

SIMMONS COLLEGE

Graduate Course Catalog
College of Arts and Sciences

2012–2014

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College of Arts and Sciences

Renée White, Dean

Carol Bonner, Interim Associate Dean of
Graduate Programs and Academic Affairs

Graduate Programs Offered

Behavior Analysis

Behavior Analysis (MS, PhD)

General Education

Teaching (MAT - Elementary, Middle, High)

Educational Leadership (MS.ed, CAGS)

Teaching English as a Second Language
(MAT, CAGS)

Professional Licensure (MS.ed, certificate)

PhD in Educational Leadership (admission
currently on hold)

Special Education

Moderate/Severe License (MS.ed)

Language and Literacy (MS.ed, Ed.S)

Special Education Moderate License
Certificate

Assistive Technology (M.S.ed, Ed.S) offsite
only

Liberal Arts

Children's Literature (MA)

English (MA)

Gender/Cultural Studies (MA)

History (MA)

Writing for Children (MFA)

Public Policy

Public Policy (MPP)

Dual-Degree Programs

MAT/English

MAT/Gender/Cultural Studies

MAT/Children's Literature

MAT/History

Children's Literature/English

Children's Literature/Writing for Children

Children's Literature/Library Services for
Children (shared with GSLIS)
History/Archives (shared with GSLIS)
Communications Management/Gender/
Cultural Studies (shared with SOM)

For information, applications, and publica-
tions for the programs listed above, contact:
Graduate Studies Admission
Simmons College
300 The Fenway
Boston, MA 02115-5898

Telephone: 617-521-2915

Fax: 617-521-3058

Email: gsa@simmons.edu

Admission

The following conditions for the master's
degree apply:

1. A baccalaureate degree from an accredited institution (for CAGS, Ed.S., and PhD programs – a master's degree from an accredited institution)
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

Once a student is admitted, the school or program advisor must approve all courses selected by the student. Part-time study is possible in all CAS graduate programs. Please consult individual program descriptions in this catalog for additional information about specific admission requirements. All students are expected to meet high academic standards as defined by individual programs. A student's connection with the College can be terminated whenever, in the judgment of the faculty, he/she has failed to show sufficient industry, scholarship, or professional aptitude.

Academic Policies and Procedures

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

Transfer of Credits

Under special circumstances, students may receive credit for graduate work completed at another accredited institution. Between four and eight semester hours are granted. 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, found on the Registrar's website.

Extension of Time to Complete Coursework

Incomplete coursework must be completed early in the semester immediately following the semester in which the incomplete grade was granted; grades must be submitted by February 1 for fall semester, July 1 for spring semester, and September 1 for summer semesters. Failure to submit a petition for extension of time or to 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, spring, or summer semester during their graduate study. Not enrolling during summer is not

considered a leave of absence. It is important for students to discuss the implications of taking a leave of absence with their program director as they make the decision to not enroll in fall or spring. Students must complete a Petition for Leave of Absence prior to the semester in which they not enroll. Financial Aid recipients must 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), regardless of the length of time away from the program or changes in the program. Students may be held to new program requirements upon return. To register after returning from a leave of absence, students must complete a Request for Readmission to Active Status.

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.

Five years: Behavior Analysis (MS), Children's Literature, Communications Management, English, Gender/Cultural Studies, History, MAT, MATESL, Public Policy, Special Education, Writing for Children

Six years: dual degree programs

Seven years: Applied Behavior Analysis (PhD), Educational Leadership (PhD)

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 should complete a Notice of Withdrawal from the College form. At such time, a student will be considered withdrawn.

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

A student who does not return from an approved leave of absence may be withdrawn from the College.

Satisfactory Progress Toward the Degree

The overall grade point average required for the degree is B (3.0) 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 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 the Office 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 CAS 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 Associate Dean of the College as a formal grade appeal.

Graduate Student Development Fund

CAS 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. A limited amount is available to support research related to thesis, independent study and/or capstone courses.

The Office of the Dean 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. The awards may be granted as follows:

- Up to \$200 for attendance at professional development activities, such as a conference, workshop; or

- Up to \$400 for research related to thesis, independent study, and/or capstone courses when expenses exceed \$200. Proposals should include a budget for the first \$200 assumed by the student as well as the additional expenses for which the student is applying.
- Up to \$400 for presentation at professional development activities, such as a conferences, workshops, or professional meetings.
- Up to \$600 for exceptional cases or for international travel.

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 CAS. Awards will be given out until funds are depleted for that academic year. For further information, please contact the Office of the Dean of the College of Arts and Sciences at 617-521-2091 or cas@simmons.edu.

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

TC: If a course number is followed by TC, that course is a short-term course. Travel courses usually run for two to four weeks, beginning at the end of final exams in the spring term. They are counted as part of a student’s spring semester course load. For more examples of short-term courses, see the *Undergraduate Course Catalog*.

Course Title

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

Semester Offered

This code indicates which semester(s) the course will be offered in 2012–2014:
 F = Fall
 S = Spring
 U = Summer
 1- Academic Year 2012-2013
 2-Academic Year 2013-2014

GCS 430 Cultural Theory (S-1)

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

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

Semester Hours

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

Prerequisites and Course Limitations

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

Course Instructor

The instructor of the course is listed at the end of the course description. Information about the educational background of the faculty can be found in the back of the catalog. Note that some courses list “Staff” as the instructor, meaning that the course is taught by an instructor who is not a member of the full-time faculty or has not yet been determined.

Course Description

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

USER’S GUIDE

COLLEGE OF ARTS AND SCIENCES GRADUATE PROGRAMS

Graduate Programs in Behavior Analysis

Russell Maguire, *Chair and Assistant Professor*
Ron Allen, *Associate Professor of Practice*
Elisa Hegg, *Lecturer and Director of Mentoring and Supervision*

The mission of the Program in Behavior Analysis is to: (1) make the philosophy and science of behavior analysis accessible to people in a position to affect meaningful educational, social and behavioral changes, (2) to generate and publish innovative research by fusing behavior analysis with other scientific fields, and (3) to demonstrate how behavior analysis can impact the general education curriculum and typically developing children. The Simmons Program in Behavior Analysis has become known as a premiere program in New England for students and professionals interested in formal and comprehensive academic training in the field of applied behavior analysis. With an emphasis on theory, practice and professional training, all complimentary degree offerings (Ph.d., Ed.S., M.S.) share a common goal of preparing women and men for leadership roles in behavior analysis. The Simmons master's level program is one of only eighteen worldwide to receive accreditation by the Association for Behavior Analysis International.

The results of Simmons' rigorous and in depth behavior analysis program speak for themselves. In fact, throughout the past decade, the vast majority of the program's graduate students have become Board Certified Behavior Analysts, greatly surpassing the national average of graduates passing the certification exam. Because of the program's focus on diverse applications of applied behavior

analysis in education, medicine and management, program graduates learn to work effectively within multidisciplinary teams.

Simmons students are well prepared to serve diverse populations in various arenas including private and public schools, universities, hospitals, sport and athletic settings, and as private consultants. Through distinctive curricula, (approved by the Behavior Analyst Certification Board™) along with competency based examinations, case studies and oral examinations, each student is thoroughly trained and educated to meet the challenges of their field. Verbal behavior, stimulus equivalence, relational frame theory, educational and clinical applications, and behavioral medicine are integral components of the program.

Admissions:

Applicants must have a baccalaureate degree from an accredited college for consideration in the master's program and a master's degree or higher for consideration in the doctoral program. The applicant's record must show strong academic achievement in the areas of psychology, social science, education, or a related field. Recommendations and other documentation are required. An interview is highly recommended for master's candidates, and required for doctoral candidates. Students may take courses on a full or part-time basis in the fall, spring, or summer semesters. Inquiries should be addressed to Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, 617-521-2915, or gsa@simmons.edu.

Degree Options

M.S. in Behavior Analysis

52 credits - 11 course sequence that can be completed within two years.

Program of Study (52 credits)

BEHV 415 Applied Research I

BEHV 416 Applied Research II

BEHV 424 Intro to Applied Behavior Analysis

BEHV 426 Behavioral Assessment

BEHV 427 Methodologies for Changing Behavior

BEHV 430 Ethics and Legal Issues

BEHV 434 Pedagogy and Systems in Applied Behavior Analysis

BEHV 437 Data Collection, Display, and Interpretation

BEHV 445 Advanced Applied Behavior Analysis

BEHV 461- 464 Mentoring and Supervision (2 credits each)

BEHV 465A Seminar: Theoretical and Applied Issues in Behavior Analysis

BEHV 465B Seminar: Skinner's Verbal Behavior

Ed.S in Behavior Analysis

36 credit, 7 course sequence that can be completed within 5 semesters.

The program is designed for individuals with a master's degree who would like to: (1) earn an advanced degree, (2) qualify to sit for the international exam to become a Board Certified Behavior Analyst (BCBA), and (3) assume a leadership role in the field of applied behavior analysis. Graduate students pursuing an Ed.S are also required to pass an oral exam at the end of each semester, take a comprehensive exam at the close of the final semester, and complete a capstone research project that must be submitted for publication in a peer reviewed journal.

Ph.D. in Behavior Analysis

64 credit, 17 course sequence that can be completed within three years.

This is a postmaster's program designed for Board Certified Behavior Analysts. See page 62 for more information.

COURSES

BEHV 415 Applied Research I (F-1,2; S-1,2; U-1,2)

4 sem hrs.

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

BEHV 416 Applied Research II*

4 sem. hrs.

Examines how complex forms of stimulus control responsible for sophisticated human behavior are developed and maintained. The focus is on Sidman's stimulus equivalence paradigm and its application to language, cognition and creativity. Students are required to conduct and present an investigation involving stimulus equivalence. Staff.

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

4 sem. hrs.

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

BEHV 426 Behavioral Assessment*

4 sem. hrs.

Focuses on the identification of functional relationships and the evaluation of interventions from information gained through behavioral assessment. Teaches how to conduct descriptive analyses and how to systematically manipulate

variables to demonstrate functional relationships between the educational environment and behavior. Staff.

BEHV 427 Methodologies for Changing Behavior*

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

BEHV 430 Legal and Ethical Issues*

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

BEHV 434 Pedagogy and Systems in Behavioral Education*

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

BEHV 437 Data Collection, Display, and Interpretation*

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

BEHV 445 Advanced Applied Behavior Analysis*

4 sem. hrs. Prereq: Consent of the department.
Reviews issues regarding the selection of behavior change procedures, functional analysis, verbal behavior, establishing operations and classroom management. Staff.

BEHV 461-464 Mentoring and Supervision

Staff.

BEHV 465A Seminar: Theoretical and Applied Issues in Behavior Analysis*

4 sem. hrs.
This course will be comprised of lectures on directed readings in the field of behavior analysis. The wide-ranging theme of this class is "theory to practice." Publications from the Journal of Applied Behavior Analysis will provide the basis for weekly discussions. Moreover, students will read the seminal book by B.F. Skinner: *Science and Human Behavior*. Skinner's *Science and Human Behavior* provides the underlying theory of our science. Moreover, William Baum's book entitled *Understanding Behaviorism: Behavior, Culture, and Evolution* will be used as the second text for the class. The directed readings provide the practical application of the basic principles of applied behavior analysis. The overarching purpose of this class is to: (1) demonstrate how theory relates to practice, and (2) demonstrate how the basic principles of applied behavior analysis can be used to solve problems in diverse areas such as behavioral safety, industry, medicine, education, sports, and the treatment of aberrant behavior. Staff.

BEHV 465B Seminar: Skinner's Verbal Behavior*

4 sem. hrs.
This course will be comprised of lectures on directed readings in the field of applied behavior analysis. This class focuses on the study of Skinner's Verbal Behavior and student connections to the extant literature. The literature selection for presentation in the respective classes will be taken from *A Collection of Reprints on Verbal Behavior*. Staff.

F =Fall
S =Spring
U =Summer
1- 2010-2011
2- 2011-2012
TC =Travel Course
* = Schedule t.b.a.

Graduate Programs in Children's Literature

Cathryn M. Mercier, *Director and Professor*
 Kelly Hager, *Associate Professor*
 Susan P. Bloom, *Associate Professor Emerita*
 Megan Lambert, *Lecturer*
 Rachel Lacasse, *Administrative Assistant*

Part-time Faculty

Jeannine Atkins
 Betty Carter
 Michael Patrick Hearn
 Michael Heyman
 Deborah Kaplan
 Melanie Kroupa
 Robin Morrow
 Anna Staniszewski
 Anita Silvey
 Vicky Smith
 Amy Stern

DEGREES IN CHILDREN'S LITERATURE

Master of Arts (MA) in Children's Literature

Master of Fine Arts (MFA) in Writing for Children

MA/MFA dual degree (see page 13)

MA/MAT dual degree (see pages 24)

MA/MS dual degree (see pages 14)

MA/MA-English dual degree (see page 14)

Master's students in all Children's Literature programs will be acquainted with the literary canon; know contemporary texts for children and young adults (and trends in the field); understand and be able to apply multiple practices in literary theory and criticism; develop the critical vocabulary and tools for appraising text and illustration; become skilled at synthesizing a wide range of approaches to and perspectives on children's and young adult

literature; write clear and original arguments that contribute to the field; and demonstrate the ability to present complex material and/or oral presentations.

Master of Arts in Children's Literature

The Master of Arts (MA) degree in Children's Literature offers specialized study of books for children and young adults to students who are, or who intend to be, involved in teaching, library work, editing, publishing, writing, affiliated professions, or further research and scholarship in the field.

Admission:

Admission requires a baccalaureate degree, preferably with a major in English, American, and/or comparative literature from an accredited institution. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English. The application requires a statement of purpose, official transcripts of prior degree work, two academic recommendations from those who can speak to the candidate's academic performance and scholarly potential, and, for international students, the test of English as a Foreign Language (TOEFL) results. An interview, though not required, is strongly recommended. The program has a priority application deadline of April 1. Admissions are rolling; therefore, early application is recommended. Students generally begin their program of studies in the fall semester. While students may elect to complete their degree on a full- or part-time basis, most students engage in half-time study of two courses per semester. Part-time students must complete the degree requirements within five years of registration as degree candidates. A maximum of four semester hours of transfer credit will be allowed toward the degree. Transfer credit must be applied for at the time of admission

and before matriculation. All inquiries should be addressed to the Office of Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA 02115-5898, by phone at (617)-521-2915 or emailed to gsa@simmons.edu.

Degree requirements for the Master of Arts in Children's Literature:

Thirty-six credits are required for the degree. The following five courses are mandatory:

CHL 401 Criticism of Literature for Children
 CHL 403 The Picturebook
 CHL 413 Contemporary Realistic Fiction
 CHL 414 Fantasy and Science Fiction
 history elective (four credits)

Students complete four electives in literature for children and young adults. A candidate for the degree may propose to write a thesis or an independent project to be undertaken during the final semester to fulfill one elective course. The thesis may be a monograph, an essay, or a bibliographic compilation and will have a scholarly orientation. The independent project may take a variety of shapes; it should have practical application to the candidate's professional work and should represent a model for use by others. Possible independent projects include curriculum development, literature education, a creative writing project, or a sponsored internship. Students interested in pursuing a thesis or an independent project should consult with the program director early in planning the program of studies. Guidelines for proposal submission for thesis and independent study work are available on the program's eLearning site as well as from the graduate program director.

The administrative committee assumes that students, upon completion of the degree program, will be able to demonstrate the confidence that comes with a general acquaintance with literature, as well as experience in children's literature. With this in mind, the graduate program director may advise students

to complete additional coursework in literature. The specific courses will be determined following discussion between the student and the graduate program director.

Master of Fine Arts in Writing for Children

The Master of Fine Arts (MFA) program has a strong theoretical underpinning and grounds the student's creative work in historical, critical, and scholarly contexts. MFA students will develop and complete a creative project; provide critical feedback to other writers; receive and respond to critical feedback on one's own writing; and revise at least two complete manuscripts in consultation with a mentor.

Admission:

Admission requires a baccalaureate degree, preferably with a major in literature and/or creative writing, from an accredited institution. However, the program is also open to students with majors in elementary or secondary education, fine arts, or social sciences who have done substantial work in English or substantial creative writing. The application requires a statement of purpose in seeking the degree, official transcripts of prior degree work, two letters of recommendation that address academic performance, scholarly potential, and creative engagement, and, for international students, TOEFL results. The statement of purpose should reflect on the writing process, address the applicant's goals as a writer, track his/her publishing history, and/or identify any works-in-progress. Additionally, MFA degree candidates must submit a portfolio of creative writing for children and/or young adults not to exceed 20 pages. An interview, though not required, is strongly recommended. The priority application deadline is April 1. Admissions are rolling; therefore, early application is recommended.

Students generally begin their program in the

fall semester. Students should review carefully when courses are offered and the sequence of courses in the MFA program in order to progress through the program in a satisfactory manner. Whereas students may elect to complete their degree on a full- or part-time basis, most students in Children's Literature programs are enrolled half-time in two courses per semester. Part-time students must complete the degree requirements within five years of registration as degree candidates. A maximum of four semester hours of transfer credit will be allowed toward the degree. Transfer credit must be applied for at the time of admission and before matriculation. All inquiries should be addressed to the Office of Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, by phone at (617) 521-2915 or emailed to gsa@simmons.edu.

Degree requirements for the Master of Fine Arts in Writing for Children:

In this eight-course (32-credit) program of study students complete four academic courses and four writing courses:

CHL 401 Criticism of Literature for Children
 CHL 403 The Picturebook
 genre elective (total four credits)
 history elective (total four credits)
 CHL 430 Writing for Children I
 CHL 431 Writing for Children II
 CHL 441 Mentorship I
 CHL 442 Mentorship II

MA in Children's Literature / MFA in Writing for Children Dual Degree Program

It is possible to complete a dual degree program that earns the MA and MFA degrees. Applicants to the dual degree program follow the application requirements for the MFA in Writing for Children and indicate that they wish to be considered for the dual degree program.

Degree requirements for the MA/MFA dual degree program

The dual degree is comprised of 14 courses (56 credits):

CHL 401 Criticism of Literature for Children
 CHL 403 The Picturebook
 CHL 413 Contemporary Realistic Fiction
 CHL 414 Fantasy and Science Fiction
 CHL 421 Children's Book Publishing
 CHL 430 Writing for Children I
 CHL 431 Writing for Children II
 CHL 441 Mentorship I
 CHL 442 Mentorship II
 history elective
 elective courses in Children's Literature (16 credits in Children's Literature)

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

Simmons offers an accelerated program that allows Simmons undergraduate students to acquire the MA in Children's Literature or the MFA in Writing for Children within one year of completing their undergraduate studies at the College. The accelerated BA/MA program requires 32 credits beyond the Simmons baccalaureate degree for the MA; the BA/MFA student must complete 28 credits beyond the Simmons baccalaureate degree. Applications should be filed before the beginning of the student's senior year and must include an interview with the program director. Undergraduate students applying for graduate study in children's literature are expected to have the following qualifications:

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

Dual Degree Program with English

Admission: This dual-degree program is 14 courses (56 credits):

CHL 401 Criticism of Literature for Children
 CHL 403 The Picturebook
 CHL 413 Contemporary Realistic Fiction
 CHL 414 Fantasy and Science Fiction
 history elective in Children's Literature (total of four credits)
 Children's Literature electives (total eight credits)
 ENGL 405 Contemporary Critical Theory
 six elective courses in English

Dual Degree Program with Library Science (MA/MS)

Admission: Applicants to this 57–59 credit program must be admitted to both the MA program in Children's Literature in the College of Arts and Sciences and the MS program in Library and Information Science. Materials should be sent to the College of Arts and Sciences' Office of Graduate Admissions, gsa@simmons.edu.

Degree Requirements (57–59 credit hours)

27 credit hours in library and information science (each course carries 3 credit hours)

LIS 403 Evaluation of Information Services
 LIS 404 Principles of Management
 LIS 407 Reference/Information Services
 LIS 415 Information Organization
 LIS 481 Children's Literature and Media Collections
 LIS 483 Young Adult Literature

LIS 488 Technology for Information Professionals
 LIS 482 Library Programs and Services to Children

or LIS 412 Library Programs and Services for Young Adults

LIS 423 Storytelling

or LIS 520n Literacy: The Issue and the Library's Response

or LIS 520o Information Sources for Children
 or LIS 450 Organization and Management of Public Libraries

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

CHL 401 Criticism of Literature for Children
 CHL 403 The Picturebook
 CHL 413 Contemporary Realistic Fiction for Young Adults
 CHL 414 Fantasy and Science Fiction
 history elective (total of four credits)
 elective (total four credits),

6–8 shared credit hours

ChL 437/LIS531Q Special Topics

-electives chosen from the GSLIS curriculum (general or Children's/Youth services) (3 credit hours, GSLIS) or from the Children's Literature MA program (4 credit hours, CAS)

COURSES

Courses in Children's Literature are open to graduate students who have been admitted to the Children's Literature program administered by the Center for the Study of Children's Literature. Non-matriculating graduate students may also enroll on a single-course or institute basis with the permission of the program director. Non-matriculating students must apply after completing their second course. Simmons graduate students in other fields may enroll with the consent of the Children's Literature graduate program director.

and the permission of their school or department.

All courses carry four semester hours of academic credit, unless otherwise noted. The semester of course offerings below refer to on-campus courses, unless otherwise noted; for course sequence in the MA and MFA programs at the Eric Carle Museum of Picture Book Art (Amherst, MA), please contact the director of the Center for the Study of Children's Literature and graduate program director. Semester offerings subject to change.

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

4 sem. hrs.

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

CHL 403 The Picturebook (S-1,2)

4 sem. hrs.

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

CHL 404 Poetry for Young Readers (U-1)

4 sem. hrs.

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

CHL 405 Creating the Picturebook*

4 sem. hrs.

Guides the student through the consideration, exploration and experience of every aspect of making a picturebook. Students will complete at least a thirty-two page dummy, along with several finished illustrations, and many exercises on each aspect of the process along the way.

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.

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

4 sem. hrs. Prereq.: CHL 401.

Studies the adolescent's quest for a sense of self. Uses narratology and other theoretical frameworks. Focuses on fiction published for both young adults and adults including central touchstone novels in the field. Draws from the work of Robert Cormier, Chris Lynch, Jacqueline Woodson, among others, with particular attention to works published with the last decade. Mercier.

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

4 sem. hrs.

Provides an 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. Kaplan.

CHL 417 Canadian Children's Literature (U-1)

2 sem. hrs.

This brief survey of Canadian literature for young people examines Canadian children's book as they evolve from a colonial to a pluralistic society. The course will consider domestic and historical

fiction, fantasy and science fiction, realism, picturebooks, and folklore. No prerequisites, open enrollment. Gudelot.

CHL 418 Australian Literature for Young People: Identity and Belonging (OL, S-1,2)

4 sem. hrs.

This course offers a (brief) overview of the development of Australian children's and YA literature, from earliest publications (1841) to the present day, through reading some important texts. It will look more closely at some books from recent decades, looking especially for the characteristics of an Australian literature and discussing themes and issues such as concepts of nationhood; relationship of self to place; boy's books and girl's books; relationships between white Australians and Indigenous peoples; the Bush vs. the city; and multiculturalism to draw on scholarship in children's/young adult literature to contextualize and deepen critical interrogation of literary texts. Robin Morrow, online.

CHL 419 Canadian Children's Literature: Study in Fantasy (S-2)

2 sem. hrs.

Examines origins, post-colonial development and current trends of Canadian children's fantasy. Analyzes the construction of conventional fantasy motifs in picturebooks, novels, and graphic novels. Questions what defines and distinguishes Canadian fantasy by considering what themes, values, or messages imbue the texts with a unique national identity. Staff.

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

4 sem. hrs.

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

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

4 sem. hrs.

Surveys the history of children's book publishing in the U.S. and then focuses on the various

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

CHL 422 Editing the Children's Book Manuscript (S-1,2)

2 sem. hrs.

Provides an in-depth understanding of the editorial process involved in creating a book for children or young adults. Offers a behind-the-scenes look at the dialogue that takes place between author and editor as they work together to strengthen a text as it evolves from manuscript to finished book. Kroupa.

CHL 423 / ENGL 423 19th-Century American Children's Literature (F-2)

4 sem. hrs.

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

CHL 424 Nonsense Literature for Children: Structured Absurdity, Subversion, and Certain Creatures of the Sea (U-1)

2 sem. hrs.

Whatever its context, wherever it originates, nonsense exhibits an aesthetic rigor, a playfulness, and a kind of structured subversion that has made it an underground weapon of the disenfranchised. Using Mikhail Bakhtin's concept of the carnivalesque, we will look to the origins of nonsense, stemming from folklore such as nursery rhymes, and the sophisticated and silly satires. No prerequisites, open enrollment. Heyman.

F =Fall
S =Spring
U =Summer
TC Travel Course
1- 2012-2013
2- 2013-2014
* = Schedule t.b.a.

CHL 426 The Child in Fiction (F-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 427 Special Topics in Folk and Fairy Tales (U-1)

2 sem. hrs.

This intensive week-long course will investigate the historic and cultural contexts of folk and fairy tale production and reproduction. The course will consider the narrative structures of folk and fairy tales as a prelude to exploring a variety of adaptations across venues (e.g., literature, picture books, graphic novels, film, television, stage, interactive digital media, comic books, games, etc.). The course will examine critical debates and their framing of the role, purpose, and place of fairy tales. Students will take a case study approach to one fairy tale and will complete a final project studying how one tale has changed over time. No prerequisites, open enrollment. Staff.

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

4 sem. hrs.

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

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

4 sem. hrs. Prereq: CHL 430.

Investigates the process of writing fiction for children through written assignments and class discussion of assignments, published books, and theoretical applications. Examines different narra-

tive forms and techniques and the elements and development of a story. Includes individual conferences. Staniszewski.

CHL 434 The Child and the Book *

4 sem. hrs.

Explores accounts of childhood reading through a variety of perspectives: critical analysis and primary reading of fictional and artistic depictions of the child as a reader; reader response theoretical accounts of children's responses to literature; adult memoirs of childhood reading; parental accounts of reading with children; writings about children's reading in school and library contexts; an exploration of children's choice book awards and reception in the United States and abroad. Lambert.

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

CHL 436 Nonfiction: The New Frontier in Children's Books (F-1)

4 sem. hrs.

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

CHL 437/LIS 531Q Special Topics in Children's Literature (U-1)

4 sem. hrs. Prereq: Dual Degree (CHL and GSLIS, CHL 401, and consent)

Please contact cathryn.mercier@simmons.edu for consent. Kimball and Lambert.

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

4 sem. hrs. Prereq: CHL 431.

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

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

4 sem. hrs. Prereq.: CHL 441. Open only to MFA students.

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

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

4 sem. hrs. Prereq: 28 credits in the MA in Children's Literature.

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

CHL 451 The Reviewer (S-1)

2 sem. hrs.

An exploration of children's book reviewing, focusing on historical trends and contemporary practices. Analysis of journals; formal experience in writing, reading, and editing reviews; and foundations of literary criticism. Carter.

CHL 5xx Summer Symposium in Children's Literature (U-1)

4 sem. hrs.

Examines all genres of children's literature, from picturebooks through young adult novels, nonfiction, and poetry, through a thematic lens. Culminates in a long weekend in which authors,

illustrators, editors, and critics of children's literature bring their unique vision to the theme. The summer symposium/institute theme for 2013 is "Love Letters" and will be taught by Associate Professor Amy Pattee. Past summer symposia have been "The Body Electric" (2011), "Crimes and Misdemeanors" (2009), "Food, Glorious, Food" (2007), "Let's Dance" (2005), "Midnight Gardens" (2003), "Brave New Worlds" (2001), "Halos and Hooligans" (1999), and "As Time Goes By" (1997). Staff and visiting faculty.

F =Fall
S =Spring
U =Summer
TC Travel Course
1- 2012-2013
2- 2013-2014
* = Schedule t.b.a.

Graduate Programs in Education

Mission Statement

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

FACULTY

Paul Abraham, *Chair, Professor, Director of the MATESL Program*
 Kathleen Dunn, *Professor Emerita*
 Theresa Perry, *Professor*
 Janie Ward, *Professor*
 Judah Axe, *Assistant Professor*
 Daren Graves, *Assistant Professor*
 Gary Oakes, *Professor of Practice, Director of MAT Program*
 Helen Guttentag, *Professor of Practice, Director of Clinical Programs and Undergraduate General Education*
 Joy Bettencourt, *Associate Professor of Practice*
 Allan Blume, *Associate Professor of Practice, Coordinator of Programs at Landmark School*
 Janet Chumley, *Associate Professor of Practice*
 Maryellen Cunnion, *Associate Professor of Practice*
 Ellen Davidson, *Associate Professor of Practice*
 Christine Evans, *Associate Professor of Practice and Program Director of New England Center for Children Program*
 Jane Hardin, *Associate Professor of Practice, Coordinator of South Coast Educational Collaborative Program*
 Roberta Kelly, *Associate Professor of Practice and Director of Educational Leadership Licensure Program*
 Madalaine Pugliese, *Associate Professor of Practice and Coordinator of the Program in Assistive Special Education Technology*

Part-time Faculty

Stephanie Hamel
 Anthony Bashir
 Anthony Bent
 Lucille Blaschke
 Agnieszka Bourret
 Susan Campbell
 Kathryn Collins
 Charles Cormier
 Sarah Crosbie
 Charles Deily
 Brenda Doucette
 Jennifer Edge-Savage
 Melissa Farrall
 Caitlin Gaffny
 Diana Gondek
 Janet Goodrich
 Karen Janowski
 Kellie Jones
 Patricia Kelly
 Beth Kennedy
 Cheryl Koki
 Erin Leif
 Kevin Lenane
 Susan Lowell
 Jeffrey Lucove
 Adrian Mims
 Jenny Nam
 Sally Nelson
 Pamela Olsen
 Amy Pasquarello
 Jill Pompei
 Marnie Reed
 Julie Rigo
 Margaret Rodero
 Thomas Rooney
 Barbara Scotto
 Emily Shamieh
 Jeanne Tuthill
 John Ullian
 Linda Waters
 Sharon Waterman
 Anne Whittredge
 Elizabeth Williams

Staff

Suzanne Kowalewski, *Licensing Specialist*
 Nancy Ortega, *Off-Site Program Manager*
 Patrick Cunniffe, *Administrative Assistant*
 Cynthia Smith, *Administrative Assistant*

Degrees and Certificates

Master of Arts in Teaching (MAT)
 Master of Science in Education (M.S.Ed.)
 Educational Specialist (Ed.S.)

The Ed.S. is an advanced graduate degree that provides a student who currently holds a master's degree in education with an area of educational specialization and leadership skills. Certificate of Advanced Graduate Studies (CAGS)
 Doctor of Philosophy (Ph.D.)

Graduate Programs

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

- General Education (page 21)
- Elementary (page 21)
- Secondary (page 23)
- General Purposes (page 23)
- Advanced Pedagogy (page 23)
- Educational Leadership (page 24)
- Educational Leadership Doctorate (page 64)
- English as a Second Language (page 25)
- Special Education (page 26)
- Moderate Disabilities (page 26)
- Severe Disabilities (page 27)
- Assistive Technology (off-site) (page 28)
- Language and Literacy (page 28)
- Dual Degree: Master of Arts in Teaching/Master of Arts in Children's Literature, English, History, or Gender/Cultural Studies (page 24)
- Add-On Licensure Certificate Program (special education) (page 22)
- Non-Licensure Program Options (26 & 28)

In addition, the Department of Education offers a doctorate in Educational Leadership and at the undergraduate level the Kathleen

Dunn Scholars Program, a five-year integrated bachelor's/master's degree program for Simmons students majoring in education. See the Undergraduate Course Catalog for more information.

Admission to Master's, Ed.S., CAGS, Dual-Degree, or Doctoral Programs

Applicants must have a baccalaureate degree from an accredited college for master's degree consideration. The undergraduate record must show strong academic achievement.

Applicants for the education specialist, CAGS, or PhD degree programs must hold a master's degree from an accredited institution of higher learning and submit an official transcript of the graduate record.

Recommendations and other documentation are required. Students must maintain a 3.0 grade point average and pass appropriate sections of the MTEL, as well as receive departmental approval for admission to the practicum experience. Students may take courses on a full- or part-time basis, and enroll in fall, spring, or summer semesters. Individual programs may have additional requirements, such as interviews. Inquiries should be addressed to Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, 617-521-2915, or gsa@simmons.edu.

Urban Teacher Initiative

The department of education offers tuition support for teachers and specialists employed by Boston or Cambridge public or charter schools. The purpose of the initiative is to provide exemplary training to individuals working with students. Granting tuition assistance demonstrates the department's investment in urban education and pledges the College's continued endorsement of the ideals of leadership and diversity. For more information, please contact Graduate Studies Admissions at 617-521-2915.

General Education Master of Arts in Teaching (MAT) Program

Director: Gary Oakes

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 developmental psychology as it applies to learning and teaching situations. Students also study the curriculum, materials, and methods of teaching necessary for the grade levels and subject(s) they will teach. Extensive fieldwork and supervised student teaching are an integral part of the program.

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

- Elementary (grades 1–6)
 - Middle/high school (grades 5–8 or 8–12)
- Subjects: English, history, mathematics, political science/philosophy, biology, chemistry, earth science, general science, physics, Middle school: humanities, Middle school: mathematics/science
- French and Spanish (grades 5–12)

At the elementary level, candidates must present evidence of general familiarity with the subjects taught in the elementary schools, i.e., reading, writing, literature, science, mathematics, art, music, health, physical education, and social studies. They must also have a major in the liberal arts and sciences or equivalent coursework.

In addition to the Massachusetts Tests for Educator Licensure (MTEL) Communication and Literacy Skills tests, elementary candidates must pass the General Curriculum test and the Foundations of Reading test.

At the middle or high school levels, candidates must have an undergraduate major in the subject they plan to teach or provide documentation of sufficient courses, knowledge or other

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

Please note that candidates for both the elementary and secondary license must meet the Department's requirements for passing 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.

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

Elementary Initial License (36 credits):

- GEDUC 460 Teaching Strategies for the Inclusive Classroom
- GEDUC 445 Educational Psychology
- GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom
- GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom
- GEDUC 467 Math for the Early Childhood and Elementary Classroom
- GEDUC 401 Seminar in Teaching and Learning at the Elementary Level
- GEDUC 480 Practicum: Elementary Education (grades 1–6)
- GEDUC elective
- GEDUC elective (to be replaced in 2013-14 by a required course on English Language Learners.)

Elementary Initial License with Internship

(40 credits):

GEDUC 460 Teaching Strategies for the Inclusive Classroom
 GEDUC 445 Educational Psychology
 GEDUC 461 Social Studies, Science, and the Arts in the Elementary Classroom
 GEDUC 464 Reading and Language Arts for the Early Childhood and Elementary Classroom
 GEDUC 467 Math for the Early Childhood and Elementary Classroom
 GEDUC 401 Seminar in Teaching and Learning at the Elementary Level
 GEDUC 480 Practicum: Elementary Education (grades 1–6)
 GEDUC 400 Prepracticum Seminar
 GEDUC 488 Prepracticum
 GEDUC elective (to be replaced in 2013-14 by a required course on English Language Learners.)
 *Please note that students who graduate after July 1, 2014 will be required to take this course.

Secondary Initial License (36 credits):

GEDUC 460 Teaching Strategies for the Inclusive Classroom
 GEDUC 445 Educational Psychology
 GEDUC 420 Teaching for Content Area Literacy
 GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers
 GEDUC 47- (Methods of Teaching in Subject Area)
 GEDUC 402 Seminar in Teaching and Learning at the Middle and High School Levels
 GEDUC 481 Practicum: Middle School (grades 5–8)
 or GEDUC 479 Practicum: Modern Languages (grades 5–12 French and Spanish)
 or GEDUC 482 Practicum: High School (grades 8–12)
 GEDUC elective
 GEDUC elective (to be replaced in 2013-14 by a required course on English Language Learners.)

Secondary Initial License with Internship

(40 credits):

GEDUC 460 Teaching Strategies for the Inclusive Classroom
 GEDUC 445 Educational Psychology
 GEDUC 420 Teaching for Content Area Literacy
 GEDUC 455 Issues in Teaching and Learning for Middle and High School Teachers
 GEDUC 47- (Methods of Teaching in subject area)
 GEDUC 402 Seminar in Teaching and Learning at the Middle and High School Levels
 GEDUC 481 Practicum: Middle School (grades 5–8)
 or GEDUC 482 Practicum: High School (grades 8–12)
 or GEDUC 479 Practicum: Modern Languages (grades 5–12 French and Spanish)
 GEDUC 400 Prepracticum Seminar
 GEDUC 488 Prepracticum
 GEDUC elective (to be replaced in 2013-14 by a required course on English Language Learners.)
 *Please note that students who graduate after July 1, 2014 will be required to take this course.

Note: Currently, a new degree program is being designed that will provide students with a license in both general education and moderate disabilities special education.

Candidates for Licensure must pass the Communication and Literacy and subject MTEs before beginning practicum placements.

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

Add-on Licensure Program: Teacher of Students with Moderate Disabilities (Pre K – 8 or 5 – 12)

This program is available to individuals who already hold a Massachusetts initial teacher license. This program meets the requirements

of the Massachusetts Department of Elementary and Secondary Education Regulations for Education Licensure for adding on a license in a new field. Candidates who complete the program must apply on their own for their additional license and provide evidence that they have met the requirements to add on the specific license for which they are applying. To be eligible for an additional license an individual must meet regulations as identified in 603 CMR 7.14, which may include achieving a passing score on any required Massachusetts tests for educator licensure (MTEL), passing a competency review or other license-specific requirements. The program consists of the following courses:

SPND 436 Formal and Informal Assessment (RDG 432, Reading Assessment may be taken in lieu of SPND 436) (4 cr)

SPND 444 Special Education Laws and Regulations for Teachers and Administrators (2 cr)

SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (2 cr)

SPND 446 Learners with Special Needs (4 cr)

SPND 487 Seminar and Fieldwork in Education (2 cr)

SPND 488 Seminar and Fieldwork in Education (2 cr)

SPND 438 Practicum: Moderate Disabilities (PreK–8) (2 cr)

or SPND 439 Practicum: Moderate Disabilities (5–12) (2 cr)

Please note: the Add-on Licensure Program is currently being modified to reflect modified state standards.

The 150-hour practicum allows the candidate to address the changing field and level requirements for all candidates, and allows the candidate applying for licensure in the new field to demonstrate competency by being required to meet all of the standards for licensure in the

field sought. The practicum is designed for candidates who are currently full-time classroom teachers with access to students with moderate disabilities. A minimum of eight hours a week for 20 weeks is generally required. Candidates are encouraged to complete more hours per week if possible. A candidate must be teaching in an inclusive classroom, with significant numbers of learners with special needs in order for the practicum placement to be approved by the Simmons College Program in Special Education. Based on each candidate's background, additional coursework may be required in order to meet the subject matter of the new license sought.

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

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

Master of Science in Education in Advanced Content and Pedagogy/Graduate Certificate in Advanced Content and Pedagogy Leading to the Professional License

This 32-credit master's program is designed for candidates who hold their initial teaching licenses and bachelor's degrees, and who wish to fulfill the requirements for a professional license. Candidates select a minimum of four

liberal arts or education courses appropriate to content in their teaching fields, and four advanced pedagogy courses from the graduate education department.

A 12-credit certificate program is designed for candidates who hold their initial teaching licenses and master's degrees. These candidates select three courses from the liberal arts or content-related education courses.

These programs have been approved for the following teaching fields: early childhood; elementary; moderate disabilities (preK-8); English; history; and political science.

Candidates will work with the program director who will serve as their advisor. A study plan will be designed to meet candidates' individual needs. See the list of approved courses for each field in the office of the program director for specific course offerings.

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

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

Program in Educational Leadership Licensure

Director: Roberta Kelly

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

Admission: In addition to the requirements described on page 20, M.S.Ed. candidates seeking a license must submit a copy of a Massachusetts teaching license and have a record of successful teaching experience at a public, independent, charter, or parochial school. CAGS candidates must have a master's degree in addition to the above requirements. A passing score on the MTEL communication and literacy section is part of the licensing requirement.

Degree Requirements: (36 credits)

The course sequence for this program is as follows:

GEDUC 500 Leadership Development
 GEDUC 502 The Law and Education Policy
 GEDUC 503 Principal as Manager
 GEDUC 506 Classroom Supervision in Theory and Practice
 GEDUC 505 Curriculum Development
 GEDUC 508 Organizational Management
 GEDUC 509 Foundations of Educational Administration
 GEDUC 510 Leadership Seminar
 GEDUC 511 Leadership Field Experience Practicum
 GEDUC 513 Special Education Laws
 GEDUC /AST 529 Race, Culture, Identity and Achievement

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

Please note: Requirements for the Master's Program in Educational Leadership Licensure are being reviewed by the Massachusetts Department of Elementary and Secondary Education and may be subject to change.

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

The dual-degree program is a full-time two-year, sixty (60) credit graduate program leading

to an MAT degree and an MA degree in an academic discipline. At present, the MAT may be combined with an individual MA degree in Children's Literature, English, History, or Gender/Cultural Studies. The student works simultaneously toward both degrees. The dual degree is awarded only after the candidate has completed 28 credits in the MA program and 32 credits in the MAT program depending on the education program they select. Successful completion of the MAT degree along with passing scores on the appropriate Massachusetts tests for educator licensure (MTEL) allow the student to receive initial teaching licensure from Massachusetts at the elementary, middle or high school level. The MA degree will provide the necessary content area study for the student to apply for professional teaching licensure after three years of successful teaching in the state. The student must apply and be admitted to both programs. Each student will have two advisors, one in the MAT program and one in the MA program. In the MAT program, the student has the option of completing a one-semester teaching practicum or a full-year teaching internship in a public school. The internship option requires enrolling in an additional four credits. For further information, please contact the Graduate Admissions Department at 617-521-2915 or Maryellen Cunnion in the education department at 617-521-2566.

Program in Teaching English as a Second Language

Director: Paul Abraham

Degree Requirements: The MATESL program is designed for candidates who wish to teach English as a Second Language (ESL) to school-aged children in public schools or to adults in community or college-level ESL programs. For those wishing to teach ESL in grades 5–12, the program requires 40 semester hours of coursework; for PreK–6, the program consists of 48 semester hours. Both of these programs

include all the coursework necessary for initial teaching licensure in Massachusetts. Those who already have state certification in another field should contact the MATESL program director.

Admission: Beyond the requirements described on page 20, MATESL candidates must provide evidence of competence in a second language at or above the intermediate level. Candidates must sit for an interview and present certain test scores as described by the Office of Graduate Studies Admission. Part-time candidates may plan a program of study individually with the program director. All students must complete the degree program within five years.

Initial Licensure, Grades 5-12

Courses

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

Initial Licensure, Grades PreK–6

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

Non-Licensure Program

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

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

Certificate of Advanced Graduate Study (CAGS) for General Purposes

See description on page 23.

Special Education

The Simmons graduate programs in Special Education are widely recognized for preparing skilled and knowledgeable practitioners. The philosophy of the programs is grounded in the principles of inclusion and meaningful access to curriculum, and the principle that all students can learn and have the right to do so in a classroom of students their own age in their own community. The programs in Special Education offer a graduate degree with Massachusetts licensure options in moderate disabilities (PreK–8), moderate disabilities (5–12) and severe disabilities (Levels: All). In addition, following in the Simmons tradition of innovation and professionally-based programs, the programs in special education offer specialized areas of study in assistive special education technology, and language and literacy in special education–language based learning disabilities.

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

programs in special education train teachers to create and implement changes enabling educational communities to teach learners with special needs in local public schools and state-approved schools.

Students may pursue the Master of Science in Education (M.S.Ed.) degree or the Education Specialist (Ed.S.) degree. The M.S.Ed. degree meets the educational needs of those seeking a master's degree with or without licensure. The Ed.S. degree programs offer an advanced graduate degree designed to provide an area of specialization to a student who currently holds a master's degree. The primary areas of study are in the field of special education with a concentration in a specific discipline such as: teaching in an area of special education, language and literacy, or assistive special education technology. Each student is individually advised in consultation with the department chair, program coordinator or faculty advisor, and the programs can be completed on a part-time or full-time basis.

Those seeking teacher licensure in Massachusetts must pass all appropriate sections of the Massachusetts Test for Educator Licensure (MTEL) before beginning the practicum. Candidates for a degree may complete the program in one calendar year, two academic semesters including one summer session, or on a part-time basis. Candidates must plan their program with the program coordinator, advisor, or department chair.

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

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

Coordinator: Jane Hardin

The program in moderate disabilities (PreK–8 or 5–12) is designed to prepare specialists to provide direct service to learners in inclusive

education classrooms. Traditionally, learners with moderate disabilities have received educational services within the general education classroom, resource rooms or sometimes in substantially separate classes in public or state-approved private schools. Following the philosophy of inclusion, the program provides the opportunity and skills to develop effective strategies to work with learners with moderate disabilities in a variety of settings while incorporating the Massachusetts Curriculum.

Program of Study (44 credits)

RDG 406 The Structure of Language for Teachers
 RDG 410 Multisensory Structured Language Strategies for Reading
 SPND 415 Applied Research I
 SPND 422 Differentiating Instruction of Strategies Using Technology Across the Curriculum
 SPND 436 Formal and Informal Assessment
 SPND 441 Classroom Management for Learners with Special Needs in Inclusive Settings
 SPND 443 Special Education Laws, Regulations and Process for Teachers (4 cr) OR
 SPND 444 Special Education Laws and Regulations for Teachers and Administrators (2 cr) AND
 SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (2 cr)
 SPND 446 Learners with Special Needs
 SPND 435 Practicum in Special Education (Moderate disabilities; PreK-8)
 or SPND 440 Practicum in Special Education (Moderate disabilities; 5-12)
 SPND 438 Practicum in Special Education (Moderate disabilities; PreK-8)
 or SPND 439 Practicum in Special Education (Moderate disabilities; 5-12)
 SPND 487/488 Seminar and Fieldwork in Education

Program in Severe Disabilities (Levels: All)

Coordinator: Allan Blume

The program 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 state approved residential or day schools in order to support the inclusion of learners with severe disabilities into classrooms, the community, and the workplace. Students are prepared to teach learners in elementary, middle, and high school settings using the Massachusetts Curriculum as well as age-appropriate skills that range from communication, self-help skills, and social behavior to specific job skills.

Program of Study (44 credits)

RDG 410 Multisensory Structured Language Strategies for Reading
 SPND 415 Applied Research I
 SPND 422 Differentiating Instruction of Strategies Using Technology Across the Curriculum
 SPND 442 Analysis of Behavior: Principles and Classroom Application
 SPND 443 Special Education Laws, Regulations, and Process for Teachers (4 cr)
 OR
 SPND 444 Special Education Laws and Regulations for Teachers and Administrators (2 cr)
 SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (2 cr)
 SPND 446 Learners with Special Needs
 SPND 447 Assessment and Curriculum Modification and Development for Learners with Severe Disabilities
 SPND 448 Analysis of Community Resources, Adult Service Agencies, and the Transition Process
 SPND 467 Practicum: Severe Disabilities (Levels: All)

SPND 468 Practicum: Severe Disabilities
(Levels: All)
SPND 487/488 Seminar and Fieldwork in
Education

Non-Licensure Programs in Special Education (40 credits)

Students may pursue non-licensure in a graduate program and earn a M.S.Ed. or Ed.S. The programs prepare graduate students who do not seek a teaching license but wish to develop expertise in the field of special education. Students develop a course of study in consultation with the department chair, faculty advisor, or program coordinator of the respective program.

Program in Assistive Special Education Technology

Coordinator: Madalaine Pugliese

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

Program of Study (36 credits)

SPND 422 Differentiating Instruction of Strategies Using Technology Across the Curriculum
SPND 423 Using Multimedia to Create Curriculum Interventions for Learners with Special Needs
SPND 453 Language and Cognitive Development and Alternative Assessment Using Technology
SPND 456 Curriculum Support for Learners

with Special Needs Using Technology
SPND 458 Curriculum Access Using Assistive Technology Devices
SPND 463 Universal Classroom Design: Creating an Accessible Curriculum in the Inclusive Classroom
SPND 470 Curriculum Modifications Using Augmentative and Alternative Communication Technologies
SPND 473 Providing Specialized Curriculum and Environmental Access using Customized Technology Tools
SPND 475 Evaluation of Educational Software and Internet Resources for Curriculum Support

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

Director: Paul Abraham

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

Program Advising Board

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

Master’s Degree Program of Study (44 credits); with licensure (48 credits)

- RDG 406 The Structure of Language for Teachers
- RDG 410 Multisensory Structured Language Strategies for Reading
- RDG 428 Teaching of Writing
- RDG 429 Language Development and Disorders
- RDG 432 Reading Assessment
- RDG 433 Language Essentials for Teachers
- RDG 457 Literacy Support for Learners with Special Needs Using Technology
- RDG 461 Reading Research
- RDG 469 Topics in Clinical Practice
- RDG 572 Internship Experience (Wilson Reading) (8 credits)
- RDG 573 Reading Practicum (for licensure)

COURSES

MAT, EDUCATIONAL LEADERSHIP, URBAN EDUCATION

GEDUC 400 Prepracticum Seminar (F-1,2)

4 sem. hrs.
 Prereq.: All required education courses.
 Accompanies GEDUC 488.
 Addresses topics and issues that align with students’ classroom experiences: the Massachusetts curriculum frameworks, development of lesson plans, curriculum and curriculum units, classroom organization, routines, and procedures, classroom management, behavior and discipline, formal and informal assessment, grading, record-keeping, communication with parents, developing professional portfolios, school culture, and teaching strategies, modifying and adapting curriculum, and techniques for children with special needs. Requires a pre-practicum placement. Cunnion, Davidson.

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

4 sem. hrs.
 Develops integrated curriculum units and explores different models of curriculum design, lesson plans, and interdisciplinary teaching; teaches strategies to modify curriculum to accommodate different developmental levels and learning styles, and addresses issues of classroom management and parent communication. Develops appropriate assessment and evaluation procedures, measuring student progress. Requires a practicum placement. Cunnion, Davidson.

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

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

GEDUC/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.

GEDUC 409 Achieving Mathematical Power (S-1)

4 sem. hrs.

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

GEDUC 415 Proactive Classroom Strategies (F-1,2)

2 sem. hrs.

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

GEDUC 417 English Language Learners in the General Education Classroom*

4 sem. hrs.

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

GEDUC 419 Teaching Diverse Learners In the General Classroom Using Mobile Devices

2 sem. hrs.

This course will focus on the use of mobile devices to help address the diversity of today's K-12 classroom. Mobile devices, featuring brilliant graphics, great audio, a multi-touch interface and thousands of applications, open up a world of opportunities for differentiating instruction. This course will help teachers understand how to manage these powerful learning tools, integrate them into the classroom and master meaningful strategies to effectively evaluate learning apps. Pugliese.

GEDUC 420 Teaching for Content Area Literacy (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

Focuses on providing secondary teachers with research-based, pragmatic strategies to help their students develop content area literacy. Utilizing a standards-based lesson and unit planning framework, students will learn and apply reading, writing, speaking, listening and presenting tools and techniques to their respective content areas. Additionally, students will learn and apply instructional strategies for the "new literacies" associated with the Internet. In turn, these tools, techniques, and instructional strategies will help their students to better access, understand, and communicate content, as well as become independent learners. Lucove.

GEDUC 421 Differentiated Instruction*

2 sem. hrs.

This intensive 2 credit course is designed to deepen your understanding of the philosophy and principles of Differentiated Instruction. Participants will have the opportunity to examine the theory and the strategies of DI and how they can be utilized to meet the needs of learners. The majority of the work will be done through hands-on, experiential activities that participants can bring directly back to the classroom and use with their students. This course is highly interactive and the learners' needs will help to guide instruction. Gaffny.

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

4 sem. hrs.

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

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

4 sem. hrs.

Through a rigorous examination of the events that led to the Holocaust, promotes the understanding that few events in history are inevitable but rather result from choices made by countless

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individuals and groups. Uses inquiry, analysis, and interpretation in an interdisciplinary approach to provide the skills and information today's teachers need to confront the moral questions raised by students and embedded in history and literature. Bettencourt, Facing History staff.

GEDUC 424 Educational Technology and Software (F-1,2; S-1,2; U-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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. Love.

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 mate-

rials 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. Deily.

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

4 sem. hrs. Open to MS/CAGSs 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 493 Topics in Urban Education I*

2 sem. hrs.

Provides the urban teacher with curricular and pedagogical theories and strategies to insure high quality education to all students. Designed to promote thoughtful discourse to help urban teachers become more intentional about the pedagogy and teaching approaches used to promote multiculturalism, cultural responsiveness, and social justice. Graves.

GEDUC 500 Leadership Development (U-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

Studies topics including administrative authority, censorship, academic freedom and the curriculum, students' rights, discipline, sexual harassment, freedom of expression, religious freedom, special education, equity negotiations dismissal for cause, unions, and recent legislation. Examines and discusses social, legal, and

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ethical aspects of these topics in light of how they impact personnel and all-level students in public and private schools. Gondek.

GEDUC 503 Principal as Manager (S-1,2)

4 sem. hrs.

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

GEDUC 505 Curriculum Development (U-1)

4 sem. hrs.

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

GEDUC 506 Classroom Supervision in Theory and Practice*

4 sem. hrs.

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

GEDUC 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.

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. Whittredge.

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

4 sem. hrs.

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

GEDUC 513 Special Educations Laws (F-1,2)

4 sem. hrs.

Offers an examination of the historical, philosophical, legal and ethical perspectives of special educational services and the educational leader's role in implementing special education laws and regulations in public and private schools. Topics include free appropriate public education, least restrictive environment, eligibility for special education services, as well as the principal's role in special education, IEP development and discipline of students with special needs. Current and precedent-setting court cases and decisions form

the basis of in-class discussion and how these influence and inform current educational leadership practice. Blume.

GEDUC /AST 529 Race, Culture, Identity, and Achievement*

4 sem. hrs.
Examines historical, theoretical and empirical studies to understand, explain, predict and intervene in the school performance of students of color in the united states. Studies variables affecting the school performance of African Americans, West Indian immigrants, Chinese Americans, Vietnamese Americans, Puerto Ricans, and Mexican Americans. Examines educational practices and institutional and cultural formations that promote school achievement among Black and Latino students. Perry.

Practica

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

In those courses required to meet state standards, the department expects a level of academic distinction, including a cumulative grade point average of 3.0, in order to be recommended for a teaching practicum. All students must document at least 75 hours of pre-practicum fieldwork and have passing scores on the Communications and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL) prior to advancing to the practicum. In some cases, students may also be required to pass their MTEL subject matter tests before advancing to the practicum.

All students in a practicum must document a minimum of 150 hours of direct instruction of learners. See program directors for specific details. Practicum descriptions follow course listings in each program area.

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

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

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

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

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

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

4 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an inclusive classroom at the eighth-grade to 12th-grade level. Involves demonstrating effective classroom management procedures, implementing daily class lessons, developing long-range curriculum materials, and demonstrating effectiveness in serving students who are below the expected classroom instructional level. Requires documentation of a minimum of 135 hours of direct instructional time. Oakes.

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

4 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an inclusive classroom at the eighth-grade to 12th-grade level. Involves demonstrating effective classroom management procedures, implementing daily class lessons, developing long-range curriculum materials, and demonstrating effectiveness in serving students who are below the expected classroom instructional level. Requires documentation of a minimum of 135 hours of direct instructional time. Oakes.

GEDUC 488 Prepracticum (F-1,2)

2 – 4 sem. hrs. Prereq.: All required education courses. Accompanies GEDUC 400. Requires students to observe, assist, and teach in a 1–12 classroom under the supervision of a professionally licensed supervising practitioner at the field and level of

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the license sought. Offers an opportunity to develop and teach lesson plans and a minicurriculum unit, provide service to one student requiring modification in his/her educational program, and demonstrate effective classroom management skills. Staff.

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

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

GEDUC 495 Practicum for Development*

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

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

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

COURSES IN TEACHING ENGLISH AS A SECOND LANGUAGE

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

4 sem. hrs.
Presents research underlying major theories of second language acquisition, considering such factors as age, role of first language, language

environment, learning style, and motivation. Also includes acquisition order, error analysis, interlanguage, and discourse analysis, as well as implications for classroom practice. Involves tutoring a non-native English speaker to reflect on the process of language acquisition. Fieldwork required. Reed.

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

4 sem. hrs.
Examines phonological, morphological, lexical, syntactic and historical issues for test or anyone interested in English language. Involves tutoring a non-native speaker for a view of English grammar from the learner's perspective, and synthesizing teaching points and strategies. Fieldwork required. Chumley.

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

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

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

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

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

2–4 sem. hrs. For graduate students only.
Directed study addresses coursework required for the major or degree not being offered formally that semester. Students work under the close supervision of a faculty member. Consent is required for a directed study, which does not

count toward the independent learning requirement. Staff.

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

2-4 sem. hrs.

For graduate students only. Staff.

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

4 sem. hrs.

Examines language policy, minority language rights, and linguistic and political issues affecting multilingual populations. Investigates the effects of gender, race, and culture on language use within our society and examines theoretical and practical guidelines for teaching in a multicultural context. Chumley.

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

4 sem. hrs.

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

TESL 454 Teaching Pronunciation in English as a Second Language*

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.

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

4 sem. hrs.

See page 31.

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 31.

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

4 sem. hrs.

See page 31.

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

4 sem. hrs.

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

TESL 500 Special topics in TESL*

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

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

Practica for Teaching English as a Second Language

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

4–8 sem. hrs. Prereq.: Consent of the department. Assigns supervised teaching responsibilities in an ESL classroom at either a university-based or a community-based ESL program. Involves observing and assisting the classroom teacher and developing curricula. Requires 96 docu-

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mented hours of direct instruction and attendance at a student teaching seminar. Chumley.

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

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

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

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

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

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

COURSES IN SPECIAL EDUCATION

Moderate Disabilities (PreK–8 or 5–12) and Severe Disabilities (Levels: All) Licensure Programs, Language and Literacy

RDG 406 The Structure of Language for Teachers (F-1,2; U-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

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

RDG 428 Teaching of Writing (U-1,2)

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

Addresses the effect of weaknesses in receptive and expressive language, organization, memory, and visual coordination on written production. Includes concrete teaching techniques, graphic organizers, and teaching of text structures. Requires fieldwork. Pompei, Clark-Chiarelli.

RDG 429 Language Development and Disorders* 4 sem. hrs. Prereq.: RDG 406 and 410.

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

RDG 432 Reading Assessment (U-2)

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

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

RDG 433 Language Essentials for Teachers (U-1,2)

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

Studies language structure at the levels of semantics, syntax, and text structure as a vehicle for recognizing and interpreting learners' difficulties at higher levels of language processing and for

understanding the rationale behind explicit teaching of comprehension skills and strategies. Reviews current research on vocabulary, reading fluency, comprehension, and composition instruction along with semantics, syntax, and text structure. Involves exercises in language analysis and manipulation and application of concepts for learner assessment and lesson planning. Farrall, Rosow.

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

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

RDG 461 Reading Research (F-1,2)

4 sem. hrs. Prereq.: RDG 406 and 410.
Focuses on past and current research in the areas of reading and language arts. Provides a framework to evaluate reading theories and research and determines appropriate instruction based upon the findings. Clark-Chiarelli, Lowell.

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

2-8 sem. hrs. Prereq.: RDG 406 and 410.
Involves working with learners with moderate disabilities or severe disabilities under the mentorship of a faculty advisor. Explores classroom techniques and procedures using concept papers or a critical review of the literature on a specific topic. Raskind, Pompei.

RDG 572 Internship Experience (F-1,2; S-1,2)

8 sem. hrs. Prereq.: RDG 406 and 410.
Assigns supervised teaching responsibilities for learners who have language, reading, and writing challenges. Requires implementing the methods and materials of the Wilson Reading System throughout the course. Develops skills in the instruction of literature and technical writing and in consultation techniques. Provides an opportunity to pursue Wilson Level One training. Offered across two semesters. Koki.

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

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

SPND 415 Applied Research I (S-1,2)

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

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

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

SPND 422 Differentiating Instructional Strategies Using Technology Across the Curriculum (F-1,2; U-1,2)

4 sem. hrs.
Educators are responsible for incorporating a full range of technologies into universal design for learner access to the classroom curriculum, and into their students' Individualized Education Plans. This course provides real world experiences, resources and skill development in using the latest software, assistive technologies and best practices. Make decisions with guidance resulting in practical solutions that can be readily implemented in inclusive classrooms. Pugliese.

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

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

(Cohort is held at The Education Cooperative at Dedham.) Explore software create tools to design customized curriculum or classroom resources that meet the diverse and exceptional needs of learners. Learn to develop and use authentic assessment rubrics to review project work. Blaschke.

SPND 436 Formal and Informal Assessment (F-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

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

SPND 442 Analysis of Behavior: Principles and Classroom Applications (F-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

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

SPND 444 Special Education Laws and Regulations for Teachers and Administrators (S-1,2; U-1,2)

2 sem. hrs.

This course offers an examination of the historical, philosophical, legal and ethical perspectives of educational services for learners with special needs. This course will review the statutory and regulatory foundations pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. Students are not required to have a background in law. Blume.

SPND 445 The Individualized Education Program: Strategies for Development, Interpretation and Implementation (S-1,2; U-1,2)

2 sem. hrs.

This course offers an examination of the legal requirements as well as the process for the development, implementation and interpretation of the Individualized Education Program (IEP). The IEP forms the basis for the provision of specially designed instruction to students with special needs who are eligible for special education under the provisions of the Individuals with Disabilities Education Act (IDEA). Analysis of IEP meeting procedures and protocols are also integral to this course. (Pre-requisite: SPND 444, Special Education Laws and Regulations for Teachers or Administrators). Blume.

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

4 sem. hrs.

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

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

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

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. Lenane.

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

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

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

2–4 sem. hrs.
For graduate students only. Staff.

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

2–4 sem. hrs.
For graduate students only. Staff.

SPND 453 Language and Cognitive Development and Alternative Assessment Using Technology *

4 sem. hrs. Prereq.: SPND 422 or consent of the department.
(Cohort is held at The Education Cooperative at Dedham.) Design alternative assessment methods and learn software selection strategies to create a diagnostic/prescriptive curriculum for learners with low-incidence intensive special needs. Use developmentally appropriate access devices and authoring tools to design learning for language and cognitive development. Pugliese.

SPND 454 Multimedia in Special Education*

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

SPND 456 Curriculum Support for Learners with Special Needs Using Technology*

4 sem. hrs. Prereq.: SPND 422 or consent of the department.
(Cohort is held at The Education Cooperative at Dedham.) Learn numerous technology-based strategies and resources for supporting learners with high-incidence learning disabilities and other learning style differences to become more successful and independent. Combine current research with technology tools that support basic skills, written expression, literacy and reading skills, organization, study skills, note-taking and research projects. Pugliese, Janowski.

SPND 458 Curriculum Access Using Assistive Technology Devices*

4 sem. hrs. Prereq.: SPND 422 or consent of the department.
(Cohort is held at The Education Cooperative at Dedham.) Examine the vast array of tools that enable a learner with special needs to access the computer and function at their optimal level in the classroom. Students have extensive hands-on opportunities to explore various assistive technology methods from low-tech solutions to high-tech devices with a focus on functional application for learners with intensive learning needs. Crosbie.

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

2–4 sem. hrs. Prereq.: Previous computer experience required.
Provides an opportunity to create electronic portfolios that document learning. Uses performance assessment strategies and multimedia authoring technology to create portfolios, build alternate

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methods, and show individual learners' achievements. Includes planning for performance-based assessment, writing rubrics, and portfolio design elements. Helps participants to organize their own personal portfolios. Pugliese.

SPND 462 Evidence-Based Behavior Evaluation in Autism and Developmental Disabilities*

4 sem. hrs.

Provides an introduction to and overview of evidence-based strategies for evaluating the behavior of individuals with autism and developmental disabilities. Identification of appropriate targets, design of systematic observation and measurement systems, and interpretation of evaluative data are reviewed. Students also gain experience in designing, displaying, interpreting, and reporting evidence-based behavior evaluations. Axe.

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

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

(Cohort is held at The Education Cooperative at Dedham.) Develop K-12 curriculum and teaching strategies sensitive to all learners, especially students in regular classrooms with high incidence disabilities such as mild cognitive and fine motor difficulties or ADHD. Universal classrooms use digital media to mold existing and emerging curriculum materials and approaches to teaching, making it more responsive to the needs of diverse learners. Pugliese, Edge-Savage.

SPND 469 Topics in Clinical Practice*

2–8 sem. hrs.

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

SPND 470 Curriculum Modifications Using Augmentative and Alternative Communication Technologies*

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

(Cohort is held at The Education Cooperative at Dedham.) Learn systems and devices for

augmentative/alternative communication (AAC). Learn computer applications for authoring an integrated system for enhanced participation, functional communication, language development and issues related to inclusion in the classroom. Candidacy, assessment and goals of intervention are within the framework of alternative access options and functional outcomes. Woodbury.

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

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

(Cohort is held at The Education Cooperative at Dedham.) Examine current alternative access technologies and related accommodations for supporting learners with physical and multiple disabilities. Learn access assessment guidelines as well as a variety of highly specialized strategies so that learners with intensive special needs can participate in the standard or modified educational curriculum. Edge-Savage.

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

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

(Cohort is held at The Education Cooperative at Dedham) Learn to evaluate and select appropriate educational software and websites to integrate with your curriculum. Learn how technology can facilitate research, organization, and problem solving across the curriculum. Examine educational software, including reference materials, simulations, tools, problem solving, early learning and drill and practice. Explore the roles of student and teacher. Doucette.

SPND 487 Seminar and Fieldwork In Education (F-1,2)

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

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

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

2 sem. hrs. Prereq.: Consent of the department. Involves developing curriculum materials using the Massachusetts Curriculum frameworks and demonstrating service to learners with special needs. Requires papers and attendance at seminars. Blume, Hardin, Evans.

Practica Courses and Internship for Candidates in Special Education

All candidates for Massachusetts licensure must complete a full-time, one-year internship working in a public school, private school, or 603 CMR 28.00 approved school. Candidates must document and demonstrate accomplishment of all Massachusetts Department of Elementary and Secondary Education licensure requirements. Program requirements often exceed those of the Massachusetts Department of Elementary and Secondary Education.

SPND 435 Field Based Experience: Moderate Disabilities (PreK-8) (F-1,2)

2-4 sem. hrs. Prereq: Consent of the department. Experiences such as observation of a variety of classrooms, pre-practicum, or internship opportunities that are integral components of preparation of educators. Involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or 603 CMR 28.00 approved school with learners with moderate disabilities. Blume, Hardin.

SPND 440 Field Based Experience: Moderate Disabilities (5-12) (F-1,2)

2-4 sem. hrs. Prereq.: Consent of department. Experiences such as observation of a variety of classrooms, pre-practicum, or internship opportunities that are integral components of preparation of educators. Involves full-time supervised teaching responsibilities in a public school classroom (5-12) or 603 CMR 28.00 approved school with learners with moderate disabilities. Blume, Hardin.

SPND 438 Practicum: Moderate Disabilities (PreK-8) (S-1,2)

2 sem. hrs. Prereq: Consent of the department. Involves full-time supervised teaching responsibilities in a public school classroom (PreK-8) or 603

CMR 28.00 approved school with learners with moderate disabilities. Blume, Hardin.

SPND 439 Practicum: Moderate Disabilities (5-12) (S-1,2)

2 sem. hrs. Prereq.: Consent of the department. Involves full-time supervised teaching responsibilities in a public school classroom (5-12) or 603 CMR 28.00 approved school with learners with moderate disabilities. Blume, Hardin.

SPND 467 Field Based Experience: Severe Disabilities (Levels: All) (F-1,2)

2-4 sem. hrs. Prereq: Consent of the department. Experiences such as observation of a variety of classrooms, pre-practicum, or internship opportunities that are integral components of preparation of educators. Involves full-time supervised teaching responsibilities in a public school classroom (Levels: All) or 603 CMR 28.00 approved school with learners with severe disabilities. Blume, Evans.

SPND 468 Practicum: Severe Disabilities (Levels: All) (S-1,2)

2-4 sem. hrs. Prereq: Consent of the department. Involves full-time supervised teaching responsibilities in a public school or 603 CMR 28.00 approved school with learners with severe disabilities. Candidates demonstrate completion of Massachusetts licensure regulations. Evans, Blume.

RDG 573 Reading Practicum (S-1,2)

4-8 sem. hrs. Prereq.: Consent of the program director. Provides supervision and mentoring in the area of reading. Presents program management and evaluation procedures. Pompei, Rigo.

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Graduate Program in English

Pamela Bromberg, *Director and Professor of English*

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

Renee Bergland, *Professor of English and Hazel Dick Leonard Chair*

Cathryn Mercier, *Professor of English, Director of the Center for the Study of Children's Literature*

Lowry Pei, *Professor*

Afaa Michael Weaver, *Alumnae Professor*

Richard Wollman, *Professor*

Sheldon George, *Associate Professor*

Suzanne Leonard, *Assistant Professor*

Rachel Lacasse, *Administrative Assistant*

The Master of Arts

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

Learning Goals:

Upon completion of the M.A. in English, a graduate will have gained the following knowledge, skills, and abilities:

1. Disciplinary Skills

Students will be able to participate knowledgeably and fluently in the professional conversation about ideas, texts and writers. They will be able to use their sophisticated skills in research and self-critical analytical thinking to produce insightful critical essays. They will be able to speak intelligently about their insights in discussions or formal presentations.

2. Disciplinary Content

Students will demonstrate depth and breadth of knowledge about American, English and

world literature in English, and about literary history. They will be able to identify and apply the theoretical concepts and discourses that contribute to the current scholarship and conversation in the field.

3. Critical-Historical Awareness

Students will be able to recognize the temporal, social, political and historical contexts of literature and will possess understanding of the complex relationships of representation to historical issues of power in relation to categories such as race, class, gender and sexuality.

4. Life Skills After Graduation

Students will be able to write insightfully, read closely, think critically, and do independent research in ways that serves them in a variety of career paths or further degree programs. They will be especially aware of the power of language and discourse to shape thought and action.

5. Appreciation of Literature as Art

Students will be able to recognize, appreciate, and express original insights regarding the artfulness of literary works. Some will be able to pursue the creation of such art works on their own.

Admission:

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

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. A master's thesis is optional. The master's degree requires the satisfactory completion of 32 semester hours. No more than eight semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree. Each student entering the MA program is required to take ENGL 405 Contemporary Critical Theory unless he/she has had the equivalent. The remainder of the program is elected from courses best adapted to the student's needs and interests as determined in consultation with the program director. The length of time allowed for completion of coursework and the language requirement is seven years.

Other Programs

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

COURSES

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

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

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

4 sem. hrs.
Prepares graduate students to be classroom teachers of writing at the undergraduate or secondary school level. A reflective study of teaching practice such as creating writing assignments, commenting on student work, guiding peer review, evaluation and grading, course design. Pei.

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

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

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

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

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

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

[ENGL /GCS 412 Special Topics: Theoretical Approaches to Cultural Narratives

4 sem. hrs. not offered in 2012-2014.]
Studies a recent work in critical or cultural theory in depth and applies it to the analysis of multicultural and popular cultural narratives (to novels and stories by writers working within and outside Anglo American tradition, to television and film series). Examples of theoretical approaches include aesthetic theory, post-colonialism, and new historicism. Hager.

ENGL /CHL 423 19th-Century American Children's Literature (F-2)

4 sem. hrs.
Reading writers including Alcott, Twain, Susan Warner, Thomas Bailey Aldrich, and Margaret Sidney, this class will consider the role of religion, the classed and gendered nature of writing for children, and the way the family is depicted and

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disciplined. We'll also take up the question of race, women's suffrage, and industrialization in the children's literature of the period. Hager.

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

4 sem. hrs.

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

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

4 sem. hrs.

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

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

4 sem. hrs.

Encourages structural and stylistic experimentation, imitation of models, and testing of one's limits as a writer. Requires short reflective exercises intended to sharpen awareness of form and technique in non-fiction. Pei.

ENGL 506 Victorian Literature and Culture (S-1)

4 sem. hrs.

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Writers studied may include Tennyson, Robert and Elizabeth Barrett Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, and John Stuart Mill. Hager.

ENGL 507 Jane Austen and Her Contemporaries (F-1)

4 sem. hrs.

Intensive study of the novels of Jane Austen and her contemporaries, including Horace Walpole, Frances Burney, and Maria Edgeworth, with attention to historical, cultural, and biographical contexts. Bromberg.

ENGL 508 The Postcolonial Novel (F-2)

4 sem. hrs.

Studies the novels of such writers as Joseph Conrad, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Zadie Smith in the context of contemporary postcolonial theory. Bromberg.

ENGL 512 Classic American Writers*

4 sem. hrs.

Studies in depth, with critical readings, the major 19th-century writers Hawthorne, Dickinson, and Melville, with attention to their contributions to the development of a distinctively American literature. Bergland.

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

4 sem. hrs.

Provides a broad overview of the field of children's and young adult literature, including historical and contemporary considerations, criticism, and representative works from major genres. Mercier.

ENGL 514 The Invented Self in American Fiction (F-1; S-2)

4 sem. hrs.

Looks at U.S. writers as authors of themselves and creators of their own personae in 20th and 21st-century U.S. fiction. Examines both the literary and societal implications of such self-fabrications in works by writers such as Philip Roth, Jeffrey Eugenides, Anne Tyler, Amy Bloom, Tom Perrotta, Junot Diaz, Patricia Highsmith, Michael Cunningham, Susana Moore, and Cristina Garcia. Leonard.

[ENGL 516 Native American Literature

4 sem. hrs. Not offered in 2012-2014.]

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

ENGL 517 Toni Morrison and American Literature (F-2)

4 sem. hrs.

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

[ENGL 518 The Dramatic Imagination in America

4 sem. hrs. Not offered in 2012-2014.]

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

[ENGL 520 American Women's Poetry

4 sem. hrs. Not offered in 2012-2014.]

Focuses on Emily Dickinson and Adrienne Rich alongside their influences and inheritors, from Anne Bradstreet to Joy Harjo. uses frameworks of textual, intertextual, and cultural analysis within a seminar format. Bergland.

ENGL 521 Studies in Shakespeare (U-1,2)

4 sem. hrs.

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

ENGL 523 Special Topics in Literature*

4 sem. hrs.

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

[ENGL 526 Studies in Medieval and Renaissance Literature

4 sem. hrs. Not offered in 2012-2014.]

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

ENGL 527 Race and Gender in Psychoanalytic Discourse (F-1)

4 sem. hrs.

Investigates psychoanalysis as a theoretical discourse that has been forced continually to rewrite itself as it rethinks and makes room for the concepts of race and gender. Focuses upon Freud, Lacan, and more recent scholars and theo-

rists who have used race and gender to redefine psychoanalysis. George.

[ENGL 528 American Ghosts: the Cultural Politics of Haunting

4 sem. hrs. Not offered in 2012-2014.]

Examines the discourse of spectralization in American literature, 1620-present: Charles Brockden Brown, Edgar Allan Poe, Maxine Hong Kingston, Leslie Marmon Silko, Toni Morrison, Cristina Garcia, Stephen King, August Wilson, or Tony Kushner. Bergland.

[ENGL 531 Literary Boston

4 sem. hrs. Not offered in 2012-2014.]

Traces literary representations of Boston, puritans to the present: Cotton Mather, Catherine Maria Sedgwick, Nathaniel Hawthorne, Louisa May Alcott, Edward Bellamy, Pauline Hopkins, Mary Antin. Margaret Atwood, Dennis Lehane or Jhumpa Lahiri. Bergland.

ENGL 532 English Literature of the 17th Century (F-2)

4 sem. hrs.

A survey of seventeenth-century literature through the student of the metaphysical poetry of Donne, Herbert, and Marvell; the cavalier poetry of Jonson and his followers; the prose of bacon and Browne; and the early work of Milton. Wollman.

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

4 sem. hrs.

Examines the ways the poets, playwrights, journalists, and fiction writers of the period imitated, reworked, and finally rejected classical and renaissance genres to forge new kinds of literary expression. Reading may include works by Aphra Behn, Dryden, Swift, Pope, Anne Finch, Lady Mary Wortley Montagu, Johnson, and Burney. Bromberg.

ENGL 554 Studies in Film Genre: Melodrama (S-1)

4 sem. hrs.

Examines basic questions and definitions of film genre. Considers the study of genre from a theoretical perspective, and identifies distinguishing visual and narrative conventions for key genres such as comedy, film noir, musicals, and melodrama. Leonard.

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ENGL 590 Seminar in Literary Scholarship (F-1,2)**4 sem. hrs.**

Offers a framework for advanced independent work in literary studies. Texts include some of the critical and theoretical approaches that help to define the topic. Bergland.

ENGL 598 Feminist Media Studies (F-2)**4 sem. hrs.**

Analyzes how film positions women and investigates how female audiences consume the medium. Topics include female directors and stars, gaze theory and psychoanalysis, melodrama and the “woman’s film,” feminist documentary, racialized bodies, lesbian cinema, feminist television criticism, chick flicks, and postfeminism. Leonard.

Gender/Cultural Studies Program

Jo Trigilio, *Program Director and Senior Lecturer in Philosophy and Women’s and Gender Studies*

Renee Bergland, *Professor of English and Hazel Dick Leonard Chair*

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

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

Laurie Crumpacker, *Professor of History and Women’s and Gender Studies*

Sheldon George, *Associate Professor of English*

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

Valerie Leiter, *Associate Professor of Sociology and Director of the Public Health Program*

Sarah Leonard, *Associate Professor of History*

Suzanne Leonard, *Assistant Professor of English*

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

Theresa Perry, *Professor of Africana Studies and Education*

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

Jyoti Puri, *Professor of Sociology*

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

Saher Selod, *Assistant Professor of Sociology*

Becky Thompson, *Professor of Sociology*

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

Stephen Ortega, *Associate Professor of History, Co-Director of Dual Degree Graduate Program in Archives Management and History*

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

Melissa Kappotis, *Administrative Assistant*

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

The graduate program in Gender/Cultural Studies [GCS] is designed to combine the study of gender and culture. Crossing disciplinary boundaries, the GCS program is dedicated to examining the ways in which race, ethnicity, nation, class, gender, sexuality, and sexual orientation are constructed within the United States and in international contexts. The program places an emphasis on cutting-edge theory, including theories in feminism, post-structuralism, cultural studies, and postcolonialism, and promotes multi-perspectival, multi-factored theoretical analyses.

The interdisciplinary nature of the GCS program allows students to pursue more specialized courses of study by providing access to courses from a range of disciplines, including Africana Studies, Communications, Economics, Education, English, History, Modern Languages, Philosophy, Political Science, Sociology, and Women's and Gender Studies.

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. Potential inquiries should be addressed to Graduate Studies Admissions, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, call 617-521-2915, or email gsa@simmons.edu.

Degree Requirements: Students may enroll on either a full- or part-time basis. The degree requirements should be completed within five years. No more than eight semester hours of transfer credit for graduate study elsewhere may be allowed toward the master's degree. Candidates for the Gender/Cultural Studies

degree must satisfactorily complete 32 semester hours as follows:

Required Core Courses

Students must take both of the following courses:

GCS 403 Seminar in Gender/Cultural Studies
GCS 430 Cultural Theory

GCS Core Elective Course

Students must take one of the following courses:

GCS 406 Feminism and Literature
GCS 410 Issues in International Studies
GCS 412 Theoretical Approaches to Cultural Narratives
GCS 415 Feminism and Economic Difference

GCS electives

Students must take at least three courses from the GCS electives list.

Capstone

All students must complete at least 4 capstone credit hours [or significantly revise and expand a seminar paper] and present their work at the GCS colloquium.

The capstone options are list below:

GCS 455 Thesis [two semesters; 4 credit hours each semester]
GCS 460 Project
GCS 470 Internship
GCS 480 Gender/Cultural Fieldwork
Eighth course plus revision of a 20-30 paper

Dual Degree Programs

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

The dual-degree program is a full-time, two-year, graduate program leading to a MAT degree and a MA degree in GCS. It is specifically designed for those preparing for a career in education and intending to assume leadership positions in schools. Students must apply and be admitted to both programs. Students

simultaneously enroll in both the GCS program and the MAT program. Each student will have two advisors, one in the MAT program and one in the GCS program.

Degree Requirements: Candidates for the dual degree must complete a total of 60 or 64 credit hours. Depending on the teaching unit selected, students must complete 28 or 32 credit hours in the MA program, and 32 or 36 credit hours in the MAT program. Students take at least six GCS courses and complete a capstone project in GCS that comprises a teaching unit. For the teaching unit, the student has the option of completing a one-semester teaching practicum or a full-year teaching internship in a public school. The internship option requires enrolling in an additional four credits. Dual-degree students present their capstone work at the spring colloquium with other graduating GCS students.

In the first year of the program, students usually take courses in the MAT program during the two Simmons summer sessions. During the fall and spring semesters, students usually take at least two GCS courses per semester. In the second year, students' time will be devoted to fulfilling the MAT requirements, including a teaching practicum. Simmons students work alongside experienced practitioners to earn a Massachusetts initial teaching license.

Teaching Licensure: Successful completion of the MAT degree along with passing scores on the appropriate Massachusetts Tests for Educator Licensure (MTEL) allow the student to receive initial teaching licensure from the state of Massachusetts at the elementary, middle or high school level. The MA degree will provide the necessary content area of study for the student to apply for professional teaching licensure after three years of successful teaching in the state. Depending upon a student's undergraduate background, dual-degree GCS/MAT students will be certified in social studies, English, or history.

For further information concerning the MAT portion of the dual-degree program, consult Gary Oakes. Written inquiries should be addressed to the Department of Education, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, or telephone inquiries to 617-521-2566; and email to gary.oakes@simmons.edu.

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

This unique dual-degree program combines the intellectual rigor of gender studies and cultural theory with the strategic thinking and practitioner approach of communications. This program incorporates issues including cultural diversity, gender equality, and effective communication strategies, while focusing on communications, cultural theory, diversity, gender politics, and the marketplace. Students must apply and be admitted to both programs. Students simultaneously enroll in both the GCS program and the MCM program. Each student will have two advisors, one in the MCM program and one in the GCS program.

Degree Requirements: Candidates for the dual degree must complete a total of 52 credit hours. Students must complete 24 credit hours in the GCS program as follows: two required GCS core courses, one required GCS core elective course, and three GCS elective courses. Students must complete 24 credit hours in the MCM program as follows: four required MCM courses [MCM 442, MCM 462, MCM 481, and MCM 485], and two MCM elective courses. Students are also required to complete a combined GCS and MCM capstone. Dual-degree students present their capstone work at the spring colloquium with other graduating GCS students. For further information concerning the MCM portion of the dual-degree program, consult the program director, Richard Cravatts.

Other Programs

Laurie Crumpacker Scholars

This accelerated program for Simmons students offers the opportunity to acquire a Master of Arts in Gender/Cultural Studies within one year after completing the undergraduate degree. Simmons students with a strong undergraduate record may apply to the program in the second semester of their junior year by following the admissions procedure outlined above. Students admitted to the program begin graduate-level work in the GCS program in the senior year of their undergraduate degree at Simmons. Students may transfer up to eight credits of 300-level undergraduate coursework from the GCS list of elective courses toward the degree. As students would be accepted into the GCS program prior to enrolling in these courses, they would be expected to complete work at the graduate level in these two 300-level elective courses. Students are able to enroll in 400-level GCS courses only after they have completed their undergraduate degrees and have fully entered the GCS program. If such students would like to write a master's thesis, they may submit a proposal during the last semester of their senior year, following the guidelines that apply to all GCS students.

Graduate Consortium in Women's Studies (GCWS)

The Graduate Consortium in Women's Studies is housed at MIT and offers interdisciplinary, team-taught seminars to students who are enrolled in graduate programs at eight member institutions. Courses are designed to foster a dynamic interchange between and among scholars and to provide intellectual stimulation for faculty and students doing work across disciplines. Courses critically address gender, race, class, nation, sexualities, and the practical implications and applications of feminist theory. GCWS courses allow faculty and graduate students to explore traditional and

cutting edge theories, and develop new avenues of inquiry. There is no fee for GCWS courses. Students are granted credit for participation by their home institutions and are admitted by application. The Consortium membership includes Boston College, Boston University, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, Tufts University, and the University of Massachusetts, Boston.

GCS 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. Includes oral reports and research papers. Trigilio.

GCS 430 Cultural Theory (S-1,2)

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

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

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

4 sem. hrs.

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

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GCS 410 Issues in International Studies (S-2)

4 sem. hrs.

Topics in alternate years include "Gender, Race, and Imperialism in Historical Perspective," and Queer Transnationalism. Prieto, Puri.

[GCS/ENGL 412 Special Topics: Theoretical Approaches to Cultural Narratives

4 sem. hrs. Not offered in 2012-2014.]

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

[GCS 415 Feminism and Economic Difference

4 sem. hrs. Not offered 2012-2014.]

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

GCS/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. Bromberg.

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 60 to 80 pages under the supervision of one reader with expertise in the subject area.

Requires permission from the GCS director and advisory board and a proposal approved during the semester before the course is taken. Staff.

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

Prereq.: Consent of the program director.

4 sem. hrs. Prereq.: Consent of the program director.

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

GCS 465 and GCS 466 (F-1,2; S-1,2)

Offered through the Graduate Consortium in Women's Studies. Staff.

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

4 sem. hrs. Prereq.: Consent of the program director.

Offers students a work experience of five to ten hours per week under the direction of a workplace supervisor and a Simmons advisor. Serves as a source of information for inquiry and research.

Culminates in a final paper of 20 to 30 pages that studies and analyzes an aspect of the work experience or site (e.g., an institutional ethnography).

Requires a proposal approved during the semester prior to the internship. Staff.

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

4 sem. hrs. Prereq.: Consent of the program director.

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

Staff.

ELECTIVE COURSES

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

4 sem. hrs.

Examines African Americans' struggle for the right to an education in the United States, focusing on the context (historical and sociopolitical) of specific struggles. Selected topics include: the pursuit of literacy by enslaved Africans; the ex-slave's campaign for universal education in the south; African American literary societies; African American education in the Jim Crow South; Black education in the post-civil rights era; and African Americans' struggle for the right to maintain their language. Perry.

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

4 sem. hrs.

Examines historical, theoretical and empirical studies to understand, explain, predict and intervene in the school performance of students of color in the United States. Studies variables affecting the school performance of African Americans, West Indian immigrants, Chinese Americans, Vietnamese Americans, Puerto Ricans and Mexican Americans. Examines educational practices and institutional and cultural formations that promote school achievement among Black and Latino students. Perry.

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

4 sem. hrs.

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

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

4 sem. hrs.

Examines the scope and variety of violence in the family from an interdisciplinary perspective that

includes: (a) a theoretical framework of economics, law, public policy, psychology, and sociology; (b) a cross-cultural understanding of family violence against girls and women; and (c) an exploration of the sociopolitical, legal, and cultural response to family violence. Discussion of the theories used to describe and research family violence that includes: violence against women, children, intimate partners, and elderly family members. Thomas.

AST 588 Black Popular Culture and the Education of Black Youth*

4 sem. hrs.

Students explore Black popular culture produced and consumed by Black youth, examining how these works draw on African American historical, cultural and linguistic practices. Can Black popular culture be resistant, subversive and contribute to social change? Can these works critically inform the education of Black youth? Course materials draw on scholarship from the fields of education, sociology, African American studies, media studies, and linguistics. Perry.

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

4 sem. hrs. prereq: Consent of the Children's Lit Program Director.

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

ENGL 506 Victorian Literature and Culture (S-1)

4 sem. hrs.

Surveys British poets, prose writers, and novelists from the 1840s to the turn of the century. Writers studied may include Tennyson, Robert and Elizabeth Barrett Browning, Matthew Arnold, Florence Nightingale, Queen Victoria, Darwin, Ruskin, and John Stuart Mill. Hager.

ENGL 507 Jane Austen and Her Contemporaries (F-1)

4 sem. hrs.

Intensive study of the novels of Jane Austen and her contemporaries, including Horace Walpole,

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Forances Burney, and Maria Edgeworth, with attention to historical, cultural, and biographical contexts. Bromberg.

ENGL 508 The Postcolonial Novel (F-2)

4 sem. hrs.

Studies the novels of such writers as Joseph Conrad, Nadine Gordimer, Tayeb Salih, Chinua Achebe, Buchi Emecheta, Jamaica Kincaid, and Zadie Smith in the context of contemporary post-colonial theory. Bromberg.

ENGL 517 Toni Morrison and American Literature (F-2)

4 sem. hrs.

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

[ENGL 520 American Women's Poetry

4 sem. hrs. Not offered in 2012-2014.]

Focuses on Emily Dickinson and Adrienne Rich alongside their influences and inheritors, from Anne Bradstreet to Joy Harjo. Uses frameworks of textual, intertextual, and cultural analysis within a seminar format. Bergland.

ENGL 527 Race and Gender in Psychoanalytic Discourse (F-1)

4 sem. hrs.

Investigates psychoanalysis as a theoretical discourse that has been forced to continually rewrite itself as it rethinks and makes room for the concepts of race and gender. Focuses upon Freud, Lacan, and more recent scholars and theorists who have used race and gender to redefine psychoanalysis. George.

[ENGL 528 American Ghosts: the Cultural Politics of Haunting

4 sem. hrs. Not offered in 2012-2014.]

Examines the discourse of spectralization in American literature, 1620-present: Charles Brockden Brown, Edgar Allan Poe, Maxine Hong Kingston, Leslie Marmon Silko, Toni Morrison, Cristina Garcia, Stephen King, August Wilson, or Tony Kushner. Bergland.

ENGL 554 Studies in Film Genre: Melodrama (S-1)

4 sem. hrs.

Examines basic questions and definitions of film genre. Considers the study of genre from a theoretical perspective, and identifies distinguishing visual and narrative conventions for key genres such as comedy, film noir, musicals, and melodrama. Leonard.

ENGL 598 Feminist Media Studies (F-2)

4 sem. hrs.

Analyzes how film positions women and investigates how female audiences consume the medium. Topics include female directors and stars, gaze theory and psychoanalysis, melodrama and the "woman's film," feminist documentary, racialized bodies, lesbian cinema, feminist television criticism, chick flicks, and postfeminism. Leonard.

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

4 sem. hrs. Prereq.: LIS 438 or consent of the instructor.

Explores the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. Analyzes the role of archives and records in the process of documenting and remembering (or forgetting) history. Considers such archival issues as repatriation, records destruction, contested history, and memory construction by focusing on a series of case studies. Bastian, Blanco-Rivera, Ortega, Prieto.

HIST 529 Seminar: Film and Historical Representation (F-1)

4 sem. hrs.

Studies the intersection of history and film studies and how film and the practices of historical investigation interact. What constitutes "evidence" in film and how can this evidence be used? How can one think about history via the medium of film? There will be weekly screenings of fiction, nonfiction, documentary, and experimental films. The film selections come from across the globe and focus on a range of subjects. There will also be readings in history, theory, and film criticism. Coates, Leonard.

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

4 sem. hrs.

Offers advanced studies in the history of women's experience and the construction of gender. Draws upon one of a series of revolving themes, including gender and consumer culture; women and education; gender and war; women, work and professionalization; and the suffrage movement. Crumpacker, Prieto.

HIST 561 Cross Cultural Encounters: Contacts, Connection and Conflict (F-2)

4 sem. hrs.

Concentrates on forms of contact between people in different parts of the world. Examines how encounters across borders inform, affect, and relate to issues such as trade, the environment, conflict, notions of other, gender perceptions, and colonialism. Ortega.

HIST 564 Rape of Nanjing (F-2)

4 sem. hrs.

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

HIST 565 9/11 Narratives (S-2)

4 sem. hrs.

Examines narratives connected to September 11th and focuses on the debate within academic and policy circles, on terrorism as a form of warfare, on globalization and 9/11, and on the creation of post-9/11 policies. Provides an understanding as to how these narratives affect how we interpret the event, its causes and subsequent decision-making. Ortega.

HIST 567 Memory and the Holocaust (F-1)

4 sem. hrs.

Considers how the mass murder of the Holocaust has impacted postwar collective memory and imagination. Uses literature, memoirs, and film to examine how different forms of memory shape the way we make sense of the event. Examines such issues as the problems and politics of interpreting memory and trauma. Leonard.

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

4 sem. hrs.

Topics vary each year. Focuses on varied developments in New England, the Middle Colonies, and the South during the 17th and 18th centuries, with special attention to political institutions, social structure, race relations, and gender roles. Berry, Crumpacker.

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

4 sem. hrs.

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

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

4 sem. hrs.

Topics vary each year. Focuses on the cultural, social, and political history of the U.S. after 1890. Prieto, Ryder.

HIST 575 Cold War Culture (S-1)

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 577 Seminar in Modern European History (S-1-2)

4 sem. hrs.

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include the history of obscenity, intellectual and cultural history, Weimar Germany, and nineteenth century Europe. Coates, Leonard.

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

4 sem. hrs.

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

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public exhibits, monographs to films. Prieto, Leonard.

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

4 sem. hrs.

Addresses a different topic each year.

PHIL 532 Law and Philosophy (S-2)

4 sem. hrs.

Examines the institution of law from a philosophical point of view. Topics include the nature and definition of law, the relationship between law and morality, grounds for obedience to law or civil disobedience, justifications of punishment, legal reasoning, justification of the adversary system, professional ethics of lawyers, and feminist jurisprudence. Raymond.

SOCI 500 Special Topics*

4 sem. hrs.

See AARC for current topic. Staff.

SOCI/AST 511 Critical Race Legal Theory*

4 sem. hrs.

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

SOCI 521 Sociology of Food (S-1)

4 sem. hrs. Prereq: SOCI 101 or SOCI 241.

Examines how social groups and institutions influence our production, distribution, and consumption of food. Food is a lens through which we can examine the values of social institutions, such as the family, agricultural and food policy, and the welfare system. We will discuss how social movements are organizing around food politics in the U.S. and elsewhere. Leiter.

SOCI 538 (TC) Cross-Cultural Alliance Building*

4 sem. hrs.

Provides knowledge of scholarship on cross-cultural alliances and border crossing, focusing on the United States and Mexico, combined with lived experiences of such crossings. Emphasizes how power inequalities are negotiated in cross-

cultural work. Course takes place in Cuernavaca, Mexico and includes on-site and off-campus lectures, daily Spanish classes; and off-site excursions. No previous knowledge of Spanish is required. Thompson.

[SOCI 539 Qualitative Research Workshop

4 sem. hrs. Not offered in 2012-2014.]

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

SOCI 544 Sociology of Poetry and Prose (F-1,2)

4 sem. hrs.

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

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

4 sem. hrs.

Analyzes the evolution of the U.S. health system and compares it with health systems of other selected countries. Examines health systems as social institutions, developing a broad, contextual understanding of health system development and change across a range of cultural, political and economic environments. Investigates the impact of social institutions on the structure of health systems, on policy choices, and on the provision and receipt of care. Leiter.

SOCI 547 Antiracism and Justice Work (F-2)

4 sem. hrs.

Offers a multicultural social history of antiracism in the U.S. from the 1950s to the present with particular focus on the civil rights and black power movements, multiracial feminism, Central America solidarity work, multicultural education, and prison activism. Thompson.

WGST 554 Feminist Theories (S-1)

4 sem. hrs.

Examines selected theoretical themes in the development of feminist theory after 1970. Explores classic and contemporary debates about cultural feminism, the sex wars, essentialist and social constructionist concepts of the subject, issues of embodiment, and third wave feminism. Raymond, Trigilio.

WGST 580 Gender and Queer Theory (S-2)

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. Raymond, Trigilio.

Other electives are often available on a semester-by-semester basis. A list of current electives for each semester is available from the program director.

Graduate Program in History

Sarah Leonard, *Associate Professor of History and Director in 2012-2013*

Stephen Ortega, *Associate Professor of History, and Director in 2013-2014*

Laura Prieto, *Professor and Chair of History*

Zhigang Liu, *Associate Professor of History*

Stephen Berry, *Assistant Professor of History*

Laurie Crumpacker, *Senior Lecturer in History*

Ulli Ryder, *Lecturer in History*

Trevor Coates, *Lecturer*

Master of Arts in History

This program emphasizes the study of history as a multi-faceted field that is constantly developing new questions about the past, and exploring innovative approaches to answering those questions. It prepares students for careers in education, research, archives management, librarianship, curatorship, and various other forms of public history, as well as for doctoral study in the discipline. Its emphasis is on historical research, which trains students in identifying and interpreting sources and in the critical evaluation of history. There are also dual-degree programs integrating History and the master's in Teaching as well as in Archives/History.

Degree Requirements: This program requires 36 semester hours. All students should take one course in historical methodology and historiography (HIST 460 or HIST 597); a series of electives for a total of 24 or 28 credits; and a culminating 4-credit or 8-credit research project or internship (fieldwork, thesis, teaching practicum, or public history internship).

Dual-Degree Program in MA History/MA Teaching

This 60-credit or 64-credit program is specifically designed for those preparing for a career in education and intending to teach history, social studies, or humanities. Students in this program enroll in both the Master of Arts in

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History program and the MAT program. A dual-degree student's specific sequence of courses is designed through consultation with both the History and the MAT advisor. The coursework will include 4 credits of methodology, 5 or 6 electives, and independent study in History (such as a thesis or a project in curriculum design) as well as a teaching practicum. Simmons students work alongside experienced practitioners to earn a Massachusetts initial teaching license and certification in history. For further information concerning the MAT portion of the dual-degree program, consult Gary Oakes. Written inquiries should be addressed to the Department of Education, Simmons College, 300 The Fenway, Boston, MA, 02115-5898, or telephone inquiries to 617-521-2566; and email to gary.oakes@simmons.edu.

Dual-Degree Program in Archives/History (MA History, MS Library and Information Science with an Archives concentration)

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

Admission: Applicants to this 57-semester hour program must be admitted to the master's programs of both the Department of History and the Graduate School of Library and Information Science. Students complete one application for admission. Students who do not

complete the history portion of the program will need to seek advice on applying credits in history to another degree at Simmons.

Degree Requirements: In the history portion of the dual-degree Archives/History program, students complete 24 semester hours, beginning with HIST 597 Historical Methods and Research, a required course that provides a foundation in historiography and methodology. Students then choose 16 semester hours of electives in history with the approval of a history department advisor. The program encourages students to select courses from across a breadth of topics, time periods, and geographical contexts in order to develop a wide-ranging and comparative perspective on the discipline of history. Students in the dual-degree program must also complete one of the following:

HIST 535 Sites of History: Research Seminar in Public History (as one of the history electives) or
HIST 527/LIS 443 Archives, History, and Collective Memory (as either as a history or a library science elective)

The degree in history culminates with HIST 455, a master's thesis drawn from a seminar paper and based on original, archival research. The archives portion of the program consists of 33 credits in the GSLIS, with a concentration in archives management. For further information on the GSLIS curriculum and the archives management concentration, please visit the website, <http://www.simmons.edu/gslis>.

COURSES

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

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

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

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

Involves independent research based on archival primary sources under the supervision of two historians with expertise in the subject area. Culminates in a scholarly paper of approximately 60 to 80 pages and a presentation. Requires consent from the history graduate program director and a proposal approved during the semester before the course is taken. See program director for guidelines and due dates to submit proposals.

HIST 460 Interpreting the Past: The Craft of History (S-1,2)

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. Berry, Leonard.

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

4 sem. hrs. Prereq.: LIS 438 or consent of the instructor.

Explores the relationship between historical events, the creation and maintenance of archival records, and the construction of collective memory. Analyzes the role of archives and records in the process of documenting and remembering (or forgetting) history. Considers such archival issues as repatriation, records destruction, contested history, and memory construction by focusing on a series of case studies. Bastian, Blanco-Rivera, Ortega, Prieto.

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

HIST 529 Seminar: Film and Historical Representation (F-1)

4 sem. hrs.

Studies the intersection of history and film studies and how film and the practices of historical investigation interact. What constitutes "evidence" in film and how can this evidence be used? How can one think about history via the medium of film? There will be weekly screenings of fiction, nonfiction, documentary, and experimental films. The film selections come from across the globe and focus on a range of histor-

ical subjects. There will also be readings in history, theory, and film criticism. Coates, Leonard.

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

4 sem. hrs.

Offers advanced studies in the history of women's experience and the construction of gender. Draws upon one of a series of revolving themes, including gender and consumer culture; women and education; gender and war; women, work and professionalization; and the suffrage movement. Crumpacker, Prieto.

HIST 561 Cross Cultural Encounters: Contacts, Connection and Conflict (F-2)

4 sem. hrs.

Concentrates on forms of contact between people in different parts of the world. Examines how encounters across borders inform, affect, and relate to issues such as trade, the environment, conflict, notions of other, gender perceptions, and colonialism. Ortega.

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

4 sem. hrs.

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

HIST 564 Rape of Nanjing (F-2)

4 sem. hrs.

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

HIST 565 9/11 Narratives (S-2)

4 sem. hrs.

Examines narratives connected to September 11th and focuses on the debate within academic and policy circles, on terrorism as a form of warfare, on globalization and 9/11, and on the creation of post-9/11 policies. Provides an understanding as

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to how these narratives affect how we interpret the event, its causes and subsequent decision-making. Ortega.

HIST 567 Memory and the Holocaust (F-1)

4 sem. hrs.

Considers how the mass murder of the Holocaust has impacted postwar collective memory and imagination. Uses literature, memoirs, and film to examine how different forms of memory shape the way we make sense of the event. Examines such issues as the problems and politics of interpreting memory and trauma. Leonard.

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

4 sem. hrs.

Examines the theory and practice of public history for those who plan to apply their academic historical studies in public settings. Focuses on the rich, complex, and sometimes fraught relationship between academic historians and public historians, as seen in public venues. Berry, Curtin.

HIST 570 Internship (F-1,2; S-1,2)

4 sem. hrs.

Students intern 10 to 15 hours a week in sites connected to the practice of history such as museums, schools, or archives. Students complete a final paper that incorporates research, reflects on their experience and brings together theory and practice. Requires consent. Staff.

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

4 sem. hrs.

Topics vary each year. Focuses on varied developments in New England, the Middle Colonies, and the South during the 17th and 18th centuries, with special attention to political institutions, social structure, race relations, and gender roles. Berry, Crumpacker.

HIST 572 Race and Gender in the Atlantic World (F-2)

4 sem. hrs.

This course will focus on the racial and gendered discourses in the developing Atlantic World and how those discourses shaped the experiences of women and Africans. The class will also investigate the ways that participation in the Atlantic systems offered people of color and women the opportunity to transcend culturally created roles. Berry.

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

4 sem. hrs.

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

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

4 sem. hrs.

Topics vary each year. Focuses on the cultural, social, and political history of the U.S. after 1890. Prieto, Ryder.

HIST 575 Cold War Culture (S-1)

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 576 The American Revolution (S-2)

4 sem. hrs.

This course investigates themes arising from revolutionary era North America including diverse approaches to the causes and effects of the movement for independence. The class touches on political, intellectual and military events, but more so, it focuses on the social and cultural aspects of the Revolution, particularly the lived experience for men and women. Berry.

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

4 sem. hrs.

Provides an intensive study of a specific topic in modern European history varying from year to year. Takes advantage of current issues in historiography and faculty expertise. Topics include the history of obscenity, intellectual and cultural history, Weimar Germany, and nineteenth century Europe. Coates, Leonard.

HIST 578 Lives of Faith: American Religious Biography and Autobiography (F-1)

4 sem. hrs.

The course will use autobiography and biography to understand the variety and diversity of religious beliefs in American history. The lives of

these men and women also provide small windows into the complexity and creativity of religious experience in the nation's past. Berry.

HIST 580 Fieldwork (F-1,2; S-1,2)

4 sem. hrs.

Students conduct research on a community or group by collecting data, such as oral history or survey work, under faculty supervision. The project does not culminate in an analytical paper but rather in some other form, such as a presentation, exhibit, or source compilation. Requires consent. Staff.

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

4 sem. hrs.

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

Master in Public Policy

Leanne Doherty Mason, *Program Director, Associate Dean, and Associate Professor of Political Science and International Relations*
 Catherine Paden, *Associate Professor of Political Science and International Relations*
 Benjamin Cole, *Assistant Professor of Political Science and International Relations*
 Donald Basch, *Professor of Economics*
 Valerie Leiter, *Associate Professor of Sociology*

Simmons' Master in Public Policy program provides an interdisciplinary understanding of societal problems and their potential solutions. Students will have a command of public policy analysis and an applied understanding of the various institutional contexts in which public policy is developed and implemented.

The 36 credit Master in Public Policy at Simmons College provides an interdisciplinary understanding of societal problems and their potential solutions. Simmons' focus on liberal arts and the professions makes its MPP program unique. Drawing on expertise and courses in the School of Management, College of Arts and Sciences, Library Sciences, Social Work, and Nursing and Health Studies, the MPP provides an integrated focus on public policy in the United States. Upon completing their MPP at Simmons, students will have a command of public policy analysis and will have an applied understanding of the various institutional contexts in which public policy is developed and implemented.

Possible internship sites will include legislative and executive offices, think tanks, and advocacy organizations. Student with prior work experience in these types of settings will have the option to waive the internship requirement.

Admission: Applicants must hold a bachelor's degree from an accredited college or university, achieving at least a B (3.0) average. In general,

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applicants are expected to submit a completed application file that includes a completed Application Form, a nonrefundable application fee of \$35 (payable to Simmons College), official college transcripts from every college or university attended, two letters of recommendation, essay or statement of purpose, GRE scores, TOEFL scores if English is not the applicant's first language, and current résumé.

Please check the online application or contact the Office of Graduate Studies Admission at 617-521-2915 or gsa@simmons.edu.

COURSES

MPP 501 Public Policy Analysis (F-1,2)

3 sem. hrs.

The goal of this course is to provide policy researchers and practitioners with a set of conceptual frameworks for analyzing the political environment of public policy and policy research, and to practice forming effective strategies for policy analysis, program evaluation, policy design, and advocacy. In other words, this course will enhance our understanding of what happens in the policy process when policies are formulated and implemented and our participation in the policy process now and in the future. Doherty/Cole.

MPP 502 Social Policy Analysis (S-1,2)

3 sem. hrs.

This course examines social welfare programs and policies that affect the nonelderly poor in the U.S., emphasizing how they have evolved over the last five decades and how they might be reformed so as to further reduce poverty. The course emphasizes understanding what we know from social science research about the strengths and weaknesses and the intended and unintended effects of these policies and how they are influenced by and how they affect labor market outcomes and family structure. Paden/Cole.

MPP 503 Economic Policy Analysis (S-1,2)

3 sem. hrs.

Focusing on a series of specific cases that exemplify the range of current economic policies, the

course examines the various policies through a framework that: examines the policy's rationale, actual methods, and actual effects; evaluates the desirability of the effects; and considers alternative approaches. Specific cases reviewed aim to be representative of the range of current economic policies and will also depend on anticipated interests of students. Basch.

MPP 504 Quantitative Analysis (F-1,2)

3 sem. hrs.

This course introduces students to multivariate statistical methods for public policy analysis, covering multiple regression, logistic regression, and power analysis. Students are assumed to have completed an introductory statistics course as a prerequisite for this course. Students will use SPSS, a statistical package for the social sciences. Leiter.

MPP 505 Public Policy Capstone (S-2, U-1,2)

3 sem. hrs.

This course is a capstone of a student's graduate education and an introduction into the professional practice of public policy analysis. During the semester, you will draw on the tools and expertise garnered from prior coursework to analyze one or more important public policy problems. On the basis of that analysis, the student will then develop recommendations for dealing with those problems to a client official or agency. All projects available for this semester are for real clients, addressing real policy issues. You will be expected to complete the project on time, demonstrating high, professional standards. Doherty.

Possible Electives

Please note: This list is not exhaustive and courses should be selected in conjunction with your advisor.

- EDUC 502 The Law and Education Policy
- GSM 412 Business, Government & the Global Economy
- GSM 455 Leading Individuals & Groups
- GSM 470 Negotiation & Conflict Management
- GSM 529 Marketing for NPOs and Social Causes
- GSM 560 Financial Management in Nonprofit

Organizations

- GSM 563 Philanthropy, Policy & Fundraising
- GSM 570 Creativity, Innovation, and Entrepreneurship
- HCA 545 Health Care Policy & Politics
- HCA 504 Health Economics
- HCA 524 Health Law, Ethical Analysis and Social Values
- LIS 475 Organizational and Information Ethics
- LIS 493 Intellectual Freedom
- MCM 465 Issues Management
- MCM 485 Communicating Across Cultures
- SOCI 321/521 Sociology of Food

Doctoral Programs

The College of Arts and Sciences offers doctoral programs in Health Professions Education, Applied Behavior Analysis, and Educational Leadership.

PhD Program in Health Professions Education

Doctoral education is essential for the advancement of academic and professional educators. The School for Health Studies and the College of Arts and Sciences at Simmons College offer a unique intraprofessional program of doctoral education. The PhD program in health professions education is an innovative interdisciplinary program that prepares expert health professionals to be academic leaders with skills in educational strategies and teaching technologies. This academic option has been developed in response to the growing need for health professionals who can function as effective educators within their respective fields of practice. Recent trends in the health care delivery system highlight the need for a cadre of health professions educators who will teach the next generation of health care providers. The program is designed to offer a unique educational curriculum for health professionals in nursing, nutrition, physical therapy, health care administration, and other health-related disciplines. Once admitted, doctoral students will focus on a course of study in health professions education followed by courses in research methodologies, advanced statistics, and academic leadership. A dissertation project is required of all students. The doctoral degree will be awarded by the Simmons College of Arts and Sciences.

Program Requirements

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

home country's Ministry of Education. Applicants must have earned a 3.0 (B) grade point average in their graduate study. Practical experience within the health care arena within the past three years is required. All application materials must be submitted through the College of Arts and Sciences Office of Graduate Studies Admission. Applicants must submit official transcripts from all completed college coursework, three letters of recommendation, documentation of recent employment in the health care field, and a statement of purpose that identifies areas of research interest. The Test of English as a Foreign Language (TOEFL) is required of all applicants whose first language is not English. Required scores, taken within two years prior to application, must be 600 (paper-based), 250 (computer-based) or 100 (internet-based). For more information, contact the College of Arts and Sciences Graduate Studies Admission at 617-521-2915 or gsa@simmons.edu ; or Arlene Lowenstein, Professor, School for Health Studies, at 617-521-2139 or arlene.lowenstein@simmons.edu.

Coursework

This program requires 46 semester hours, the equivalent of 13 courses and 8 credits of dissertation. Students may enroll on either a full- or part-time basis beginning in the fall, spring, or summer semesters. A full course load is three courses per semester.

Core Courses (four credits each in CAS except when noted)

- DEDU 651 Applied Statistical Analysis I
- DEDU 652 Applied Statistical Analysis II
- DEDU 653 Qualitative Research
- DEDU 654 Quantitative Research
- DEDU 655 Diversity in Education
- DEDU 670 Dissertation Seminar (2 credits per semester for two semesters)
- DEDU 690 Dissertation (8 credits)
- DEDU 699 Dissertation Extension (0 credits, continuation fee)

Cognate Courses (two credits each in SHS)

- HPED 501 Issues in Health Professions
- HPED 502 Principles of Assessment
- HPED 505 Curriculum Development and Evaluation
- HPED 506 Organization, Leadership, and Change
- HPED 507 Teaching Modalities and Classroom Design
- HPED 508 Theories and Practice of Adult Education
- HPED 510 Education Preceptorship/Practicum

PhD Program in Behavior Analysis

The PhD program in Behavior Analysis is a 68-credit doctoral program within the Department of Behavior Analysis. The program has been developed to train qualified behavior analysts who are positioned to make significant contributions to the science and the community. Candidates should be interested in a fusion style of research wherein the findings from other disciplines are used to improve behavior analytic research. They should also have the motivation and capacity to contribute to professional literature.

Program Requirements

Candidates must have a master's degree or higher in behavioral education, applied behavior analysis, or a related field, including psychology, education, or special education, and must be a Board Certified Behavior Analyst™. Additional requirements include official transcripts from all coursework completed since high school, three letters of recommendation, a resume, a statement of purpose, an analytical writing sample, an interview, and official GRE general test scores. For more information, contact the College of Arts and Sciences Graduate Studies Admission at 617-521-2915 or gsa@simmons.edu ; or Russell Maguire, Dept. Chair, at 617-521-2550 or russell.maguire@simmons.edu.

Coursework

This program requires 64 semester hours, the equivalent of 15 courses and 8 credits of dissertation. Students may enroll on either a full- or part-time basis beginning in the fall, spring, or summer semesters. A full course load is two courses per semester.

Core Courses (four credits each except where noted)

- DEDU 651 Applied Statistical Analysis I
- DEDU 652 Applied Statistical Analysis II
- DEDU 653 Qualitative Research
- DEDU 654 Quantitative Research
- DEDU 655 Diversity in Education
- DEDU 670 Dissertation Seminar (2 credits per semester for two semesters)
- DEDU 690 Dissertation (8 credits)
- DEDU 699 Dissertation Extension (0 credits, continuation fee)

Cognate Courses (four credits each)

- DABA 600 History of Behavior Analysis
- DABA 610 Verbal Behavior
- DABA 615 Behavior Analysis in Education
- DABA 616 Behavioral Consultation in Schools
- DABA 620 Organizational Behavior Management
- DABA 625 Advanced Functional Assessment and Analysis
- DABA 630 Experimental Analysis of Human and Non-Human Behavior
- DABA 635 Behavioral Medicine
- DABA 640 Professional and Scholarly Activity

Ph.D. in Educational Leadership

The Ph.D. program in Educational Leadership welcomes educators committed to taking today's schools into the future with vision, strategy, and innovation. The program investigates both the theory and practice of educational leadership as candidates test and revise theoretical frameworks through practice and pioneer new practices stimulated by theories of and research in leadership.

The program is a 64-credit program that explores one's leadership potential, tackles leadership challenges, seeks to understand school management systems, studies and proposes meaningful professional development for educators, investigates in/equities, and considers current issues and topics in education. The program embraces the global contexts of education as well as the uniquely powerful and diverse frontier of American education.

Throughout the program, research projects will allow doctoral candidates to explore effective modalities of learning and meaningful topics of study as they move toward the dissertation. Global learning and effective teaching, evaluation, and assessment methods compose a vital part of the program's research agenda as it prepares future leaders with the tools necessary to build 21st century centers of teaching and learning.

Applications are currently not being accepted for the Ph.D. in Educational Leadership program. Please contact Graduate Student Admissions for information.

Program Requirements

Candidates must have a Master's degree or higher in education, a subject content area, special education or a related field. Additional requirements include a current resume, an interview with the program director, a statement of purpose that outlines not only a candidate's intentions in seeking the degree but also proposes an area of research, and an analytical writing sample that addresses a current issue in education. Finally, the application requires GRE general test scores, official transcripts of courses taken and degrees awarded, three letters of recommendation that speak to a candidate's ability to engage in rigorous academic inquiry and research in educational leadership and address the candidate's leadership practice and/or potential.

Coursework

This program requires 64 semester hours, the equivalent of 14 courses and 8 credits of dissertation. Students may enroll on either a full- or part-time basis beginning in the fall, spring, or summer semesters.

Core Courses (four credits each except where noted)

- DEDU 655 Education in a Democratic and Diverse Society
- DEDU 651 Applied Statistical Analysis I
- DEDU 652 Applied Statistical Analysis II
- DEDU 653 Qualitative Methods Applied to Educational Research
- DEDU 654 Quantitative Methods Applied to Educational Research
- DEDU 670 Dissertation Seminar (2 credits per semester for two semesters)
- DEDU 690 Dissertation (8 credits)
- DEDU 699 Dissertation Extension (0 credits, continuation fee)

Cognate Courses (four credits each)

- DEDL 600 Leadership: Theory, Decision Analysis through Change and Transformation
- DEDL 601 Global and Historical Perspectives in Education
- DEDL 602 Financial Decision Making, Planning and Managing Schools and Facilities
- DEDL 603 Legal Aspects of Education Governance
- DEDL 604 Emerging Instructional Technologies
- DEDL 605 Curriculum Leadership: Research and Practice
- DEDL 606 Leadership Assessment and Development - Research and Professional Activity
- DEDL 607 Human Resource Administration: Personnel Issues; Staff Development, Performance and Evaluation, and Collective Bargaining in Education

COURSES

Core Courses

DEDU 651 Applied Statistical Analysis I

(F-1,2)

DEDU 652 Applied Statistical Analysis II

(S-1,2)

4 sem. hrs. each

A two course sequence covering modern intermediate applied statistical methods and their relationship to research design. Both courses will be offered primarily online. This first course will focus on methods for bivariate data analysis and inference. Students will also become proficient in the use of statistical software SPSS. After a review of basic univariate analysis and data organization, the course will cover data analysis and interference when (i) both variables are qualitative, (ii) one of the variables is qualitative and the other quantitative, and (iii) both variables are quantitative. Distribution-free methods and computer-intensive methods will be discussed as well as the standard parametric techniques. The course will also include a discussion of power and sample size. Issues in survey design, observational studies and randomized experiments will also be covered. Finally ethical issues in quantitative research will be integrated into the course. Goldman.

DEDU 653 Qualitative Research (F-1,2)

4 sem. hrs.

Introduction to qualitative research. Explores the philosophical assumptions guiding qualitative inquiry; the basic elements of qualitative design; issues of researcher reflexivity; ethical concerns; data collection and data analysis; quality control/rigor; and the presentation of research findings. Students will write a qualitative research proposal. Graves.

DEDU 654 Quantitative Research (S-1,2)

4 sem. hrs.

The purposes of this course are to review and critique seminal research and compare and contrast the advantages and disadvantages of group and single subject research. Emphasis will focus on the development of a research prospectus, demonstrating experimental control while simultaneously insuring generalization of results (i.e., internal validity versus external validity). Maguire.

DEDU 655 Diversity in Education (S-1,2)

4 sem. hrs.

Examines contemporary challenges to teaching about race, gender, class, nationality, sexuality, religion, and other hierarchies. Examines the ethical, emotional, political, and spiritual challenges of teaching power-laden, charged issues and the consequences of shifting power relations in the classroom and in the community. Attention to current contributions in the areas of contemplative practices, trauma theory, feminist pedagogy, and activism enables students to envision steps toward a pedagogy of liberation. The course encourages active engagement with the material and makes room for self-reflective learning, teaching, and scholarship. Thompson.

Cognate Courses

DABA 600 History of Behavior Analysis*

4 sem. hrs. Prereq.: Consent of the department. Follows the evolution of behavioral theory and philosophy through review of major models and writings. Explores the precedents of behaviorism, its rise in prominence, its reported decline, and its status in the post-Skinner era.

DABA 610 Verbal Behavior*

4 sem. hrs.
A lecture/discussion format that focuses on the behavioral analysis of language according to B.F. Skinner. The majority of the content of this course is drawn from Skinner's text *Verbal Behavior* (1957) and related secondary sources. A portion of the course will include readings and lecture/discussions related to alternative analyses of language developmental as well as critiques of Skinner's natural science approach to language development.

DABA 615 Behavior Analysis in Education*

4 sem. hrs.
This course examines the conceptual and methodological issues of the application of applied behavior analysis into educational settings. This class is designed to provide the doctoral student with a broad overview of the educational applications of the science of behavior analysis, including general and special education, reading instruction, early intervention, higher education, professional training and development in education, and educational assessment.

DABA 616 Behavioral Consultation in Schools*

4 sem. hrs.

This course prepares behavior analysts and school-based professionals to function as consultants in schools. Activities include skill building in needs assessment, theory and practice of in-service training, and evaluation of interventions. Class addresses barriers to accepting behavioral interventions, including resistance, potential approaches to address these, as well as system intervention options for providing school based consultation. Attention is given to strategies and tactics used by schools to promote and support academic, behavioral, health, and social goals for children and their families.

DABA 620 Organizational Behavior Management*

4 sem. hrs.

This course familiarizes the student with the foundation concepts, principles, and methodologies associated with organizational behavior management. And familiarizes the student with the comprehensive body of applied research and literature concerning the application of applied behavioral analytic procedures to organizations. The course provides rigorous behavioral analyses to work and organizational phenomena. And facilitates the student's application of behavior analytic principles and procedures toward analysis, diagnosis, and improvement of organizations and organizational behavior.

DABA 625 Advanced Functional Assessment and Analysis*

4 sem. hrs.

The overriding goals of this course are for doctoral candidates to demonstrate comprehension and application of structural, functional and branch analysis and the evaluation and synthesis of stimulus control methodologies to determine the controlling factors of behavior. Candidates will demonstrate competency with the experimental analysis of behavior methodologies to determine the function of behavior across a variety of disabilities and disorders by reading, discussing and presenting assigned and self selected experimental papers. Areas covered include the functional analysis of behavior of persons with developmental disabilities, psychiatric disorders, substance and eating disorders. Ultimately, candidates must design and present a hypothetical

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1- 2012-2013
2- 2013-2014
* = Schedule t.b.a.

research prospectus in which a functional analysis of complex behavior is conducted.

DABA 630 Experimental Analysis of Behavior*

4 sem. hrs.

Overview of behavioral processes. Presents information relating to human and nonhuman learning with a focus on the experimental analysis of behavior. Topics covered include environmental feedback mechanisms, automatic reinforcement, selectionism, multioperant performances, discriminative stimulus control, stimulus equivalence, rule-governed behavior, joint attention, and semantic priming. The course also focuses on research methodologies and critical analysis of research.

DABA 635 Behavioral Medicine*

4 sem. hrs.

Behavioral Medicine is a newly developed and important area of research, teaching, and clinical practice. It is the study of the factors influencing the psychological and physical health of people and takes a biopsychosocial approach in accounting for illness and behavioral health. This specialization develops the essential knowledge and skills for this important area.

DABA 640 Scholarly and Professional Activity*

4 sem. hrs.

This course will introduce you to a conceptual framework of the different types of scholarly work often performed by a behavior analyst serving as a university-based or independent academic. The term academic is used here as a collective term for the scientific and cultural community engaged in higher education and research, taken as a whole. The course will focus on three core activities associated with scholarship: (1) teaching, (2) writing and publishing, and (3) presenting.

DEDL 600 Leadership: Decision Analysis through Change and Transformation*

4 sem. hrs.

This course 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. Bent.

DEDL 601 Global and Historical Perspectives in Education*

4 sem. hrs.

This course 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. Bent.

DEDL 602 Financial Decision Making for Educational Leaders: Planning and Managing School Facilities*

4 sem. hrs.

This course 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 and budget oversight. Educational funding mechanisms will be examined and case studies of financial crisis management will be utilized. James.

DEDL 603 Legal Aspects of Education Governance*

4 sem. hrs.

Federal and state laws and regulations will be examined as they apply to school districts, students and personnel. Through understanding the complexities of court decisions and their impact on education, candidates will apply their knowledge to conflict resolution, liability and due process. 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. Collins.

DEDL 604 Emerging Instructional Technologies*

4 sem. hrs

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. Maruszczak.

DEDL 605 Curriculum Leadership*

4 sem. hrs

This course will deal with 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. Newcombe.

DEDL 606 Leadership Assessment and Development*

4 sem. hrs

This course is 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. Bent.

DEDL 607 Human Resource Administration: Personnel Issues in Education*

4 sem. hrs

Personnel costs make up 75%-85% of a typical school budget. Because personnel are so important to the achievement of the goals and objectives of an education system, human

resource administration is of central importance. How individuals are recruited, selected, mentored, evaluated, motivated, compensated and aided in the development is a factor in determining their personal and professional satisfaction and performance. This course will provide successful techniques in human resource administration including relevant laws and policies, the application of computer technology, effective communication skills and fostering a relationship of mutual respect and cooperation among staff, administration and school committees. Various leadership styles will be examined that illustrate how the climate of a school district is created. Bemis.

F =Fall
 S =Spring
 U =Summer
 TC =Travel Course
 1- 2012-2013
 2- 2013-2014
 * = Schedule t.b.a.
