

# 2009-2010 Curriculum Addendum

*a supplement to the 2008-2010 CAS Graduate Course Catalog*

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**COLLEGE OF ARTS AND SCIENCES**  
**Academic Calendar 2009-2010**

## **ACADEMIC CALENDAR 2009-2010**

### **August 2009**

- 1 Tuition payment due for fall
- 27 Residence halls open for international students
- 28 Residence halls open for graduate students and Dix Scholars
- 30 Residence halls open for new students
- 30 Fall Orientation
- 31 Residence halls open for returning students
- 31 Fall Orientation

### **September 2009**

- 1 Registration and check-in for all students
- 1 Fall Orientation
- 2 Classes begin
- 2 Faculty meeting, College of Arts and Sciences
- 7 Most administrative offices closed for Labor Day Holiday
- 11 Final day to drop a course and receive a full refund
- 11 Final day to add a course without the instructor's signature
- 16 Honors Convocation at 2:30 p.m. in the Holmes Sports Center  
(Mandatory attendance for first year students)
- 25 Final day to add a course with the instructor's signature
- 25 Final day to drop a course without the instructor's signature
- 25 Final day for undergraduate students to change a pass/fail grading option
- 25 Final day to drop a course with no "W" grade
- 25 Final day to add an official audit

### **October 2009**

- 7 Senior Faculty Toast
- 12 College closed for Columbus Day
- 13 Academic holiday. Administrative offices open
- 17 Family Day
- 23 Final day to drop a course with the instructor's signature. A grade of "W" will be assigned for courses dropped after September 25.

### **November 2009**

- 11 College closed for Veterans' Day Holiday
- 24 Thanksgiving academic holiday begins after final class on Tuesday November 24
- 25 Residence halls close at noon for Thanksgiving break
- 30 College opens after Thanksgiving holiday

### **December 2009**

- 2 Winter Wonderland Dinner
- 9 Final day of classes
- 10, 11 Reading and review
- 11 Faculty Development Program
- 14-18 Final examinations
- 15 Tuition payment due for spring
- 19 Make-up day for exams in event of snow
- 19 Residence halls close at noon
- 24 College closed 12/24-1/3 for winter break

### **January 2010**

- 4 College opens after winter break
- 4 Grades for all students posted to AARC by 10 a.m.
- 17 Residence halls open for returning students
- 18 College closed for Martin Luther King Day Holiday
- 18 Residence halls open for new students
- 19 Registration and new student orientation
- 20 Classes begin
- 29 Final day to drop a course and receive a full refund
- 29 Final day to add a course without the instructor's signature

### **February 2010**

- 12 Final day to add a course with the instructor's signature

- 12 Final day to drop a course without the instructor's signature
- 12 Final day for undergraduate students to choose a pass/fail grading option
- 12 Final day to drop a course with no "W" grade
- 15 College closed for Presidents' Day Holiday

**March 2010**

- 8-12 Spring break. No classes. Administrative offices open
- 15 Classes resume after spring break
- 19 Final day to drop a course with the instructor's signature. A grade of "W" will be assigned for courses dropped after February 12.
- 19 Faculty Development Program

**April 2010**

- 16 Student Leadership Recognition Ceremony
- 19 College closed for Patriot's Day Holiday
- 14 Senior Faculty Banquet
- 30 Undergraduate Conference
- 30 May Day Celebration

**May 2010**

- 3 Final day of classes
- 4 Reading and review
- 5-8 Final examinations
- Residence halls close for non-graduating undergraduate students at noon
- 10 Grades for students graduating in May posted to AARC by 9 a.m.
- Final signed departmental graduating lists due to Registrar's Office by 4:30 p.m.
- 12 CAS faculty meeting for regular business and voting of degrees
- 14 Commencement
- Residence halls close for graduating students/grad/Dix Scholars at noon
- 17 Grades for all students posted to AARC by 9 a.m.
- 24 Summer Session I begins
- 31 College Closed for Memorial Day Holiday

## CAS GRADUATE EDUCATION

### GRADUATE TUITION/FEES 2009-2010

Liberal Arts, MCM, and Dual Degree Programs	\$900/sem. hour
General Education Programs	\$775/sem. hour
Special Education Programs	\$775/sem. hour
Room and Board	\$6750/term
Health Fee	\$350/term
Activities Fee	\$50/term

## GRADUATE PROGRAMS

### BEHAVIOR ANALYSIS

Behavioral Education has been renamed Behavior Analysis and is now its own freestanding department.

## CHILDREN'S LITERATURE

### New Faculty

Megan Lambert, Instructor in the Center of the Study of Children's Literature  
BA, Smith College; MA, Simmons College.

## **New Courses**

### **CHL XXX Summer Teacher Institute: Thinking Through Art**

4 sem. hrs.

The course is a professional development course for teachers that focuses on Visual Thinking Strategy theory and practice. Gardner Museum staff.

## **EDUCATION**

### **New Faculty**

Stephen Furtado, Professor of Practice in the Department of Education and Director of the Educational Leadership Ph.D. program  
BA, MAT, Bridgewater State University; PhD, LaSalle University.

### **Master's in Art in Teaching**

#### **Degree Requirements**

From the *2008-2010 Course Catalog* page 48, first column, Insert directly after paragraph that begins with "At the middle....." and before the new section on Degree Requirements:

Please note that candidates for both the elementary and secondary license must pass the appropriate MTEL tests (Communication and Literacy and General Curriculum for elementary candidates, and Communication and Literacy and Subject Matter for secondary candidates) before they can begin their Practicum. For elementary candidates there is a subtest in Mathematics as part of the General Curriculum Test and it is strongly advised that elementary students consider taking MATH 400: Math for Elementary School Teachers before taking the General Curriculum MTEL.

#### **Requirement Change**

Students in the 36 Credit Practicum for both Elementary and Secondary Licensure are no longer required to take GEDUC 457 Cultural Foundations of Education, instead it is being offered as an elective.

## **New Courses**

### **ART 405 Visual Art and the Classroom Culture: The Power of Discussion in Teaching and Learning**

4 sem. hrs.

Examines the role of student-centered learning, inquiry methods, evaluation of developmentally appropriate images and how learners acquire critical thinking skills. Students will gain experience in facilitating discussion, assessing student learning and connecting VTS approaches to a classroom context. Students will study the theoretical underpinnings to VTS while acquiring practical experience in using it. Group work, classroom observation, guest speakers and visits to the Gardner Museum and Museum of Fine Arts are included in the work for this course. No experience in art or art history is necessary. Lynn.

### **TESL 454 Teaching Pronunciation**

4 sem. hrs.

Reviews foundational knowledge of phonetics and phonology, provides an overview of monolingual and bilingual acquisition of the sound system, and examines current research into acquisition of post critical period productive phonology. The focus of the course is application of theory and research to the teaching of pronunciation. Reed.

## **Special Education**

### **Moderate and Severe Special Needs Program Changes**

SPND 415 is now a course requirement.

SPND 412 has been eliminated from the on-campus programs.

The practicum credits will be 4 credits each semester.

## **GENDER/CULTURAL STUDIES**

### **New Courses**

#### **PHIL/WGST 580 Gender and Queer Theory**

4 sem. hrs.

Considers the central themes and problems of contemporary gender and queer theory. Readings include works by foundational thinkers in the field such as Foucault, Rubin, and Butler. Specific topics of inquiry may include critical assessments or theoretical explorations of the following: identity politics, sexual orientation science studies, gay marriage, transgender theory, and intersexuality studies. Trigilio.

# HISTORY

## New Program

### MA in History (36 credits)

#### Methodology requirement (4 credits)

HIST 597 or analogous methodology/historiography course

#### Content/Subject areas requirement (24 or 28 credits – electives 6 or 7 courses)

To include at least one course (4 credits) focused on each of the following:

Early America/Atlantic World

Modern American (19-20 c. U.S.)

Modern European

World (Africa, Asia, Latin America, Middle East, or Global/Comparative)

Or a specialization by advisement

#### Independent Research requirement

4-credit Independent Study, Public History Internship

or 8-credit Thesis (consent required)

= 36 credits (9 4-credit courses)

#### Sequence of courses would look like this for a full-time student:

Year 1 Fall: Methods, elective 1, elective 2

Year 1 Spring: elective 3, elective 4, elective 5

Year 1 Summer or Year 2 Fall: elective 6, elective 7, and Independent Study;

or elective 6 and 8-credit Thesis (by consent)

#### 5-year BA/MA

As with other 5-year BA/MA programs at Simmons, a current student could apply in her junior year to the graduate program in history. If admitted, she would take 2 courses (8 credits) in her senior year that would apply towards the graduate degree. The sequence of courses would look like this:

Senior Year: Methods (fall), elective 1 (spring)

Year 1 Summer: elective 2

Year 1 Fall: elective 3, elective 4, elective 5

Year 1 Spring: elective 6, elective 7, and Independent Study;

or Elective 6 and 8-credit Thesis (by consent)

## New Courses

### HIST 575 Cold War Culture

4 sem. hrs.

Focusing on the 1950s and early 1960s, this seminar examines the ways in which the Cold War shaped American family life, domestic politics, popular culture, conformity and youth rebellion, increasing demands for civil rights, and changing gender roles. Readings range from historical scholarship to fiction, autobiography, and film. Prieto.

### HIST 450 Independent Study

4 sem. hrs.

### HIST 460 Interpreting The Past: The Craft of History

4 sem. hrs.

Studies the methodological, theoretical, and practical questions involved in the writing of history. Draws on the work of the most creative practitioners of the discipline to explore the relationship between past and present, the use of primary sources, and the interpretation of history. Leonard.

### HIST 570 Internship

4 sem. hrs.

### HIST 580 Fieldwork

4 sem. hrs.

# SPANISH

## New Courses

### **SPAN 465 20th-Century Hispanic Short Story**

4 sem. hrs.

Introduces students to Spanish American and peninsular short fiction from the 20th century. Explores social, political, and aesthetic issues present in the work of authors, such as Quiroga, Cortázar, Rulfo, Cela, Benet, and Poniatowska. Topics include relationships between artists and society and portrayals of groups in crises. Bonacic.

## DOCTORAL PROGRAMS

### **Educational Leadership and Administration**

This program replaces the Special Education Administration Doctoral Program. It uses the same Core Courses as the other doctoral programs.

### **Cognate Courses**

#### **Leadership: Theory, Decision Analysis through Change and Transformation**

4 sem. hrs.

Focuses on the leadership challenges presented by today's dynamic education environment and examines organizational change process as it relates to educational settings. Particular attention is given to management and leadership techniques and behaviors that facilitate effective change and transformation efforts. Particular attention will be paid to ethical behaviors in decision making. This course will also examine the planning process as it relates to institutional change and transformation. Specific examples of change and transformation will be examined through real world case studies. Furtado.

#### **These courses are under development:**

#### **Global and Historical Perspectives in Education**

Provides an historical foundation and understanding how global educational trends today have been informed by ideas and practices from the past. Seminal theories of teaching and learning, benchmarks in the evolution of schooling, and changing notions about the purposes of education will be compared cross culturally over time. By the completion of the course candidates will gain a more sophisticated perspective on today's changing landscape in PreK-12 and higher education across the world.

#### **Human Resource Administration: Personnel Issues; Staff Development, Performance and Evaluation and Collective Bargaining in Education**

Methods of staff evaluation, performance review and orientation are reviewed including the continuous and conscientious review of teacher performance. This course will provide successful techniques in human resource administration. The course will also address areas of contract negotiation. Students will participate in simulated bargaining exercises that will provide realistic experiences in preparing for negotiations, analyze case studies and develop a professional development plan for a school district. Also addressed will be issues of salaries and student and teacher performance.

#### **Legal Aspects of Education Governance**

Emphasis will be placed on the No Child Left Behind Law and the Massachusetts Education Reform Act of 1993. Special Education law will be reviewed and the impact these laws have had on the delivery of education to students with academic, physical and mental disabilities.

#### **Financial Decision Making, Planning and Managing Schools and Facilities**

Explores financial aspects of educational institutions with particular emphasis on the use of financial information for decision-making. Specific topics will include financial analysis, budget creation, budget oversight and planning and managing school facilities. School buildings that are multi-million dollar investments are central to the financial health of schools. Planning and managing school buildings is a key to the social and cultural appeal of a community. Educational funding mechanisms will be examined and case studies of financial crisis management will be utilized.

#### **Emerging Instructional Technologies**

Students will identify, analyze and project their roles of emerging technologies to achieve school reform and improvement. This course will enable classroom practitioners to plan for the integration of emerging technologies in instruction, research and assessment.

#### **Curriculum Leadership: Research and Practice**

Examines the current development in scientific research, public policy and/or educational practice that are related to curriculum, instruction and assessment and leadership in schools. It is designed to keep students abreast of developments that affect or have the potential to affect decisions about curriculum design, choice of instructional strategies and program implementation. Drawing from experiences across diverse school settings, candidates research, discuss, present and write about the challenges of translating innovative curricula into effective instructional practice for other educators. Reflective writings will be required as to how the candidates will face challenges and opportunities as curriculum leaders.

**Leadership Assessment and Development- Research and Professional Activities**

Designed to help the student examine and develop competencies that characterize successful leaders in education and related professions. Students will analyze theories underlying the assessment of leadership abilities and examine the structure of the construct of leadership. They will also engage in self-assessment, creating a leadership plan that outlines long-term and short-term goals for the development of leadership competencies. Students will be able to update their progress through revision and periodic review of their leadership plan.

**Practicum Experience**