical applications for the classroom using Gardner's theory in depth and focusing on creating a multiple intelligences classroom. Applies the insight that educators must recognize and nurture all the varied human intelligences in their students in order to foster the development of a more competent, cooperative world community. DiNapoli, Greene.

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.

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

4 sem. hrs.

Emphasizes understanding the role of technology as a teaching tool within the broader concept of curriculum development. Explores how computer technology can provide new avenues of learning in heterogeneous classrooms. Provides tools to evaluate software, develop lessons using the Internet, use digital cameras and scanners, and explore programs such as Hyperstudio and Inspiration. Involves a major curriculum project integrating a range of technologies. Oakes, Plati.

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

4 sem. hrs.

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

*GEDUC 429 Literacy, Schools, and Communities

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

Investigates what are considered literate 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 a literacy autobiography, travel on the Black Heritage Trail, and guest speakers. Staff.

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

4 sem. hrs.

Explores theories of nations, national identity/identities, post-colonial and subaltern studies as well as contemporary transnational exchanges. Readings are both interdisciplinary and international in focus. Considers theorists including Benedict Anderson, Stuart Hall, Paul Gilroy, Doris Sommer, Nestor Garcia Canclini, Chandra Mohanty, and Partha Chatterjee. Seminar paper and oral presentation. (Also listed as GCS 430 and SPAN 430.) Treacy.

*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. Gray-Bennett.

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 an investigation generally completed during clinical teaching. Abraham, Oldenburg.

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

4 sem. hrs.

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

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

2-4 sem. hrs.

For graduate students only. Staff.

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

2-4 sem. hrs.

For graduate students only. Johnson.

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

4 sem. hrs.

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. 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 US public schools by means of analyzing historical and contemporary sources. Reviews contributions to the Western educational tradition of Plato, Locke, Wollstonecraft, Dewey, DuBois, and Hutchins. Questions what is to be taught, who is to teach, and to whom is the material to be taught as they developed in our tradition. 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, Gersten, Johnson, Senatore.

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GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom (S-1,2; 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. Sugarman.

GEDUC 462 Curriculum for the Early Childhood Classroom (S-1,2)
4 sem. hrs.

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

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

Considers methods of assessment and instruction in creating balanced reading programs: pre-reading skills, decoding strategies, oral reading, and comprehension skills. Examines grouped and individualized teaching formats. Discusses children's literature, poetry, and the writing process, along with strategies for modifying curriculum and instruction for special needs learners. Requires two mornings per week of fieldwork if taken concurrently with EDUC 367. Guttentag, Scotto, Sullivan.

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 EDUC 364. Davidson, Hamel.

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

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

GEDUC 472 Modern Foreign Language Curriculum at the High School or Middle School Level (F-1,2)
4 sem. hrs.

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

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

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

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

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

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

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

*GEDUC 491 Cultures and Expectations in the Classroom
4 sem. hrs. Open to MS/CAGS candidates only.

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. Oldenburg.

*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 the practicum for 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. Staff.

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. Reed.

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, free-

dom 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 examined in light of how they impact personnel and all level students in public and private schools. Gondek.

GEDUC 503 Principal as Manager: Fiscal, Facilities, and Politics – Fiscal Management (S-1,2)
4 sem. hrs.

Fiscal management: 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. Facilities management: 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 construction phase. Political management: Involves understanding the dynamics of local, state and national political decision-making. Couture.

*GEDUC 504 Models of Curriculum and Program Evaluation (U-1)
2 sem. hrs.

Studies prominent models of program and curriculum evaluation, including those of Tyler, Stake, Striven, Provus, Stufflebean, and Alkin. Emphasizes their strengths, weaknesses, and application for various types of curriculum and program evaluation. Examines each evaluation model in terms of the purpose; role of the evaluator; the MCAS; relationship to objectives; and relationship to decision making, criteria, and design. Feinberg, Greenfield.

*GEDUC 505 Curriculum Methods and Development (U-1)
2 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 require-

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ments of the Massachusetts Curriculum Frameworks. Feinberg, Greenfield.

*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. Ribas.

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

2 sem. hrs.

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

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. Kelly, Mirkin.

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 512 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.

Practicum in General Education and SEA

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

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

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

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

4-8 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

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135 hours of direct instructional time. Guttentag.

GEDUC 481 Practicum: Middle School (Grades 5-9) (F-1,2; S-1,2)

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

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

GEDUC 482 Practicum: High School (Grades 9-12) (F-1,2; S-1,2)

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

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

GEDUC 483 Clinical Experience: Elementary (Grades 1-6) (S-1,2)

4-8 sem. hrs.

Assigns full-time supervised teaching responsibilities during a 400+ clock-hour semester in an elementary classroom. Involves planning and implementing daily lessons and units, gathering data for a research project and for appropriate service to students who are not meeting classroom appropriate instructional objectives, and developing a teaching portfolio that demonstrates one has met the Massachusetts certification competencies for standard certification. Guttentag.

GEDUC 485 Clinical Experience: Middle School (Grades 5-9) (S-1,2)

4-8 sem. hrs.

Assigns full-time supervised teaching responsibilities in a middle school setting during a 400+ clock-hour semester in the role for which the student is

applying for standard certification. Must meet all requirements as described in GEDUC 483. Rocci.

GEDUC 486 Clinical Experience: High School (Grades 9-12) (S-1,2)

4-8 sem. hrs.

Assigns full-time supervised teaching responsibilities in a middle school setting during a 400+ clock-hour semester in the role for which the student is applying for standard certification. Must meet all requirements as described in GEDUC 483. Rocci.

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

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

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

GEDUC 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. Staff.

*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. Staff.

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 environ-

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ment, 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. Staff.

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

4 sem. hrs.

Leads to provisional certification with advanced standing 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. Teaches about and 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. Staff.

PROGRAM IN TEACHING ENGLISH AS A SECOND LANGUAGE

Janet Chumley, **Interim Director 2002-2003**

Paul Abraham, **Director**

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

Degree Requirements: The MATESL program is designed for candidates who wish to teach English as a second language (ESL) to school-aged children in public schools or to adults in community or college-level ESL programs. For those wishing to teach ESL in grades 5-12, the program requires forty semester hours of course work; for PreK-8, the program consists of forty-eight semester hours. Both of these programs include all the course work necessary for standard teaching licensure in Massachusetts. (Note that the regulations for teaching licensure will change for those completing the program after October 1, 2003.) For those who already have state certification in another field, there is a thirty-two-semester hour program to earn licensure in ESL.

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 thirty-two semester hour, non-licensure program.

Admission Requirements: Beyond the requirements described on page 218, MATESL candidates must hold a BA in a liberal arts field or have a major of at least twenty-four 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. Part-time candidates may plan a program of study individually with the program director. All students must complete the degree program within five years.

Certificate of Advanced Graduate Study (CAGS) for General Purposes

See description on page 219.

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. 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 English language. Involves tutoring a non-native speaker for a view of English grammar

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from the learner's perspective, and synthesizing teaching points and strategies. Chumley.

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

4 sem. hrs.

See page 223.

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

2-4 sem. hrs.

For graduate students only. 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 bilingual education. 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. Emphasizes assessment procedures and to the involvement of parents in their children's education. 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 223.

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 224.

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

4 sem. hrs.

See page 224.

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 and instruction and assessment and testing – and their application to curriculum development. Requires fieldwork. Abraham.

Practicum for Teaching English as a Second Language

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

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

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

TESL 480 Provisional Practicum: English as a Second Language (Grades 5-12) (F-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, demonstrating service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars required, and a minimum

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of 135 documented hours of direct instruction. Chumley.

TESL 484 Clinical Experience: English as a Second Language (Grades 5-12) (S-1,2)

4-8 sem. hrs.

Assigns full-time supervised teaching responsibilities in an ESL classroom during a 400+ clock-hour semester. Involves planning and implementing daily lessons and units, gathering data for a research project, and developing a teaching portfolio that demonstrates one has met the Massachusetts certification competencies for standard certification. Chumley.

TESL 487 Provisional Practicum: English as a Second Language (PreK-8) (F-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, demonstrating service to a student who falls short of classroom instructional objectives. Requires papers, attendance at seminars required, and a minimum of 135 documented hours of direct instruction. Chumley.

TESL 489 Clinical Experience: English as a Second Language (PreK-8) (S-1, 2)

4-8 sem. hrs.

Assigns full-time supervised teaching responsibilities in an ESL classroom during a 400+ clock-hour semester. Involves planning and implementing daily lessons and units, gathering data for a research project, and developing a teaching portfolio that demonstrates one has met the Massachusetts certification competencies for standard certification. Chumley.

PROGRAMS IN SPECIAL EDUCATION

Elizabeth Fleming, **Director**

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—that all students can learn and that they 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 an MEd degree with Massachusetts licensure options in moderate disabilities (PreK-8), moderate disabilities (5-12), severe disabilities (Levels: All), and inclusion specialist.

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

Simmons programs in special education offer a pedagogical approach supporting the inclusion of learners with special needs in inclusive general education classrooms, the community, and the workplace. To support a graduate in implementing this philosophy, Simmons provides each student with coursework and practica that enable 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.

Students may pursue two degree options—the Education Specialist (EdS) degree and the Master of Science in Education (MSEd) degree. 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. This program emphasizes the advancement of the master teacher in a specialized area, including the development of leadership skills. The primary area of study is the field of education with a concentration in a specific discipline. The MSEd degree meets the educational needs of those seeking a master's degree with licensure or wishing to gain more knowledge in an area of special needs but not interested in licensure. Each program of study is designed individually by the student in consultation with the assistant dean and program director and can be completed on a part-time basis or in one year of full-time study.

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The specific programs are outlined below:

1. Master of Science in Education Licensure Program (see pages 231-235)
 - a) Moderate Disabilities (PreK–8)
 - b) Moderate Disabilities (5-12)
 - c) Severe Disabilities (Levels: All)
 - d) Inclusion Specialist
2. Master of Science in Education (see page 236) Non–Licensure Program
3. Education Specialist Degree – Special Education Master of Science in Education – Special Education
 - a) Assistive Special Education Technology (see pages 236-237)
 - b) Behavioral Education (see pages 237-238)
 - c) Language and Literacy in Education: Language-Based Learning Disabilities (see pages 238-240)
 - d) Administrator of Special Education (see pages 240-241)
4. Master of Science – Dual Degree (see page 220)

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

Note: Because the Massachusetts Department of Education has passed new licensure requirements and program requirements are changing, students must meet with the program coordinator to develop their programs.

One-Year Internship Option for Candidates in Special Education

This option offers candidates one-year, paid internships working in public schools including learners with special needs in general education classrooms. For more information, contact the director of the program.

Admission to Programs in Special Education

Admission to the Master of Science in Education 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. Applicants must submit an official transcript of the undergraduate and graduate records, a statement of purpose in seeking the degree, and two letters of recommendation.

During the program, a 3.00 grade average must be achieved in each course. Students may take courses in the programs in special education on a full or a part-time basis. For most programs, students studying full-time complete the program in one year, including one summer of coursework. Students who wish to complete the program on a part-time basis develop an appropriate course sequence with the assistant dean and must complete the program within a four-year period. Most courses are available in the late afternoon and/or weekend. For further information and applications, contact the Programs in Special Education, Department of Education, Simmons College, 300 The Fenway, Boston, MA 02115-5698, or call 617.521.2570.

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Master of Science in Education Moderate Disabilities

The program for licensure in moderate disabilities (PreK-8 or 5-12) is designed to prepare specialists to provide direct service to students in inclusive education classrooms. Traditionally, learners with moderate disabilities have received educational services within resource rooms or substantially separate classes in public or 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. The typical sequence of courses for full-time students is found in the special education graduate program advising packet available from the programs in special education.

The sequence of courses for full-time students incorporates two semesters of coursework and a summer component during year one. During year two, students take coursework, complete research competencies, and fulfill practicum requirements. Students who wish to complete this program in

one calendar year must begin in Summer Session I and plan their program with the assistant dean.

Master of Science in Education Severe Disabilities

This program for licensure in severe disabilities is designed to prepare teachers to work with learners with severe disabilities (Levels: All). Graduates of the program teach in inclusive general education classes, in self-contained special education classes, or in special 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 age-appropriate skills that range from communication, self-help skills, and social behavior to curriculum and specific job skills to learners in elementary, middle, and high school settings.

Candidates for the degree may complete the program in one calendar year, two academic years 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 programs in special education.

Master of Science in Education Inclusion Specialist

This major is designed for students who wish to receive a graduate degree and receive licensure in both moderate disabilities and severe disabilities. In the past few years, there has been a shift in the service delivery model for students with special needs. Although some learners continue to be served in special classes and pull-out models, the significant trend toward educating all learners in local schools in integrated settings demands qualified teachers. This program trains specialists in developing and implementing system change to embrace learners with moderate/severe disabilities being educated in their local schools. The special education graduate program advising packet contains the recommended sequence of courses.

COURSES IN LICENSURE PROGRAMS IN SPECIAL EDUCATION

**Schedule to be announced. Please contact the special education program for further information.*

*SPED 401 Strategies for Teaching Learners with Moderate Disabilities (PreK-8): Reading and Language Arts and Social Studies
4 sem. hrs.

Focuses on identifying and developing appropriate strategies to meet the needs of diverse learners with moderate disabilities in reading, language arts, and social studies from preschool to grade eight. Applies instructional strategies and curricular adaptations most effective in the general education setting. Includes decoding and basic literacy skills. Requires fieldwork. Wilson, Koki, Goodrich.

*SPED 402 Strategies for Teaching Learners with Moderate Disabilities (PreK-8): Math and Science
4 sem. hrs.

Focuses on developing curricula and alternative instructional strategies for mathematical and scientific thinking, computation, and problem-solving processes to help meet the special needs of diverse learners with moderate disabilities in inclusive settings from preschool to grade eight. Requires fieldwork. Goodrich.

*SPED 403 Strategies for Teaching Learners with Moderate Disabilities (5-12): English and Social Studies
4 sem. hrs.

Focuses on appropriate strategies in reading and writing to meet the needs of diverse learners with moderate disabilities in English and social studies in grades 5-12 and applies instructional strategies and curricular adaptations in content area classrooms within the general education settings. Focuses on study skills, reading comprehension, and writing skills necessary for success in inclusive English and social studies classrooms. Requires fieldwork. Koki.

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*SPED 404 Strategies for Teaching Learners with Moderate Disabilities (5-12): Math and Science
4 sem. hrs.

Focuses on developing curricula and alternative instructional strategies for mathematical and scientific thinking, computation, and problem-solving processes to meet the special needs of diverse learners with moderate disabilities in appropriate classes in grades 5-12. Emphasizes effective techniques in inclusive classrooms. Requires fieldwork. Goodrich.

*SPED 405 Phonemic Awareness: A Key to Developing Literacy for All Ages
4 sem. hrs.

Provides training in advanced techniques for teaching reading, focusing on auditory discrimination and multisensory learning. Uses assessment to identify individuals with poorly developed phonemic awareness. Staff.

*SPED 407 Diagnostic and Prescriptive Teaching
4 sem. hrs.

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

*SPED 409 Teaching Mathematics Using Alternative Strategies and Modalities
4 sem. hrs.

Introduces teachers and prospective teachers to techniques that foster growth in mathematics concepts, facts, computations, and applications by learners with moderate disabilities. Staff.

*SPED 412 Including Learners with Special Needs
4 sem. hrs.

Explores collaboration and 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 collabora-

tive plan describing implementation strategies for inclusion, team building, and school change. Requires site visit. Fleming.

*SPED 413 Creating Inclusive School Communities
2-4 sem. hrs.

Examines models and ways to create an inclusive school community. Includes support networking, classroom-focused support options, and strategies to build caring and effective schools. Requires development of an ideal team model, design and presentation of a workshop, and contribution to a publication for effective inclusion strategies. Fleming.

*SPED 414 Classroom Methods of Manual Communication
4 sem. hrs.

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

*SPED 415 Applied Research I
4 sem. hrs.

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

*SPED 416 Applied Research II
4 sem. hrs.

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

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***SPED 422 Using Computers to Include Learners with Special Needs**

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.

***SPED 425 Cooperative Learning Strategies**

2 sem. hrs.

Focuses on methods for systematically using cooperative learning strategies. Teaches how to organize and instruct heterogeneously grouped students to facilitate positive peer interactions and to increase academic skills. Focuses on implementation to facilitate mainstreaming of learners with special needs. Staff.

***SPED 436 Formal and Informal Assessment**

4 sem. hrs.

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

***SPED 441 Classroom Management for Learners with Special Needs in Inclusive Settings**

4 sem. hrs.

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

***SPED 442 Analysis of Behavior : Principles and Classroom Applications**

4 sem. hrs.

Introduces behavior modification and operant techniques, including clarification of more commonly used terms, with specific reference to application in the classroom. Provides overview of procedures and

practices successful in schools, communities, and work settings. Requires fieldwork. Ainsleigh, Langer.

***SPED 443 Issues in the Education of Learners with Special Needs**

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.

***SPED 446 Learners with Special Needs**

4 sem. hrs.

Explores major areas of special needs and examines issues unique to the delivery of service to learners with special needs, including assessment strategies, equipment adaptation, materials, and parent/professional relations. Focuses on language development and communication problems. Requires fieldwork. Evans, Hardin.

***SPED 447 Assessment and Curriculum Development for Learners with Severe Disabilities**

4 sem. hrs.

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

***SPED 448 Analysis of Community Resources and Development of the Trainer Advocate Role**

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. Ainsleigh, Cohen-Almeida.

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***SPED 449 Directed Study**

2-4 sem. hrs.

For graduate students only. Staff.

***SPED 450 Independent Study**

2-4 sem. hrs.

For graduate students only. Staff.

***SPED 452 Understanding the Brain and Brain Injury**

4 sem. hrs.

Provides a comprehensive overview of the brain and brain injury from an educational and neurorehabilitation perspective. Includes basic neuroanatomy, brain behavior relationships, and the impact of acquired brain injury on school-age learners. Prepares professionals to better understand the needs of children and adolescents with acquired brain injuries, to develop and implement educational and neurorehabilitation programs for these students, and to help these students and their families in their ongoing recovery. Staff.

***SPED 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 adviser. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. Fleming.

Practicum Experiences for Licensure Programs in Special Education:

***SPED 438 Practicum: Moderate Disabilities (PreK-8)**

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

Involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or Chapter 766 approved school with learners with moderate disabilities. Requires papers and attendance at weekly seminars. Tierney, Hardin.

***SPED 439 Practicum: Moderate Disabilities (5-12)**

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

Involves full-time supervised teaching responsibilities in a public school classroom (5-12) or Chapter

766 approved school with learners with moderate disabilities. Requires papers and attendance at weekly seminars. Tierney, Hardin.

***SPED 468 Practicum: Severe Disabilities (Levels: All)**

12-16 sem. hrs. Prereq.: Consent of the department.

Involves full-time supervised teaching responsibilities in a public school or Chapter 766 approved school with learners with severe disabilities. Requires papers and attendance at weekly seminars. Evans, Tierney.

***SPED 488 Seminar and Field Work in Education**

8-16 sem. hrs. Prereq.: Consent of the department. Limited enrollment.

Involves developing curriculum materials and demonstrating service to students. Requires papers and attendance at weekly seminars. Fleming.

***SPED 480 Clinical Experience: Moderate Disabilities (PreK-8)**

4-8 sem. hrs.

Assigns full-time supervised teaching responsibilities during a 400+ clock-hour semester in a PreK-8 classroom setting with learners with moderate disabilities. Requires papers and attendance at weekly seminars. Tierney, Hardin.

***SPED 481 Clinical Experience: Moderate Disabilities (5-12)**

4-8 sem. hrs.

Assigns full-time supervised teaching responsibilities during a 400+ clock-hour semester in a 5-12 classroom setting with learners with moderate disabilities. Requires papers and attendance at weekly seminars. Tierney, Hardin.

***SPED 482 Clinical Experience: Severe Disabilities (Levels: All)**

4-8 sem. hrs.

Assigns full-time supervised teaching responsibilities during a 400+ clock-hour semester in a public school or Chapter 766 approved school with learners with severe disabilities. Requires papers and attendance at weekly seminars. Evans, Blume.

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Programs for Candidates Holding a Master's Degree – Non Licensure

These programs prepare candidates who already hold a teaching certificate/licensure and/or master's degree and do not wish to earn another. Students in these programs develop a course of study in consultation with the respective program directors.

Program in Assistive Special Education Technology

Designed to provide professional development for educators who wish to specialize in the field of assistive and adaptive 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.

Required Courses in Assistive Technology

**Schedule to be announced. Please contact the special education program for further information.*

*SPED 422 Using Computers to Include Learners with Special Needs
2-4 sem. hrs.

See description on page 234.

*SPED 423 Individualizing Curriculum and Alternate Assessment Strategies for Learners with Special Needs

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

Explores how multimedia can serve to create software activities to adapt the curriculum and for making portfolio templates that document learning. Uses authoring technologies to create custom lessons and to design electronic portfolios for performance-based authentic assessment. Designs

alternate assessment methods to show what individual learners achieve, along with customized rubrics. Pugliese.

*SPED 453 Technology for Language and Cognitive Development

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

Teaches software selection strategies and examines an extensive collection gathered to create a supportive learning environment for learners with developmental delay. Involves long-range plans to address computer-based needs for learners of developing skills. Includes use of developmentally appropriate access devices and authoring tools to design learning along a continuum of language and cognitive development. Staff.

*SPED 454 Multimedia in Special Education

4 sem. hrs. Previous computer experience required.

Covers digital and video cameras, color scanners, the Internet, digital sound, resource CDs, HyperStudio, and strategies to plan for multimedia, project-based, thematic learning and 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.

*SPED 456 Assistive Technology and Learning Disabilities

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

Teaches numerous high- and low-tech ideas and resources for helping learners with learning disabilities build compensatory skills, participate more fully, build self-confidence, and experience greater success. Discusses use of tools like highlighter pens, digital clocks, tape recorders, notebooks, and computers for teaching basic skills; writing, organizing, and referencing; organization of time; online services; reading electronic books; and speech synthesis. Wanderman.

*SPED 458 Introduction to Adaptive Technology for Learners with Special Needs

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

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Teaches a range of low-tech and technology-based solutions that enable a learner to access the curriculum and function at an optimal level in the classroom, as mandated by legislation supporting learners with special needs in public education. Pugliese.

*SPED 459 Electronic Portfolios: Alternate Assessment for Learners with Special Needs
2-4 sem. hrs. Prereq.: Previous computer experience. 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 learners' achievements. Includes planning for performance-based assessment, writing rubrics, and portfolio design elements. Helps participants to organize their own personal portfolios. Pugliese.

*SPED 463 Universal Classroom Design: Creating an Accessible Curriculum in the Inclusive Classroom
2-4 sem. hrs. Prereq.: SPED 422 or consent of the department.

Uses digital media to mold existing and emerging curriculum materials and approaches to teaching, making it more responsive to the needs of diverse learners. Develops PreK-12 curriculum and teaching strategies sensitive to all learners, especially students in general education classrooms with high-incidence disabilities such as mild cognitive and fine motor difficulties or ADHD. Staff.

*SPED 470 Technology for Augmentative and Alternative Communication
4 sem. hrs. Prereq.: SPED 422 or consent of the department.

Teaches technology for augmentative/alternative communication (AAC). Discusses candidacy, assessment, and goals of intervention within the framework of alternative access options and functional outcomes. Considers different AAC systems and devices and computer applications for authoring an integrated system for enhanced participation, functional communication, language development, and issues related to education. Staff.

*SPED 473 Advanced Applications of Alternative Access Technologies
4 sem. hrs. Prereq.: SPED 422 or consent of the department.

Examines current alternative access technologies and related accommodations for enhancing student participation in learning, written and expressive communication, environmental control, and power mobility. Teaches how to identify and apply technology solutions consistent with the individual's physical challenges. Provides additional information on adaptations for individuals experiencing visual and/or hearing challenges. Staff.

*SPED 475 Evaluation of Educational Software
4 sem. hrs. Prereq.: SPED 422 or consent of the department.

Examines educational software, including reference materials, simulations, tools, problem-solving, early learning, and drill and practice. Develops evaluation criteria for software and Web sites. Explores the roles of learner and teacher and how computers can facilitate research, organization, and problem solving. Teaches selection of appropriate educational software and Web sites to integrate into curriculum. Staff.

Program in Behavioral Education

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

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

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regardless of grade point average or overall performance within the program.

Required Courses in Behavioral Education

**Schedule to be announced. Please contact the special education program for further information.*

*SPED 424 Behavior Analysis in Behavioral Education

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. Staff.

*SPED 426 Behavioral Assessment

4 sem. hrs.

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

*SPED 427 Methodologies for Changing Behavior

4 sem. hrs.

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

*SPED 430 Legal and Ethical Issues

4 sem. hrs.

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

*SPED 431 Crisis Management

2-4 sem. hrs.

Teaches students to define an emergency situation, state the role and function of emergency procedures, and state the essential components and precautions for managing emergency conditions. Cameron.

*SPED 437 Data Collection, Display, and Interpretation

4 sem. hrs.

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

*SPED 445 Advanced Applied Behavior Analysis

4 sem. hrs. Prereq.: SPED 424 and consent of the department.

Reviews general issues regarding the selection of behavior change procedures. Teaches how to transfer technology to teachers in private and public settings and to the families of learners with special needs. Cameron.

*SPED 465 Mentoring in Behavioral Education

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

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

Program in Language and Literacy in Special Education

Language-Based Learning Disabilities

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 multi-sensory structured language principles. The strategies employed and the skills mastered are of equal relevance and benefit to all learners. The goal is a significant reduction in the percentage of learners currently being identified with reading and writing skills below a basic level of achievement in general education settings. The program focuses on the preparation of educators who will have a sophisticated understanding of the theory, research, and conceptual underpinnings necessary for the development of mature, fluent reading ability as well as the methodology for remediation of individuals who do not learn to read through methods com-

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monly practiced in the general education classroom.

Required Courses in Language and Literacy in Special Education

**Schedule to be announced. Please contact the special education program for further information.*

*SPED 401 Strategies for Teaching Learners with Moderate Disabilities (PreK-8): Reading and Language Arts and Social Studies

4 sem. hrs.

Focuses on identifying and developing appropriate strategies to meet the needs of diverse learners with moderate disabilities in reading, language arts, and social studies from preschool to grade eight. Applies instructional strategies and curricular adaptations most effective in the general education setting. Includes decoding and basic literacy skills. Requires fieldwork. Wilson, Koki.

*SPED 406 The Structure of Language for Teachers I

4 sem. hrs.

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

*SPED 428 Teaching of Writing

4 sem. hrs.

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. Wilson.

*SPED 429 Language Development and Disorders

4 sem. hrs.

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.

*SPED 432 Reading Assessment

4 sem. hrs.

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.

*SPED 433 Language Essentials for Teachers

4 sem. hrs.

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

*SPED 461 Reading Research

4 sem. hrs.

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

*SPED 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 adviser. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. Fleming.

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*SPED 572 Internship I Experience
16 sem. hrs.

Assigns supervised teaching responsibilities with 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. Koki.

*SPED 573 Internship II in Reading Practicum
2-8 sem. hrs.

Provides supervision and mentoring in the area of reading. Presents program management and evaluation procedures. Fleming.

Program for Administrator of Special Education

The graduate program for administrator of special education prepares graduate students for an EdS or MEd degree for positions in special education administration, placing an emphasis on developing skills of leadership, school management, professional development, equity, and specific issues in special education. The administrator of special education course sequence is designed to develop graduate students who will provide service to educators and staff working with learners in inclusive classrooms.

Students of the administrator of special education program will be assisted in preparing for Massachusetts certification/licensure as Administrator of Special Education – All Levels.

Note: Massachusetts Department of Education regulation changes could result in program changes.

Required Courses for Administrator of Special Education

**Schedule to be announced. Please contact the special education program for further information.*

*SPED 500 Special Education Organization, Leadership and Change
4 sem. hrs.

Examines 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. Staff.

*SPED 501 Special Education Management: Personnel, Finances and Structure
4 sem. hrs.

Explores techniques used to maintain effective human relations and use of human resources specific to special education. Analyzes supervision, staff evaluation systems, team-building, school security, and safety. Reviews theories of economics to educational financing, revenue and resource allocation, and fiscal management and budget administration. Staff.

*SPED 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. Considers techniques for professional development and strategies for external evaluation. Staff.

*SPED 503 Managing Schools in a Democratic and Diverse Society
4 sem. hrs.

Explores the impact of changing demographics on special education and educational opportunities. Reviews 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. Considers bias in teaching materials, assessment, practice, and organization. Staff.

*SPED 504 Laws and Regulations I – Special Education and Public School Law
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. Reviews other related topics such as teacher

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retention, dismissal, employment and limitations with respect to federal and state laws and regulations. Staff.

*SPED 505 Laws and Regulations II – Conflict Resolution, Mediation and Negotiation

4 sem. hrs.

Explores personnel management and labor relations. Defines and reviews problems of developing effective communication strategies to power structures, union and labor organizations, civil rights issues, media relations, and student and staff advocacy and negotiation. Staff.

*SPED 568 Topics in Special Education Administration I

4 sem. hrs.

Analyzes specific syndromes of learners with special needs, theories, and techniques of mainstreaming, community and government resources, and other current and relevant topics. Staff.

*SPED 569 Topics in Special Education Administration II

4 sem. hrs.

Defines and reviews learning environments for all learners, integration of research and practice related to special education administration, individual differences in learning styles of students, and human development and other current and relevant topics. Staff.

*SPED 580 Practicum/Clinical Experience: Special Education Administrator

4-8 sem. hrs. Prereq.: Passing score on the Communication and Literacy Skills test.

Involves assigned administrative responsibilities, under supervision, with a special education administrator. Requires documentation of a minimum of 600 clock hours of direct administrative responsibilities. Staff.

*SPED 469 Topics in Clinical Practice

4-8 sem. hrs.

Involves working with learners with special needs or intensive special needs under the mentorship of a faculty advisor. Requires study of classroom techniques and procedures and completion of several in-depth concept papers or a critical review of the literature on a specific topic. Staff.

Graduate Program in English

Richard Wollman, Director

The Master of Arts

The master's 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. Both men and women 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 suggested.

Students are admitted to this program in September, January, and May. Inquiries should be addressed to the program director, Department of English, Simmons College, 300 The Fenway, Boston, MA, 02115-5898.

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

The master's degree requires the satisfactory completion of thirty-two 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 or she has had the equivalent. The department advises one course in medieval or Renaissance literature unless the student has already had such a course.

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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. Relevant courses include ENGL 305 Advanced Creative Writing: Non-Fiction, ENGL 309 Advanced Creative Writing: Fiction and Poetry, and ENGL 402 Seminar in the Teaching of Writing.

COURSES

In addition to the courses described below, ENGL courses numbered in the 300s are suitable for master's candidates. See course descriptions on pages 124-126.

ENGL 400 Directed Study: Graduate Level (F,S-1,2)
4 sem. hrs.
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.) Bergland.

Graduate Program in Gender/Cultural Studies

Jill Taylor, ~~Interim Director~~ 2002-2003,
~~Associate Professor of Education and Human Services and Women Studies~~

*Jyoti Puri, ~~Associate Professor of Sociology and Women Studies~~

Denise Oberdan, ~~Administrative Assistant~~

* *On sabbatical leave academic year 2002-2003.*

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

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

Admission: Admission requires a baccalaureate degree from an accredited college or university and an outstanding undergraduate record. Applicants must submit an official transcript of their undergraduate record, a statement of purpose, a writing sample, and two letters of recommendation. At least one letter should be from someone well acquainted with the applicant's academic ability and potential. The Graduate Record Examination is not required. Application deadlines are flexible, but if the student wishes to apply for financial aid, all application materials are due by November 1 for spring term admission and by March 1 for fall admission. Although an interview is not required, it is strongly advised.

Inquiries should be addressed to the Graduate Program in Gender/Cultural Studies, Simmons College, 300 The Fenway, Boston, MA, 02115-5898; or call 617.521.2224, or email denise.oberdan@simmons.edu.

Degree Requirements: All students take two required courses in interdisciplinary studies and cultural theory, design their own programs from

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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.

Other Programs

Laurie Crumpacker's ~~Star~~

This accelerated program for Simmons students only offers the opportunity to acquire a Master of Arts in gender/cultural studies within one year after completing the undergraduate BA degree. Simmons students with a strong undergraduate record may apply to the program in the second semester of their junior year by following the admissions procedure outlined above.

Students admitted to the program begin graduate level work in the GCS program in the senior year of their undergraduate degree at Simmons. Students may transfer up to eight credits of 300-level undergraduate coursework from the GCS list of elective courses toward the degree. As students would be accepted into the GCS program prior to enrolling in these courses, they would be expected to complete work at the graduate level in these two 300-level elective courses. Students are able to enroll in 400-level GCS courses only after they have completed their BA degrees and have fully entered the GCS program.

If such students would like to write a master's thesis, they may submit a proposal during the last semester of their senior year, following the guidelines that apply to all GCS students.

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 thirty-two-semester-hour MAT program. Students in the dual degree program take five GCS courses and complete a capstone project that comprises a teaching unit,

thereby bringing together both GCS and pedagogical interests. Dual degree students present their pedagogical work at the spring colloquium with other graduating GCS students.

In the first year of the program, students spend some time in the MAT division (usually during the two Simmons summer sessions) but dedicate most of their study to the GCS portion (usually three 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 Massachusetts's standard teaching certification. Depending upon a student's undergraduate background, dual degree GCS/MAT students will be certified in either social studies or history.

For further information concerning the MAT portion of the dual degree program, consult the program director, Maryellen Cunion. 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.

COURSES

Candidates for the gender/cultural studies degree must satisfactorily complete thirty-two semester hours as follows:

Required courses:

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. Oral reports and research papers. Raymond, Puri.

GCS 430 Cultural Theory (S-1,2)

4 sem. hrs.

Explores theories of nations, national identity/identities, post-colonial and subaltern studies as well

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as contemporary transnational exchanges. Readings are both interdisciplinary and international in focus. Considers a number of theorists including Benedict Anderson, Stuart Hall, Paul Gilroy, Doris Sommer, Nestor Garcia Canclini, Chandra Mohanty, and Partha Chaterjee. Seminar paper and oral presentation. Treacy. (Also listed as EDU 430 and SPAN 430.)

Choose one of the following:

GCS 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 ENGL 405 and SPAN 405.) Bergland.

GCS 410 Issues in International Studies (F-1,2)
4 sem. hrs.

Explores how contemporary issues in cultural theory can be used to increase understanding of one nation, region, or people. In 2002, the seminar looks in depth at Cuba with special attention to the periods of Spanish conquest and colonization, slavery and the emergence of Cuban nationalism, and revolution and gender. Treacy.

Elective Courses, sixteen to twenty semester hours:

- AST 325 Critical Race Feminism/Womanism
- AST 330 Knowledge, Research Processes, and African Americans
- AST 335 Race, Sex, and Class: Contemporary Film Images of Women of Color
- ECON 395 Feminism and Economic Difference
- EDUC 423 Facing History and Ourselves
- EDUC 457 Cultural Foundations of Education
- ENGL 306 Victorian Literature and Culture
- ENGL 307 Jane Austen and Virginia Woolf

- ENGL 308 Twentieth Century Women Novelists from England and the Commonwealth
- ENGL 322 The Postmodern Novel
- ENGL 323 Race, Gender, and Intertextuality in American Fiction
- ENGL 402 Seminar in the Teaching of Writing
- HIST 360 Seminar in the History of Women and Gender
- HIST 371 Seminar in Early American History
- HIST 373 Seminar in 19th Century US History
- HIST 374 Seminar in Modern US History
- HIST 377 Seminar in Topics in Modern European History
- HIST 397 Historical Methods and Research
- INRL 390 Seminar in International Relations
- PHIL 332 Law and Philosophy
- POLS 390 Seminar in Political Science (depending on topic)
- SOCI 311 Critical Race Legal Theory
- SOCI 342 Women, Work, and Mental Health
- SOCI 345 Health Systems and Policy
- SOCI 346 Society and Health
- SOCI 347 Whiteness, Antiracism, and Justice
- SOCI 348 Re-envisioning the Third World
- WST 300 Seminar in Gender and Sexuality
- WST 304 Feminist Theories

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

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students in GCS 455, 460, 470, or 480 present their work at a master's colloquium in the spring.

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.

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

GCS 470 Internship (F-1,2; S-1,2)
4 sem. hrs.

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

GCS 480 Fieldwork (F-1,2; S-1,2)
4 sem. hrs.

Offers an opportunity to conduct field research for five to ten hours per week under the direction of a Simmons adviser. Involves gathering empirical information for a study of approximately twenty to thirty pages. Requires a proposal approved during the semester prior to the fieldwork and may require approval from the Institutional Review Board for research involving human subjects. Staff.

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The Graduate Dual Degree Program in Archives and History

Jeannette Bastian and Laura Prieto, **Co-Director**

Increasingly, archival employers have recognized that archivists use skills that require both technical training and historical knowledge. To meet the needs of students pursuing these positions, the Simmons Graduate School of Library Science and the Department of History offer a dual-degree program in 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 fifty-six-semester-hour program must be admitted to both the master's programs of the Department of History and the Graduate School of Library and Information Science. Concurrent application to both programs is strongly encouraged. The Master of Arts in history is offered only in conjunction with the dual-degree program; students who do not complete the program will need to seek advice on applying credits in history to another degree at Simmons College.

Degree Requirements: In the GSLIS program, students take the following three courses in library and information science:

- LIS 438 Introduction to Archival Methods
- LIS 439 Preservation Management for Libraries and Archives
- LIS 440 Administration of Archives and Manuscript Collections

In addition, students take twelve semester hours of required core courses, and eight additional semester hours of courses, which include at least four semester hours from a select list. For further information about the GSLIS curriculum, please visit the Web site: www.simmons.edu/gslis

In the history portion of the program, students begin with HIST 397/597 Historical

Methods and Research, which provides a foundation in historiography and methodology (see page 134). Students then choose sixteen semester hours of electives in history with the approval of a history department adviser. While most students concentrate in American history, other specializations are possible. The degree in history culminates in a master's thesis based on original, archival research.

COURSES

The graduate curriculum in history includes the following courses:

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

Graduate seminars (see course descriptions on pages 133-134):

HIST 360/560 The History of Women and Gender (F-2)

HIST 362/562 Reforms and Revolutions in Asia (S-2)

HIST 367/567 Memory and the Holocaust (F-2)

HIST 371/571 Early America (F-1)

HIST 372/572 Early Republic (F-2)

HIST 373/573 19th-Century US History (S-2)

HIST 374/574 Modern US History (S-1)

HIST 377/577 Topics in Modern European History (F-2)

HIST 526 Arc hives, History, and Collective Memory (F-1,2)

4 sem. hrs. Prereq.: Graduate standing.

Explores the relationship among historical events, the creation and maintenance of archival records, and the construction of social memory. Analyzes the role of archives in the process of memory conservation, the display of public history, the writing of history, and the construction of political and national identities. Focuses on twentieth-century events, considering such historical and archival issues as repatriation, records preservation, the use or misuse of archives to shape political myths, and the use of documents to influence a shared historical consciousness. Gorman, Bastian.

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The Master's in Communications Management

Marlene Fine, **Director and Professor**

Lynda Beltz, **Professor**

Olivia Miller, **Assistant Director**

The master's in communications management (MCM) is designed primarily for people who have had either professional communications experience and want to assume increased responsibilities, duties, and functions, or 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 (a) an official transcript from the institution granting their baccalaureate degrees and any other schools attended since high school graduation; (b) scores from the Graduate Record Exam, Graduate Management Admission Test, or the Miller Analogies Test; and (c) two letters of recommendation. GRE, GMAT, or MAT scores are 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. Special student guidelines and the program brochure are available by contacting the program directly: Master's in Communications Management, Simmons College, 300 The Fenway, Boston, MA, 02115- 5898; telephone: 617.521.2848; fax: 617.521.3149; or email: mcm@simmons.edu. The web site includes more specific and detailed information: www.simmons.edu/graduate/mcm.

Degree Requirements: Candidates for the degree must satisfactorily complete a minimum of thirty-six semester hours within five calendar years. This requirement is composed of 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 and public relations, the management of communications functions within organizations, and managerial communication.

Special programs: Students with an interest in health care have the option to specialize in health care administration by taking two to three elective courses in the health care administration graduate program in the School for Health Sciences. The specific program of study will be determined in consultation with the communications management and health care administration program directors.

COURSES

MCM 420 Effective Managerial Communication (S-1,2)*
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.

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MCM 421 Speechwriting and Oral Presentation*
4 sem. hrs.

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

MCM 422 Writing for Managers*
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, investments, and other business-related topics. Staff.

MCM 424 Negotiation for Managers*
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. Staff.

MCM 442 Emerging Communications Technologies (F-1,2)
4 sem. hrs.

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

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 mar-

keting communications, including public relations and advertising. Staff.

MCM 452 Direct Marketing*
4 sem. hrs.

Looks at 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 Planning*
4 sem. hrs.

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

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. Beltz.

MCM 458 Online Marketing*
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 marketing. Staff.

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.

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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. Staff.

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

4 sem. hrs.

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

MCM 465 Issues Management*

4 sem. hrs.

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

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

4 sem. hrs.

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

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. Staff.

MCM 486 Cultural Diversity in the Workplace*

4 sem. hrs.

Explores the organizational challenges and opportunities created by the increasing cultural diversity

of the US 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. Staff.

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)

4 sem. hrs.

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

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. Fine, Beltz.

**Schedule to be announced.*

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Graduate Program in Spanish

Lola Peláez-Beníte z, **Director**

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 his or 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. Both women and men 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. This material should be received by the director of graduate program in Spanish by March 1 for the fall semester or by November 1 for the spring semester if the student wishes to apply for financial aid. Inquiries should be addressed to the program director, Department of Modern Languages and Literatures, Simmons College, 300 The Fenway, Boston, MA, 02115-5898; 617.521.2234.

Degree Requirements: The MA in Spanish requires the completion of at least one course designated as a graduate seminar and seven additional courses selected in consultation with the program director. A master's thesis is not required. Students should plan to complete the degree requirements within five years.

COURSES

Please see pages 160-161 for the following course descriptions:

- SPAN 245/445 Conversation and Composition (F-1,2; S-1,2)
- SPAN 264/464 Pushing the Limits: The Quest for Freedom in Contemporary Hispanic Theater (S-1)
- SPAN 266/466 Imagination, Freedom, and Repression in Latin American Literature (F-1)
- SPAN 268/468 Insiders and Outsiders: Love, Honor, and Social Unrest in 16th and 17th Century Spain (F-2)
- SPAN 269/469 The Image of the Bourgeoisie in the 19th- and 20th Century Spanish Novel (S-2)
- SPAN 310/510 Spanish Civilization (F-1)
- SPAN 312/512 Society and Politics in Latin America: The Collision of Two Worlds and the Search for Identity (F-2)
- SPAN 314/514 Hispanic Culture as Seen Through Film (S-1)
- SPAN 320/520 The World of Don Quijote (F-1)
- SPAN 322/522 Love, War, and Parody in Medieval and Contemporary Spanish Fiction (F-2)
- SPAN 332/532 Contemporary Fiction in Latin America (S-1)
- SPAN 336/536 Latin American Women Writers (S-2)

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SPAN 380/580 Migrant in the City: Fieldwork Seminar on Puerto Rican Culture (S-2)

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-1,2; S-1,2)
4 or 8 sem. hrs. Prereq.: Consent of the instructor.

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 SPAN 405.) Bergland.

SPAN 430 Cultural Theory and Multicultural Practice (S-1,2)
4 sem. hrs.

Explores theories of nations, national identity/identities, post-colonial and subaltern studies as well as contemporary transnational exchanges. Readings are both interdisciplinary and international in focus. Considers a number of theorists including Benedict Anderson, Stuart Hall, Paul Gilroy, Doris Sommer, Nestor Garcia Canclini, Chandra Mohanty, and Partha Chatterjee. Requires a seminar paper and oral presentation. Treacy. (Also listed as EDUC 430 and SPAN 430.)

Linguistics Courses for Education Students

ML 408 Second Language Acquisition (U-1,2)
4 sem. hrs.

Presents research underlying the 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. 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. Involves tutoring a non-native speaker for a view of English grammar from the learner's perspective and synthesizing teaching points and strategies. Chumley.

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SCHOOL FOR HEALTH STUDIES

Gerald P. Koocher, **Dean and Professor**
 Carmen Fortin, **Director of Admissions**
 Sandra Northrup, **Assistant to the Dean**

Vision

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

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

HEALTH CARE ADMINISTRATION

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

Programs Offered

Master of Health Administration

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

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

Certificate of Advanced Graduate Study (CAGS) Program

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

NURSING

TBA, **Program Director**

Programs Offered

The Master of Science in Primary Health Care

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

Adult Primary Care:

- adult health
- gerontologic health
- occupational health
- women's health

Parent-Child Primary Care

- pediatric/adolescent health
- school health
- children with special health care needs

Family Primary Care

The College's educational and clinical facilities include a vast range of nationally renowned institutions, such as Beth Israel Deaconess Medical Center and Brigham and Women's, Massachusetts General, and Children's Hospitals, that are effectively utilized to prepare nurse practitioners who

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deliver primary health care to children, adults, and families. Other clinical practice opportunities include experience with diverse populations in ambulatory settings, clinics, occupational health units, nursing homes, and extended care facilities.

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

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

Master of Science Completion Program

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

RN-MS Program for Diploma or Associate Degree Nurses

This program is designed for diploma and associate degree registered nurses with a minimum of one year of clinical experience and who wish to obtain a graduate degree in nursing within a nurse practitioner specialty concentration.

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

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

Five-Year BS-MS Program

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

Certificate of Advanced Graduate Study (CAGS) Program

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

The Dual-Degree Program with Health Care Administration

The nursing and health care administration programs offer a dual degree option for students interested in the administrative aspects of nurse practitioner practice. An individualized program of study is developed in consultation with the two program directors.

Off-Site Program

Simmons/University of New England (UNE) Partnership in Primary Health Care Nursing

In 1994, the Simmons graduate program in primary health care nursing was established on the campus of the University of New England (UNE), in Portland, ME. Students pursue adult, family, and pediatric concentrations in a one-day-per-week format. The academic year includes three semesters: fall, spring, and summer. Clinical affiliations are arranged with nurse practitioners and/or physicians who practice in the region.

NUTRITION

Nancie Herbold, **Program Director and Ruby Winslow Linn Professor of Nutrition**

Programs Offered

Master of Science in Nutrition and Health Promotion

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

Combined Degree Program

The nutrition program offers a five-year baccalaureate to master's option for Simmons undergraduates.

Post-Baccalaureate Dietetic Internship Program

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

Sports Nutrition Certificate

This certificate program provides the necessary preparation for the American College of Sports Medicine (ACSM) Health/Fitness Instructors Exam. The program is designed for students who hold a baccalaureate in dietetics, nutrition, kinesiology, or exercise physiology.

PHYSICAL THERAPY

Diane Jette, **Program Director and Professor**

Doctor of Physical Therapy

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

ADDITIONAL INFORMATION

For further information about any program described above or to request a copy of the School for Health Studies graduate course catalog, contact:

School for Health Studies
 Simmons College, 300 The Fenway
 Boston, MA, 02115-5898
 Telephone: 617.521.2652
 Fax: 617.521.3137
 Email: gshsadm@simmons.edu

The catalog can also be found on the School for Health Studies Web Site at www.simmons.edu/gshs.

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GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

James M. Matarazzo, **Dean**

Judith Beals, **Director of Admissions**

617.521.2800

gslis@simmons.edu

Programs of Study

- Doctor of Arts, James Matarazzo, chair, doctoral committee
 - Supervisor/Director Program, James Baughman, director
- Doctor of Arts/Master of Science
- Master of Science
- Master's Degree in Competitive Intelligence (Web site: cic.simmons.edu)
- Master of Science/Master of Science in Education
 - Library/Teacher certification program, James Baughman, director
- Master of Science/Master of Arts in History
 - Archives Management Program, Jeannette Bastian, director

Admission requirements

Please consult the catalog of the Graduate School of Library and Information Science. The catalog can be found on the school's Web site or requested by calling the number below.

Additional Information

Web site: www.simmons.edu/gslis

Phone: 617.521.2800

Fax: 617.521.3192

Vision

The School envisions a society in which library and information professionals design and manage systems and services that benefit individuals, groups, communities, and organizations. Access to and use of knowledge and information provided by these systems and services empower individuals in all their diversity and throughout their lives. The progressive and innovative faculty, through their teaching, scholarship and publication, leadership, and service, are fully committed to the provision of an educational environment that prepares individuals to become leaders in this endeavor.

SCHOOL OF MANAGEMENT

Patricia O'Brien, **Dean and Professor**
Deborah Merrill-Sands, **Associate Dean**

PROGRAMS OF STUDY

Master of Business Administration

Mary Dutkiewicz, **Director**
617.521.3813
mba@simmons.edu or
mary.dutkiewicz@simmons.edu

Simmons School of Management is the only business school in the world designed specifically for women. Even more precisely—for high-achieving women who seek success beyond where they are. The Simmons MBA may be a woman's next step to corporate advancement, the key to launching a business of her own, or her transition to another career. What are the hallmarks of this unique MBA? Classroom discussion ignited by a dynamic faculty of scholars, mentors, and consultants to industries worldwide—three-quarters of whom are women. A rigorous but flexible curriculum that links the tools of business with the management of organizations and cutting-edge issues. A program designed for a woman's success in a new economy.

Undergraduate Management Program and Prince Program in Retail Management

Susan D. Sampson, **Program Director and Associate Professor**
617.521.2399
susan.sampson@simmons.edu

See undergraduate management section on pages 138-148.

OTHER PROGRAMS

Executive Education

Kathleen McGoldrick, **Director**
617.521.3869
execed@simmons.edu or
kathleen.mcgoldrick@simmons.edu

The School of Management has been educating women for positions of leadership for over twenty-five years with executive education central to its mission. The goal has been the same from the beginning, namely to help women succeed in the world of business. Over the years, women managers and leaders have credited their Simmons experience with job promotions, expansions in role scope and complexity, enhanced influence, and increased career opportunities. With extensive experience in the design, development, and delivery of both open enrollment and customized programs, executive education is well positioned to meet the leadership and management development needs of women.

Center for Gender in Organizations (see also pages 15-16)

Evangeline Holvino, **Director**
617.521.3876
Web Site: www.simmons.edu/gsm/cgo

The Center for Gender in Organizations (CGO), an international resource for innovative ideas and practice in the field of gender, work, and organizations, is part of the School of Management. Recognizing the pervasive role of work organizations in society and our individual lives, CGO seeks to advance learning and support organizations to strengthen both gender equity and organizational effectiveness. CGO's approach recognizes that gender works simultaneously with race, class, ethnicity, age, and sexual orientation in shaping organizational systems, cultures, and practices as well as individuals' identities and experiences at work. CGO works at the intersection of research and practice,

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pursuing its mission through active learning, consultation, research, education, convening organizational collaborations, and information dissemination.

ADMISSION REQUIREMENTS

Please consult the catalog or web site of the School of Management.

ADDITIONAL INFORMATION

Simmons Graduate School of Management
409 Commonwealth Avenue
Boston, MA 02215
617.521.3840
MBA Admissions Office:
gsmadm@simmons.edu
www.simmons.edu/gsm

SCHOOL OF SOCIAL WORK

Joseph M. Regan, **Dean**

joseph.regan@simmons.edu

Carol E. Bonner, **Associate Dean**

carol.bonner@simmons.edu

Edith S. Tepper, **Assistant to the Dean**

edith.tepper@simmons.edu

Sharon Wilson, **Director of Admissions**

sharon.wilson@simmons.edu

Master of Social Work Program

The mission of Simmons School of Social Work is to contribute to the development of the social work profession, the human services delivery system, and the goal of social and economic justice both locally and nationally through providing advanced education for direct social work practice, producing research and scholarship that advances social work theory and practice, preparing social workers for competent practice in a multicultural world, and working closely with community agencies and groups to enhance education and practice

The school's central purpose, since its founding in 1904, has been the education of master's level practitioners specializing in direct practice with individuals, families, and groups. Since 1983 the school has been committed to the training of social work scholars, teachers, and leaders through its doctoral program. As education is its central purpose, teaching is the faculty's first priority.

The development of theory and research in social work is a complementary purpose, as is the nurturing of reciprocal learning between the School of Social Work and its many affiliated training sites. In accordance with the profession's values and guidelines, the curriculum of the school is constantly evolving through faculty expertise in practice and scholarship in response to the community's practice needs as well as to its commitment to student-centered education and to enhancing diversity.

Admission: Applications for admission can be obtained from:

Admissions Office
 School of Social Work
 Simmons College
 One Palace Road
 Boston, MA 02115

617.521.3920

Email: ssw@simmons.edu

Web site: www.simmons.edu/gssw

Applications are available in early September. In recent years, the number of qualified applicants has greatly exceeded available openings. The school strongly encourages early application. Application deadlines are December 15 and February 15 for the following September.

Applicants are responsible for mailing the application packet in one unit to the admissions office, School of Social Work. The packet should include three letters of reference, transcripts from all colleges attended, a statement of personal and professional intent, application fee, completed application form, and several return postcards. Applicants applying for readmission must also conform to this schedule.

The school sets the following requirements for admission, some of which may be waived in very special situations:

1. Graduation from an accredited college. It is desirable that applicants have a balanced liberal arts education on the undergraduate level.
2. Evidence of the applicant's intellectual capacity to carry academic work at the graduate level. At least a 3.0 average in the last two years of undergraduate work is required for admission.
3. Evidence of commitment to social work values, such as the dignity and freedom of every individual, appreciation of human diversity, social justice and equal access to resources, institutional responsiveness to human needs, and social change.
4. Evidence of the applicant's personal qualifications for social work, such as emotional stability, maturity, and the capacity and desire to form helping relationships.

5. Experience in the field of social work.

Candidates are expected to have explored the field of social work and social work education. Experience in service to people might have been obtained through summer employment, field experience in relation to coursework, volunteer work during or after college, and/or full-time employment in the human services field after graduation from college.

Degree Requirements: Two full academic years or their equivalent in the extended program are required for the Master of Social Work degree, unless the student has satisfactorily completed the first year in a school of social work that is accredited by the Council on Social Work Education.

A minimum of sixty-nine semester hours is required for the degree. Candidates must demonstrate the ability to meet a high professional standard in fulfilling the requirements for the degree.

A catalog giving more detailed information may be obtained by contacting the admissions office at the address above.

Doctor of Philosophy Program

The doctoral program at the Simmons College School of Social Work began in the fall of 1983. The program is a continuation of the school's longstanding commitment to excellence in the direct practice of social work. The orientation of the program's curriculum is the development, through study and research, of advanced knowledge required for leadership in a variety of clinical roles. Clinical in format, this part-time program is built on the foundation areas of methods, human behavior and the social environment, social policy, and research. Instruction is provided by the school's senior faculty members and other selected educators.

Candidates must have an MSW and five years of post-master's social work experience that includes a range of experiences and responsibilities and must also presently be in clinical practice. January 31 is the deadline for receipt of applications to the doctoral program. For more information on the PhD program, please contact the admissions office at the address above.

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